

**FAROOK COLLEGE (AUTONOMOUS)**



**B.Sc. PSYCHOLOGY HONOURS  
(MAJOR, MINOR AND GENERAL FOUNDATION COURSES) SCHEME**

**w.e.f. 2024 admission onwards**

**(FCFYUGP Regulations 2024)**

# **B.Sc. PSYCHOLOGY HONOURS**

## **FCBSPSY**

**(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)**

## **SCHEME**

## PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

PO1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

## PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BSc Psychology Honours programme at Calicut University, a student would:

PSO 1	Demonstrate comprehensive understanding and proficient application of major theories and concepts in Psychology, including the ability to design and conduct laboratory experiments, as well as administer psychological assessments.
PSO 2	Exhibit interpersonal and communication skills essential for effective engagement in various professional settings within the field of Psychology, while fostering personal and professional growth.
PSO 3	Engage critically in the construction of knowledge within the field of Psychology, demonstrating a strong scientific temperament, and utilizing digital and technological tools for research, analysis, and presentation.
PSO 4	Enhance standards of ethical conduct and human values integral to the practice of Psychology, continuously advancing knowledge through a commitment to lifelong learning and active participation in research.
PSO 5	Apply advanced psychological principles to address challenges within the field, actively contributing to the betterment of communities, and demonstrating a strong sense of social and environmental responsibility in all professional endeavours.

## MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN THE THREE-YEAR PROGRAMME IN CUFYUGP

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern-ship	Total Credits	Example
		Each course has 4 credits		Each course has 3 credits			
1	Single Major (A)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Psychology + six courses in different disciplines in different

							combinations
2	Major (A) with Multiple Disciplines (B, C)	68 (17 courses)	12 + 12 (3 + 3 = 6 courses)	39 (13 courses)	2	133	Major: Psychology + Physiology and Statistics
3	Major (A) with Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Psychology  Minor: Physiology  Or Statistics
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

**B.Sc. PSYCHOLOGY HONOURS PROGRAMME**  
**COURSE STRUCTURE FOR PATHWAYS 1 – 4**

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with vocational Minor

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
						Internal	External	Total
1	PSY1CJ101/ PSY1MN100	Core Course 1 in Major – Invitation to Psychology	75	5	4	30	70	100
		Minor Course 1	60/ 75	4/ 5	4	30	70	100
		Minor Course 2	60/ 75	4/ 5	4	30	70	100
	ENG1FA101(2)	Ability Enhancement Course 1– English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 – Other than Major	45	3	3	25	50	75
		<b>Total</b>			<b>23/ 25</b>	<b>21</b>		

2	PSY2CJ101/ PSY2MN100	Core Course 2 in Major – Science of Mental Processes	75	5	4	30	70	100
		Minor Course 3	60/ 75	4/ 5	4	30	70	100
		Minor Course 4	60/ 75	4/ 5	4	30	70	100
	ENG2FA103( 2)	Ability Enhancement Course 3– English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 2 – Other than Major	45	3	3	25	50	75
		<b>Total</b>		<b>23/ 25</b>	<b>21</b>			<b>525</b>
3	PSY3CJ201	Core Course 3 in Major – Psychological Assessment	60	4	4	30	70	100
	PSY3CJ202/ PSY3MN200	Core Course 4 in Major – Individual Differences	75	5	4	30	70	100
		Minor Course 5	60/ 75	4/ 5	4	30	70	100
		Minor Course 6	60/ 75	4/ 5	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala Knowledge System	45	3	3	25	50	75
	ENG3FV108( 2)	Value-Added Course 1 – English	45	3	3	25	50	75
	<b>Total</b>		<b>23/ 25</b>	<b>22</b>			<b>550</b>	
4	PSY4CJ203	Core Course 5 in Major – Child and Adolescent Development	75	5	4	30	70	100
	PSY4CJ204	Core Course 6 in Major – Foundations of Social Behaviour	75	5	4	30	70	100
	PSY4CJ205	Core Course 7 in Major – Biological Basis of Behaviour	75	5	4	30	70	100
	ENG4FV109( 2)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS111(2 )	Skill Enhancement Course 1 – English	60	4	3	25	50	75
	<b>Total</b>		<b>25</b>	<b>21</b>			<b>525</b>	
5	PSY5CJ301	Core Course 8 in Major – Organizational Behaviour	75	5	4	30	70	100
	PSY5CJ302	Core Course 9 in Major – Development in Adulthood	75	5	4	30	70	100
	PSY5CJ303	Core Course 10 in Major – Foundations of Abnormal Psychology	60	4	4	30	70	100
		Elective Course 1 in Major	60	4	4	30	70	100

	Elective Course 2 in Major	60	4	4	30	70	100
	Skill Enhancement Course 2	45	3	3	25	50	75
	<b>Total</b>		<b>25</b>	<b>23</b>			<b>575</b>

6	PSY6CJ304 / PSY8MN304	Core Course 11 in Major – Abnormal Psychology: Exploring the Depths	75	5	4	30	70	100
	PSY6CJ305/ PSY8MN305	Core Course 12 in Major– Introduction to Psychological Research	75	5	4	30	70	100
	PSY6CJ306/ PSY8MN306	Core Course 13 in Major – Psychological Counselling	60	4	4	30	70	100
		Elective Course 3 in Major	60	4	4	30	70	100
		Elective Course 4 in Major	60	4	4	30	70	100
	PSY6FS113	Skill Enhancement Course 3	45	3	3	25	50	75
	PSY6CJ349	Internship in Major (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
	<b>Total</b>		<b>25</b>	<b>25</b>			<b>625</b>	

**Total Credits for Three Years**

**133**

**3325**

7	PSY7CJ401	Core Course 14 in Major – Applied Social Psychology	75	5	4	30	70	100
	PSY7CJ402	Core Course 15 in Major – Health Psychology: Theory and Practice	75	5	4	30	70	100
	PSY7CJ403	Core Course 16 in Major - Rehabilitation Psychology	75	5	4	30	70	100
	PSY7CJ404	Core Course 17 in Major – Orientation to Psychological Interventions	75	5	4	30	70	100
	PSY7CJ405	Core Course 18 in Major – Human Resource Planning and Development	75	5	4	30	70	100
		<b>Total</b>		<b>25</b>	<b>20</b>			<b>500</b>

8	PSY8CJ406 / PSY8MN406	Core Course 19 in Major – Assessments in Counselling and Clinical Settings	75	5	4	30	70	100
	PSY8CJ407 / PSY8MN407	Core Course 20 in Major – Applied Psychology	60	4	4	30	70	100
	PSY8CJ408 / PSY8MN408	Core Course 21 in Major – Foundations of Neuropsychology	60	4	4	30	70	100
	OR (instead of Core Courses 19 – 21 in Major)							
	PSY8CJ449	Project (in Honours programme)	360*	13*	12	90	210	300
PSY8CJ499	Project (in Honours with Research programme)	360*	13*	12	90	210	300	

	Elective Course 5 in Major / Minor Course 7	60	4	4	30	70	100
	Elective Course 6 in Major / Minor Course 8	60	4	4	30	70	100

	Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline	60	4	4	30	70	100
OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)							
PSY8CJ489	Advanced Research Methods in Psychology	60	4	4	30	70	100
	<b>Total</b>		<b>25</b>	<b>24</b>			<b>600</b>
<b>Total Credits for Four Years</b>				<b>177</b>			<b>4425</b>

\* The teacher should have 13 hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24 hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.

### CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

- |                     |                                    |
|---------------------|------------------------------------|
| 1. Single Major     | 2. Major with Multiple Disciplines |
| 3. Major with Minor | 4. Major with Vocational Minor     |

Semester	Major Courses	Minor Courses	General Foundation Courses	Internship/ Project	Total
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
<b>Total for Three Years</b>	<b>68</b>	<b>24</b>	<b>39</b>	<b>2</b>	<b>133</b>
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
* Instead of three Major courses					



<b>Total for Four Years</b>	<b>88 + 12 = 100</b>	<b>36</b>	<b>39</b>	<b>2</b>	<b>177</b>
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**DISTRIBUTION OF MAJOR COURSES IN PSYCHOLOGY  
FOR PATHWAYS 1 – 3**

1. Single Major  
3. Major with Minor

2. Major with Multiple Disciplines

Semester	Course Code	Course Title	Hours/Week	Credits
1	PSY1CJ101 / PSY1MN100	Core Course 1 in Major – Invitation to Psychology	5	4
2	PSY2CJ101 / PSY2MN100	Core Course 2 in Major – Science of Mental Processes	5	4
3	PSY3CJ201	Core Course 3 in Major – Psychological Assessment	4	4
	PSY3CJ202 / PSY3MN200	Core Course 4 in Major – Individual Differences	5	4
4	PSY4CJ203	Core Course 5 in Major – Child and Adolescent Development	5	4
	PSY4CJ204	Core Course 6 in Major – Foundations of Social Behaviour	5	4
	PSY4CJ205	Core Course 7 in Major – Biological Basis of Behaviour	5	4
5	PSY5CJ301	Core Course 8 in Major – Organizational Behaviour	5	4
	PSY5CJ302	Core Course 9 in Major – Development in Adulthood	5	4
	PSY5CJ303	Core Course 10 in Major – Foundations of Abnormal Psychology	4	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4
6	PSY6CJ304 / PSY8MN304	Core Course 11 in Major – Abnormal Psychology: Exploring the Depths	5	4
	PSY6CJ305 / PSY8MN305	Core Course 12 in Major – Introduction to Psychological Research	5	4
	PSY6CJ306 / PSY8MN306	Core Course 13 in Major – Psychological Counselling	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4
	PSY6CJ349	Internship in Major	-	2
Total for the Three Years				<b>70</b>
	PSY7CJ401	Core Course 14 in Major – Applied Social Psychology	5	4
	PSY7CJ402	Core Course 15 in Major – Health Psychology:	5	4

7		Theory and Practice		
	PSY7CJ403	Core Course 16 in Major – Rehabilitation Psychology	5	4
	PSY7CJ404	Core Course 17 in Major – Orientation to Psychological Interventions	5	4
	PSY7CJ405	Core Course 18 in Major – Human Resource Planning and Development	5	4
8	PSY8CJ406 / PSY8MN406	Core Course 19 in Major – Assessments in Counselling and Clinical Settings	5	4
	PSY8CJ407 / PSY8MN407	Core Course 20 in Major – Applied Psychology	4	4
	PSY8CJ408 / PSY8MN408	Core Course 21 in Major – Foundations of Neuropsychology	4	4
	OR (instead of Core Courses 19 – 21 in Major)			
	PSY8CJ449	Project (in Honours programme)	13	12
	PSY8CJ499	Project (in Honours with Research programme)	13	12
		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
PSY8CJ489	Advanced Research Methods in Psychology	4	4	
<b>Total for the Four Years</b>				<b>114</b>

### ELECTIVE COURSES IN PSYCHOLOGY

Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
							Internal	External	Total
		<p><b>*In Semesters 5 and 6, students can select 2 electives from a choice of 4 courses.</b></p> <p><b>*In Semester 8, students can select 3 electives from a choice of 5 courses</b></p>							
1	PSY5EJ301	Positive Psychology	5	60	4	4	30	70	100
2	PSY5EJ302	Educational Psychology	5	60	4	4	30	70	100
3	PSY5EJ303	Psychology of Cyber Space	5	60	4	4	30	70	100
4	PSY5EJ304	Sports Psychology	5	60	4	4	30	70	100

5	PSY6EJ301	Forensic Psychology	6	60	4	4	30	70	100
6	PSY6EJ302	Cultural Psychology	6	60	4	4	30	70	100
7	PSY6EJ303	Foundations of Professional Development	6	60	4	4	30	70	100
8	PSY6EJ304	Comprehensive Sexuality Education	6	60	4	4	30	70	100
9	PSY8EJ401	Psychological processes in Advertising	8	60	4	4	30	70	100
10	PSY8EJ402	Advanced Cognitive Psychology	8	60	4	4	30	70	100
11	PSY8EJ403	An introduction to Psycho- Oncology	8	60	4	4	30	70	100
12	PSY8EJ404	Critical Psychology	8	60	4	4	30	70	100
13	PSY8EJ405	Media Psychology: Understanding Influence	8	60	4	4	30	70	100

### GROUPING OF MINOR COURSES IN PSYCHOLOGY

**The minor courses given below should not be offered to students who have taken Psychology as the major discipline. They should be offered to students from other major disciplines only**

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
								Internal	External	Total
<b>*Courses in Group 4 and 5 include Practicum. Colleges may choose for the minor courses with practicum for the respective semesters depending upon the workload</b>										
<b>1</b>	<b>FOUNDATIONS OF BEHAVIOUR</b>									
	1	PSY1MN101	Gateways to Mind and Behaviour	1	60	4	4	30	70	100
	2	PSY2MN101	Understanding Psychological Disorders	2	60	4	4	30	70	100
	3	PSY3MN201	Psychology in Society	3	60	4	4	30	70	100
<b>2</b>	<b>DEVELOPMENT &amp; WELLBEING</b>									
	1	PSY1MN102	Growth and Development	1	60	4	4	30	70	100
	2	PSY2MN102	Life Span Development	2	60	4	4	30	70	100

	3	PSY3MN202	Psychology of Well-being	3	60	4	4	30	70	100
<b>3</b>	<b>AVENUES OF PSYCHOLOGY</b>									
	1	PSY1MN103	Psychology of Media	1	60	4	4	30	70	100
	2	PSY2MN103	Psychology of Advertising	2	60	4	4	30	70	100
	3	PSY3MN203	Psychological First Aid	3	60	4	4	30	70	
<b>4</b>	<b>DYNAMICS OF BEHAVIOUR</b>									
	1	PSY1MN104	Psychology Unveiled: Understanding Human Behaviour (With Practicum)	1	75	5	4	30	70	100
	2	PSY2MN104	Foundations of Abnormal Behaviour (With Practicum)	2	75	5	4	30	70	100
	3	PSY3MN204	Social Behaviour	3	60	4	4	30	70	100
<b>5</b>	<b>RECENT TRENDS IN PSYCHOLOGY</b>									
	1	PSY1MN105	Media Psychology	1	60	4	4	30	70	100
	2	PSY2MN105	Understanding Psychological First Aid (With Practicum)	2	75	5	4	30	70	100
	3	PSY3MN205	Foundations of Psychological Well-being	3	60	4	4	30	70	100

- i. Students in Single Major pathway can choose course/courses from any of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.
- ii. Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by any discipline, including their Major discipline. If they choose one of the Minor/ Vocational Minor groups offered by their Major discipline as the first one of the multiple disciplines, then their choice as the second one of the multiple disciplines should be any one of the Minor/ Vocational Minor groups offered by a discipline other than the Major discipline.
- iii. Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline.

- iv. Students in Major with Vocational Minor pathway can choose all the courses from any two Vocational Minor groups offered by any discipline.

### DISTRIBUTION OF GENERAL FOUNDATION COURSES IN PSYCHOLOGY

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
<b>Multi-Disciplinary Course 1</b>								
<b>1</b>	PSY1FM105(1)	The Art of Stress Management	45	3	3	25	50	75
	PSY1FM105(2)	Life Skill Development	45	3	3	25	50	75
	PSY1FM105(3)	Child and Adolescent Mental Health	45	3	3	25	50	75
	PSY1FM105(4)	Science of Well-being	45	3	3	25	50	75
<b>Multi-Disciplinary Course 2</b>								
<b>2</b>	PSY2FM106(1)	Comprehensive Sexuality Education	45	3	3	25	50	75
	PSY2FM106(2)	Psychology in Everyday Life	45	3	3	25	50	75
	PSY2FM106(3)	Adulthood and Parenting	45	3	3	25	50	75
	PSY2FM106(4)	Psychology and Personal Growth	45	3	3	25	50	75
<b>Skill Enhancement Course 2</b>								
<b>5</b>	PSY5FS112	Psychological First Aid and Competencies	45	3	3	25	50	75
<b>Skill Enhancement Course 3</b>								
<b>6</b>	PSY6FS113	Academic Digital Literacy	45	3	3	25	50	75

### EVALUATION SCHEME

- The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
- The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.
  - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the

faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

- In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practical. The practical component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.

3. All the 3-credit courses (General Foundational Courses) in Psychology are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practical	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) + Practical	20	10	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75

### 1. MAJOR AND MINOR COURSES

#### 1.1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory Only		Theory + Practical	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practical
1	Test paper/ Mid-semester Exam	10	4	5	-
2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
		20	10	10	20*

Total	30	30
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\* Refer the table in section 1.2 for the evaluation of practical component

## 1.2. EVALUATION OF PRACTICAL COMPONENT

The evaluation of practical component in Major and Minor courses is completely by internal evaluation.

- Continuous evaluation of practical by the teacher-in-charge shall carry a weightage of 50%.
- The end-semester practical examination and viva-voce, and the evaluation of practical records shall be conducted by the teacher in-charge and an internal examiner appointed by the Department Council.
- The process of continuous evaluation of practical courses shall be completed before 10 days from the commencement of the end-semester examination.
- Those who passed in continuous evaluation alone will be permitted to appear for the end-semester examination and viva-voce.

The scheme of continuous evaluation and the end-semester examination and viva-voce of practical component shall be as given below:

Sl. No.	Evaluation of Practical Component of Credit-1 in a Major / Minor Course	Marks for Practical	Weightage
1	Continuous evaluation of practical/ exercise performed in practical classes by the students	10	50%
2	End-semester examination and viva-voce to be conducted by teacher-in-charge along with an additional examiner arranged internally by the Department Council	7	35%
3	Evaluation of the Practical records submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner	3	15%
<b>Total Marks</b>		20	



### 1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

#### PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
Total Marks					70

## 2. INTERNSHIP

1. All students should undergo Internship of 2-credits during the first six semesters in a firm, industry or organization, or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.
2. Internship can be for enhancing the employability of the student or for developing the research aptitude.
3. Internship can involve hands-on training on a particular skill/ equipment/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
  - a. A faculty member/ scientist/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

### 2.1. GUIDELINES FOR INTERNSHIP

1. The internship program should be in offline mode for continuous 12 working days.
2. The students should submit a detailed proposal stating the purpose of the program, area, and 12 days plan with details of at least two institutes / agencies where they wish

to work. The proposal should contain the details of the external supervisor, and background of the institution or agency.

3. The student can select an area in Psychology according to their interest (Any applied areas like clinical, rehabilitation, educational, counselling, Industrial, organizational, community, etc.)
4. The Department Internship Committee should ensure that Internship meets the course requirement.
5. The students should make regular and detailed entries in to a personal log book through the period of Internship. The log book will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.
6. The log book and the typed report must be submitted at the end of the Internship.
7. The institution at which the Internship will be carried out should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours Programme.
8. After the completion of the program the students should submit a report in the prescribed format forwarded by the external internship supervisor. The report should contain the certificate from the agency / institute, the statement of attendance, details of the work done and skills /knowledge acquired.
9. For students doing internship in the same institute, one faculty member should be assigned as the external supervisor

## **2.2. FORMAT OF THE INTERNSHIP REPORT**

1. Title page
2. Statement of attendance forwarded by the external supervisor
3. Internship Certificate, from where the internship is done which contains Name of internship centre, the area of internship, duration, performance evaluation, and date, should be included and signed by the internship supervisor and head of the internship institution, internal supervisor and principal.
4. Introduction-Details and Profile of the institute

5. Report - should contain the timeline of the work, report of the work done. At the end of the report, an introspective report of the participants on their experience, new learning etc should be added
6. Summary
7. Appendix include any supplementary materials like modules developed, cases recorded, notable interventions etc.

### 2.3. EVALUATION OF INTERNSHIP

1. The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours Programme.
2. The credits and marks for the Internship will be awarded only at the end of semester 6.
3. The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality and Log Book	5	
4	Report of Institute Visit/ Study Tour		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva-voce examination before the committee internally constituted by the Department Council		8	15%
	Total Marks		50	

### **3. PROJECT**

#### **3.1. PROJECT IN HONOURS PROGRAMME**

1. In the Honours programme, the student has the option to do a Project of 12 credits instead of three major core courses in semester 8.
2. The Project can be done in the same institution/ any other higher educational institution (HEI)/ research centre/ training centre.
3. The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme
4. A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

#### **3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME**

1. Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
2. A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.
3. In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits instead of three Core Courses in Major in semester 8.
4. The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty members with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
5. A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One

such faculty member can supervise maximum five students in Honours with Research stream.

6. The maximum intake of the department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
7. If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits.

### **3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME**

1. Project work can be Quantitative, Qualitative or exploratory in nature.
2. The topics should be from relevant areas of Psychology and adhere to the ethical practices of research
3. There should be a minimum of 360 hrs. of engagement from the student in the Project work in the Honours programme as well as in the Honours with Research programme.
4. There should be a minimum of 13 hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s) in the Honours programme and Honours with Research programme.
5. Various steps in project work include the following:
  - A Wide review of a topic.
  - Investigation of a problem in a systematic way using appropriate techniques.
  - Systematic recording of the work.
  - Reporting the results with interpretation in a standard documented form.
  - Presenting the results before the examiners.
6. Students can follow appropriate methodology based on the nature of the problem. A Study can be of any type, including quantitative, qualitative, or mixed methods.
7. The project report should be on A4 sized pages printed on both sides.
8. The report should be a minimum of 40 pages and a maximum of 80 pages, including references.
9. The report should be prepared in updated APA format.
10. Students should submit two printed copies of the final report of the study.

11. The students have to obtain informed consent from the participants.
12. The format of the consent form, research proposal, and final study are given with these guidelines that are to be strictly followed.
13. Students should attach the plagiarism check report with the study. For the same purpose, any reliable plagiarism-checking software can be used. The plagiarism regulation of the University of Calicut has to be followed.
14. During Project, the students should make regular and detailed entries into a personal log book throughout the period of investigation. The logbook will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain experimental conditions and results, ideas, computer file names, etc. All entries should be dated. The project supervisor should periodically examine and countersign the log book.
15. The log book and the typed report must be submitted at the end of the project. A copy of the report should be kept for reference at the department. A soft copy of the report should also be submitted, to be sent to the external examiner in advance.
16. It is desirable, but not mandatory, to publish the results of the project in a peer-reviewed journal.
17. The project report shall have an undertaking from the student and a certificate from the research supervisor for the originality of the work and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
18. The project proposal, the institution at which the project is being carried out, and the project supervisor should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

#### **3.4. EVALUATION OF PROJECT**

1. The evaluation of the project will be conducted at the end of the eighth semester in both internal and external modes.
2. The Project in Honours programme as well as the Honours with Research programme will be evaluated for 300 marks. Out of which, 90 marks are from internal evaluation and 210 marks, are from external evaluation.

3. The internal evaluation of the project work shall be done in continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme. 30% of the weightage shall be given through this mode.
4. The remaining 70% shall be awarded by the external examiner appointed by the university.
5. The scheme of continuous evaluation and the end-semester viva-voce of the project shall be as given below:

Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research)	Weightage
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner	60	20%
Total Marks	300	

#### **INTERNAL EVALUATION OF PROJECT**

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research)
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Log book	20
4	Scheme/ Organization of Project Report	20
Total Marks		90

#### **EXTERNAL EVALUATION OF PROJECT**

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research) 12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and	50

	Innovations of Research	
2	Presentation of the Project	50
3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
Total Marks		210

#### 4. GENERAL FOUNDATION COURSES

All the General Foundation Courses (3-credits) in Psychology are with only theory component.

##### 4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in Psychology	Internal Marks of a General Foundation Course of 3-credits in Psychology	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

##### 4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

#### PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
Total Marks					50



## 5. LETTER GRADES AND GRADE POINTS

1. Mark system is followed for evaluating each question.
2. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
3. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
4. The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
5. Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

### LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (Internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

6. When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
7. The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

## 5.1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits ( $C_i$ ) with the grade points ( $G_i$ ) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA } (S_i) = \frac{\sum_i (C_i \times G_i)}{\sum_i (C_i)}$$

where  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course in the given semester. Credit Point of a course is the value obtained by multiplying the credit ( $C_i$ ) of the course by the grade point ( $G_i$ ) of the course.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$$

### ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\textit{Sum of the credit points of all the courses in six semesters}}{\textit{Total credits in six semesters (133)}}$$

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\textit{Sum of the credit points of all the courses in eight semesters}}{\textit{Total credits in eight semesters (177)}}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

**MODEL QUESTIONPAPER FOR MAJOR AND MINOR COURSE**

**I Semester B.Sc. (CUFYUGP) Degree Examinations October 2024**

**PSY1CJ101: Invitation to Psychology**

**(Credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define Psychology.
2. Name three early pioneers in the field of psychology.
3. Explain functionalism.
4. What are the primary goals of psychology as a scientific discipline?
5. Define absolute threshold.
6. Explain top-down processing.
7. What is perceptual set?
8. Define illusion.
9. What are circadian rhythms, and how do they influence our daily biological functions?
10. What is the primary function of REM sleep?

**Section B**

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks )

11. Compare and contrast behavioristic and psychodynamic perspectives in psychology.
12. Discuss the importance of scientific temper in maintaining objectivity and accuracy in psychological research.
13. Compare and contrast structured, semi-structured, and unstructured interview methods in psychological research.
14. Explain the concept of perceptual constancies and provide examples for each.
15. Explain the concept of depth perception and discuss how binocular and monocular cues contribute to our perception of depth.
16. Explain different methods used in psychological research.
17. Describe the stages of sleep in the sleep-wake cycle and their characteristics.
18. Summarize the major psychoactive drugs and their influences on consciousness and behavior.

**Section C**

[Answer any one. Each question carries 10 marks] (1x10=10marks )

19. Summarize the evolution of psychology from its early history to modern times.
20. Explain different theories of Theories of Selective Attention

**MODEL QUESTIONPAPER FOR GENERAL FOUNDATION COURSE**

**I Semester B.Sc. (CUFYUGP) Degree Examinations October 2024**

**PSY1FM105: Adulthood and Parenting**

**(Credits: 3)**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

**Section A**

**[Answer All. Each question carries 2 marks]**

**(Ceiling 16 marks)**

1. Define the concept of reciprocal socialization
2. What is Scaffolding
3. Explain myths about parenting
4. Define authoritative parenting
5. Explain parental self efficacy
6. Define intimacy
7. Explain cohabitation
8. Define sexual orientation
9. Explain Fatuous love
10. Explain vocational adjustment

**PART B**

**[Answer All. Each question carries 6 marks ] (Ceiling 24 marks)**

11. Explain Baumrinds parenting styles
12. Explain childbearing trends in modern society
13. Discuss the consequences child neglect on a child's development
14. Discuss the impact of working parent on parent child relationship
15. Discuss some strategies for promoting positive parent child relationship in diverse family structures

**PART C**

**[Answer any one. Each question carries 10 marks] (1x10=10 marks)**

16. Discuss adult life styles
17. Discuss the role of parents in adolescent development

## **DETAILED SYLLABUS**



**CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE  
PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

**SEMESTER 1**

Programme	B. Sc. Psychology				
Course Title	<b>Invitation to Psychology</b>				
Type of Course	<b>Major With Practical</b>				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This foundational Psychology course offers students a thorough comprehension of Psychology as a scientific discipline, encompassing its historical evolution, diverse perspectives, and various branches. Through an examination of human cognitive processes like attention, perception, and consciousness, the course seeks to foster a heightened insight into the intricate workings of the human mind.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain different perspectives of psychology	U	C	Instructor-created exams / Quiz
CO2	Develops foundational knowledge and the practical application of psychological concepts	U	C	Writing reflective journals
CO3	Distinguish different methods used for studying human behaviour	An	C	Design and conduct interviews or surveys/ Practical Assignment / Observation of Practical Skills

CO4	Apply psychological principles to real-world scenarios, demonstrating the practical relevance of the discipline.	Ap	C	Discussion / Practical Assignments
CO5	Explore foundational psychological principles and theoretical frameworks underlying the concepts of attention, perception, and consciousness.	U	C	Instructor-created exams / Quiz/ Seminars/ Instructor-created exams / Quiz
CO6	Appreciate the value of Psychology and embrace a lifelong learning attitude towards psychological inquiry and discovery	Ap	C	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Evolution of Psychology</b>		<b>10</b>	<b>15</b>
	1	What is Psychology?	1	
	2	The Evolution of Psychology- Philosophical origin-Psychology's Early History- Psychology's Modern History- Psychology Today	3	
	3	Theoretical Approaches to Psychology: Structuralism, Functionalism, Behaviourism, Psychodynamic Approach, Humanistic Approach, Gestalt Psychology, Cognitive Perspectives, Biological Perspective, Evolutionary Perspective, Socio-Cultural Perspective.	3	
	4	Branches of Psychology, Scope of Psychology.	2	
	5	Evolution of Psychology in India-Colonial and post independent period	1	
<b>II</b>	<b>Scientific methods to study human behaviour</b>		<b>10</b>	<b>15</b>
	6	Psychology as a Science,	1	
	7	Goals of Psychology, Scientific temper and Scientific attitudes	3	
	8	Methods of Psychological research: Observation-Participant and Non-Participant Observation, Naturalistic Observation; Interview Methods-Structured, Semi Structured and Unstructured Interviews. Surveys; Case study; Questionnaires; Correlational studies; Experimental Method.	6	
<b>III</b>	<b>Attention and Perception</b>		<b>15</b>	<b>25</b>
	9	Attention: Types of Attention, Functions of Attention-Factors affecting Attention.	2	



	10	Phenomena associated with Attention: Span of Attention-Division of Attention-Distracton of Attention - Set in Attention.	2	
	11	Selective and Sustained Attention-Theories of Selective Attention	1	
	12	Sensation and Perception; Sensory threshold: Absolute threshold; Difference threshold; Just Noticeable Differences	2	
	13	Perceiving forms, patterns and objects: Perceptual Set, Feature analysis, Bottom-up Processing, Top- Down Processing.	2	
	14	Depth Perception	2	
	15	Perceptual Organization: Gestalt principles, Figure and Ground Segregation, phi-phenomenon.	1	
	16	Perceptual Constancies: Size, Shape, Brightness and Location Constancy	1	
	17	Visual Illusions and Types of Illusion	2	
<b>IV</b>	<b>Consciousness</b>		<b>10</b>	<b>15</b>
	18	Nature of consciousness; Biological rhythms-Circadian rhythms.	1	
	19	Sleep and waking cycle-Stages of sleep; Functions of sleep; Functions of REM sleep	3	
	20	Dreams	1	
	21	Altered states of consciousness: Hypnosis; Meditation.	2	
	22	Altering consciousness with drugs	3	
<b>V</b>	<b>Experiments, and Practical Applications</b>		<b>30</b>	
	1	<p>Carry-out any four experiments of the following:</p> <p><b>1. Span of Attention</b> Conduct an experiment to determine the span of attention of the subject</p> <p><b>2. Distraction of Attention:</b> Conduct an experiment to demonstrate the effect of distraction of attention on the performance of the subject.</p> <p><b>3. Division of Attention:</b> Conduct an experiment to demonstrate division of attention in simultaneous performance of two tasks.</p> <p><b>4. Set in Attention:</b> Conduct an experiment to demonstrate the effect of mental set</p> <p><b>5. Illusion:</b> Determine the extent of Muller-Lyer illusion</p> <p><b>6. Illusion:</b> Determine the extent of Horizontal Vertical Illusion</p> <p><b>7. Depth perception:</b> Dijkstra's Algorithm (non-negative edge weights) and Bellman-Ford Algorithm (negative edge weights)</p> <p><b>8. Meditation</b> Examine the physiological and psychological effects of different meditation practices. Measure variables such as heart rate, blood pressure, and or subjective experiences before, during, and after meditation sessions to understand the impact on consciousness.</p>	20	

	2	Design and conduct an interview or survey	5	
	3	Assignment: Write a report on Prominent psychologists- their entry to psychology “Pathways to Psychology: Tracing the Journeys of Prominent Psychologists”	5	

**Books and References:**

Coon, D., & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior* (13<sup>th</sup> ed.). Wadsworth Cengage Learning.

Gerrig, R.J. (2013). *Psychology and Life* (20th ed.). Pearson education.

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

Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.

Misra, G., & Paranjpe, A.C. (2021) *Psychology in Modern India*. Springer Singapore. <https://scholar.google.com>

Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass.

Passer, M. W., & Smith, R. E. (2019). *Psychology the Science of Mind and Behaviour* (3<sup>rd</sup> ed.). McGraw-Hill Education.

Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive Psychology* (6th ed.). Wadsworth Cengage Learning.

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

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Practical examination will be based on internal evaluations. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	2	-	-	-	-	3	-
CO 2	3	-	-	3	-	-	-	3	2	-	-	3
CO 3	2	-	3	1	-	-	3	-	-	1	2	-
CO 4	3	-	2	3	-	-	-	-	-	1		-
CO 5	3	-	-	-	-	3	-	-	-	2	2	2
CO 6	-	-	2	2	-	-	-	-	2	-	2	-

### Correlation Levels:

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

### Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

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



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

**SEMESTER 2**

Programme	B. Sc. Psychology				
Course Title	<b>Science of Mental Processes</b>				
Type of Course	<b>Major With Practical</b>				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This course covers fundamental themes in psychology, including cognition, problem-solving and decision-making, and memory and learning. Students explore how people perceive, think, and learn, as well as how they solve problems and make decisions. Understanding these themes provides insights into human behaviour and mental processes, enhancing students' analytical and practical skills.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop the basic understanding of the origin and history of cognitive psychology	U	C	Quiz
CO2	Explain the basic process of problem solving and decision making	U	C	Exam
CO3	Develop fundamental knowledge and practical applications of theories of cognitive domain such as learning and memory	AP	C	Exam/ Seminar

CO4	Apply the principles of learning, memory and forgetting in daily life situation	AP	C	Group discussion/ Practical application
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Cognition</b>		<b>10</b>	<b>15</b>
	1	Introduction to cognitive Psychology	2	
	2	History of cognitive Psychology- Early History(empiricism and nativism), focus on introspection, focus on behaviour, and cognitive revolution	4	
	3	Types of reasoning: induction and deduction	2	
	4	Psychological theories of reasoning: Mental logic, Mental models and The probabilistic approach.	2	
<b>II</b>	<b>Problem solving &amp; decision making</b>		<b>10</b>	<b>15</b>
	5	Problem solving cycle Types of problems: Well-structured problems and Ill-structured problems	2	
	6	Obstacles of problem solving(types) Aids to Problem Solving: Trial and error, heuristics, algorithm, forming subgoals, searching for analogy, changing the representation of problem	3	
	7	Introduction Decision Making	1	
	8	Classical Decision Theory- The Model of Economic Man and Woman and Subjective Expected Utility Theory	3	
	9	Heuristics and Biases Fallacies	1	
<b>III</b>	<b>Memory and forgetting</b>		<b>14</b>	<b>20</b>
	10	Key process in memory: encoding, storage and retrieval Measuring memory: recall, recognition, relearning	1	

	11	Sensory memory(iconic- echoic), short term memory(rehearsal, chunking), long term memory( declarative, procedural, episodic, Implicit and explicit memory, flashbulb memory, tip of tongue)	3	
	12	Level of processing theory Working memory model – Alan Baddley	3	
	13	Retrieval cues: encoding specificity principle; context dependent memory and state dependent memory, serial position effect, reconstructive memory; eyewitness testimony, flashbulb memory and meta memory.	2	
	14	Forgetting: Forgetting Curve	1	
	15	Reason for forgetting: decay theory, interference theory, prospective theory, absents of retrieval cues,	2	
	16	Strategies for remembering: rehearsal, elaboration, organization	2	
<b>IV</b>	<b>Learning</b>		<b>11</b>	<b>20</b>
	17	Concept of Learning	1	
	18	Basics of classical conditioning, principles of conditioning: acquisition, extinction, spontaneous recovery, generalization, discrimination and higher order conditioning	2	
	19	Basics of operant conditioning: Law of effect reinforcement, punishment, schedules of reinforcement, shaping and chaining	3	
	20	Cognitive learning: latent learning,	3	
	21	Observational learning	1	
	22	Insight learning	1	
<b>V</b>	<b>Practical Applications</b>		<b>30</b>	
	1	Carry-out any four experiments of the following: 1. Bilateral transfer 2. Rote/ meaningful learning 3. Massed/ Spaced learning 4. Immediate memory span 5. Working memory scale 6. PGI memory scale	20	
	2	Write applications of classical conditioning and operant conditioning in daily life situation	5	
	3	Assignment: Prepare a life skill training module to improve memory	5	

**Books and References:**

- Baron, R.A. (2018). *Psychology*, 5th ed. Pearson education.
- Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. Mc Graw Hill Inc.
- Braisby, N. & Gellatly, A. (2005). *Cognitive psychology*. Oxford University Press Inc.,
- Commer, R. & Gould, E. (2011). *Psychology around Us*. John Wiley & Sons Inc.
- Coon, D. & Mitterer, J.O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior*, 13th ed. Wadsworth, Cengage Learning
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- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.
- Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. Tata McGraw Hill.
- Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive psychology*. 6<sup>th</sup> edition. Wordsworth Cengage Learning
- Weiten, W. (2011). *Psychology: Themes and Variations*, 5th ed. Brooks/Cole Publishing.

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Practical examination will be based on internal evaluations. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	3	-	-	2	-	3	-	2	3	1
CO 2	1	-	3	-	2	-	-	-	-	-	-	-
CO 3	1	-	3	2	1	-	2	3	-	2	-	3
CO 4	1	1	2	3	3	-	-	-	-	-	1	-

### Correlation Levels:

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

### Assessment Rubrics:

- Assignment/ **activity points**/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

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





**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

**SEMESTER 3**

Programme	B.Sc. Psychology				
Course Title	<b>Psychological Assessment</b>				
Type of Course	Major				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course explores psychological testing, covering assessment instruments like tests, interviews, and observations. Students delve into psychometric tests, examining stages, reliability, validity, and ethics, with practical activities including item analysis, interview schedule creation, and computerized test application.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate knowledge in basic concepts and methods of psychological assessment	U	C	Instructor-created exams / Quiz
CO2	Critically evaluate various psychometric scaling methods	An	C	Instructor-created exams / Quiz
CO3	Develop an interview schedule	C	P	Practical Assignment
CO4	Prepare a procedure for structured observation	C	P	Practical Assignment

CO5	Demonstrate knowledge in ethical considerations to be followed in psychological assessment	U	C	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+ 12)	Marks (70)
<b>I</b>	<b>Introduction to Psychological Assessment</b>		<b>12</b>	<b>15</b>
	1	Psychological Assessment.	1	
	2	Instruments for psychological assessment: Test, Interview, Portfolio, Case History, Behavioural Observation, Role play tests, Computer as tools, other tools.	4	
	3	Measurement: Concept, Levels of measurement and Application	3	
	4	Psychological test: Definition of Testing, Uses of psychological test, Issues in psychological testing, Types of psychological tests.	4	
<b>II</b>	<b>Psychometric Tests</b>		<b>14</b>	<b>20</b>
	5	<i>Psychometric tests</i> : Psychometry. Basic description of stages of test construction.	4	
	6	<i>Psychometric properties of a test</i> : Measurement Error	2	
	7	Reliability: Test-retest reliability, Split half reliability, Parallel form reliability, Cronbach alpha, Scorer reliability.	2	
	8	Validity: Content Validity, Criterion related validity-Concurrent and Predictive Validity, Construct validity: convergent and discriminant validity.	3	
	9	Norms: Within group norms, Percentile, Standard scores: Z score, T Score, stanine and <i>sten</i> scores.	3	
<b>III</b>	<b>Interviews and Observation</b>		<b>13</b>	<b>25</b>
	10	<i>Interview</i> : Types: Non directive, Informal, Semi-structured, structured but open-ended, open ended, Fully structured Interviews, Clinical interview.	2	
	11	Achieving and maintaining Rapport	1	
	12	Development of interview Schedule	1	
	13	Principles of effective interviewing.	2	
	14	Sources of Errors in interview	1	
	15	Recording the interview, Transcription	2	

	16	<i>Behavioural Observation: Participant Vs Non-Participant Observation, Structured Observation, Controlled Vs Naturalistic Observation</i>	2	
	17	Qualitative non-participant observation	2	
<b>IV</b>	<b>Navigating psychological testing: influences, technology and ethics</b>		<b>9</b>	<b>10</b>
	18	Factors influencing Psychological Testing,	1	
	19	Errors in psychological testing	2	
	20	Computers and Psychological Testing.	2	
	21	Gamification in assessment.	2	
	22	Ethical guidelines in Psychological Testing: Responsibilities of test user and test publisher	2	
<b>V</b>	<b>Activities</b>		<b>12</b>	
	1	<p>Students are expected to submit a report of any two of the following Activities.</p> <ol style="list-style-type: none"> <li>1. Prepare an interview schedule (Preferably Semi structured interview schedule with line of enquiry and probes)</li> <li>2. Develop a procedure for structured observation.</li> <li>3. Measure any psychological construct using computerized test (eg. PEBL, Psychopy etc.)</li> <li>4. Re-establish reliability (Test retest, Split half, Alpha) of an existing psychological test (Preferably unidimensional scale developed 20 years back)</li> <li>5. Re-establish validity of an established psychological test (Criterion related validity)</li> </ol> <p><b>Activities -Conduct any one of the activity and submit report</b></p> <p><b>Activity:</b> <i>Exposure to certain psychological tests, Discuss on the development of the test.</i></p> <p><i>Identify the type and Interpret reliability, validity and norms of the psychometric tools given by the instructor</i></p> <p><i>Read two journals in which interview method or Observation methods are used</i></p> <p><b>Activity:</b> <i>Discuss two scenarios where ethics in assessment is violated. Discuss about the better ways to conduct those assessments.</i></p>	12	

**Books and References:**

- Anastasi, A., & Urbina, S. (2017). *Psychological Testing* (7<sup>th</sup> ed). Pearson India Education Services Ltd.
- Bakeman, R., & Quera, V. (2012). Behavioral observation. In H. Cooper, M. N. Coutanche, L. M. McMullen, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology: Foundations, planning, measures, and psychometrics* (pp. 251–274). American Psychological Association.
- Cohen, R.J., Schnieder, W.J., & Tobin, R.M. (2022). *Psychological Testing and Assessment* (10<sup>th</sup> ed). New York: McGraw Hill LLC
- Coolican, H. (2019). *Research Methods and Statistics in Psychology* (7th ed.). NY: Routledge
- Gregory, R.J. (2015). *Psychological Testing: History, Principles, and Applications* (7<sup>th</sup> ed.). UK: Pearson Education Limited
- Kaplan, R.M., & Saccuzzo, D.P. (2018). *Psychological Testing: Principles, Applications and Issues* (9<sup>th</sup> ed.). Boston: Cengage Learning
- Singh A . K. (2019) . Tests, Measurements and Methods in Behavioural Sciences(6th Edn). New Delhi :Bharathi Bhavan Publishers .

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed to equip students with practical skills. Internal assessments (30 marks) are split between the vth module (10 marks) and the first four modules (20 marks). The end- semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	2	-	-	-	-	-	-
CO 2	2	-	-	-	-	-	-	-	-	1	-	-
CO 3	-	-	2	-	1	-	-	1	-	1	-	1
CO 4	-	-	2	-	1	-	-	1	-	1	-	1
CO 5	-	-	-	3	-	2	-	-	-	-	3	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Practical Reports of three activities (20%)
- End Semester Examination (70%)

**Mapping of COs to Assessment Rubrics :**

	Quiz	Assignment	Seminar	Midterm Exam	End Semester Examinations
CO 1	✓			✓	✓
CO 2		✓		✓	✓
CO 3		✓	✓		
CO 4		✓	✓		
CO 5	✓		✓	✓	✓



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Individual Differences</b>				
Type of Course	Major With Practical				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	Dynamics of human behaviour is an intermediate level course which deals with basis of human motivation, emotion, intelligence and personality to undergraduate psychology majors. The students will learn how individual behaviours are driven by different motives, the ways of emotional expressions and the differences of individual behaviour. The course provides the students the opportunity to assess and apply various theories of motivation, emotion, personality and intelligence and also to analyse the efficacy of various measurement techniques in this field.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the basic concepts and theories related with motivation, emotion, intelligence and personality	U	C	Instructor-created exams / Quiz
CO2	Describe the determinants of various behavioural dynamics	U	C	Assignment/ Observation Reports
CO3	Demonstrate skills to assess individual's motivation, emotion, intelligence and personality using psychological tests	An	P	Practical Assignment / Observation of Practical Skills

CO4	Apply the concepts and principles in to everyday life for the enhancement of one's own quality of life and others' welfare.	Ap	C	Discussion / Practical Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Motivation</b>		<b>11</b>	<b>15</b>
	1	What is Motivation? Define Motivation ,Motivation cycle	2	
	2	Classification of Motives: Biological (biogenic) and learned (sociogenic) motives	2	
	3	Intrinsic and extrinsic motivation	1	
	4	Theories of Motivation: Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory; Goal setting theory; Evolutionary theory; Cognitive theories-Balance theory, Cognitive dissonance theory, Expectancy theory	6	
<b>II</b>	<b>Emotion</b>		<b>11</b>	<b>15</b>
	6	What is Emotion, Definition, Nature of emotion	1	
	7	Components of emotion- The cognitive component, The physiological component; The behavioural component	2	
	8	Classification of emotions: Primary vs Secondary emotions; Plutchik Model, Positive vs Negative emotions.	2	
	9	Expression of emotions; Facial expressions, non-verbal cues and body language.	1	
	10	Theories of emotion: James-Lange theory; Cannon-Bard theory; Opponent process theory; Cognitive appraisal theories of emotion- Schachter's two-factor theory and Lazarus's theory of cognitive appraisal; Facial feedback hypothesis	5	
<b>III</b>	<b>Intelligence</b>		<b>12</b>	<b>20</b>
	11	Nature and Definition of intelligence	1	
	12	The concept of IQ and giftedness; Classification of IQ	1	
	13	Determinants of intelligence – Role of heredity and environment.	1	
	14	Intelligence and creativity	1	

	15	Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory; PASS theory.	5	
	16	Assessment of intellectual abilities- Stanford-Binet test, Wechsler scale, Kaufman's scale, RPM, Bhatia, Seguin-Form Board	2	
	17	An Introduction to Artificial Intelligence and Machine Learning	1	
<b>IV</b>	<b>Personality</b>		<b>11</b>	<b>20</b>
	18	Basic Concepts and Definition of personality	1	
	19	Introduction to Psychodynamic perspective to Personality – Freud, Jung, Adler, Horney, Erik Erikson	2	
	20	Introduction to Type and Trait theories of personality – Hippocrates's Typology, Kretschmer's Typology, Sheldon's Typology, Friedman and Rosenman's Typology, Big Five factor, Triguna- Rajas, Tamas, Sattwa Trait theories- Allport, Cattell, Eysenck	3	
	21	Introduction to Humanistic approach to personality – Maslow, Rogers.	2	
	22	Introduction to Behavioural and social learning approach to Personality	1	
	23	Assessment of personality- Questionnaires, Rating scale, Projective techniques, situational tests, Behavioural observation, interview	2	
<b>V</b>	<b>Experiments, Practical Applications and Course Project</b>		<b>30</b>	
	1	Carry-out any three experiments of the following or two experiment from the given list and one additional experiment of instructor's choice: 1. Knowledge of Result 2. Level of Aspiration: 3. Seguin Form Board 4. MISIC/ WISC: 5. Bhatia's test of intelligence: 6. SPM 7. Indian Test of Intelligence by NIEPID	15	
	2	Administer any three of the following Psychological Test or two tests from the given list and one additional test of instructor's choice"  1. Emotional Intelligence 2. 16 PF 3. EPQ R 4. Achievement Motivation Scale 5. Emotional Maturity Scale	10	



	3	<p>Prepare a report on any one of the following activities from the list or one activity related with the course chosen by the instructor</p> <ol style="list-style-type: none"> <li><b>Goal Setting exercise:</b> Ask the students to set a goal that they wish to achieve in immediate future and prepare a chart of specific goals to reach the main goal. And finally, they can mark the attainment of each specific goals step by step and prepare an introspection report of the activity. The activity can be assigned during first module and can be evaluated after submission at the end of the course.</li> <li><b>Emotional Regulation exercise:</b> Ask the students to prepare a skit that highlight the importance of emotional regulation in interpersonal relationship or one's professional life. (This team activity can have members from five to 10 based on the convenience. Additionally can generate team evaluations from the peer side also.)</li> </ol>	5	
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**Books and References:**

- Baron, R.A. (1996). Psychology. 3ed. Prentice Hall
- Coon, D. (1983). Introduction to Psychology: Exploration and Application. West Publishing Co.
- Gerrig, R.J. (2013). *Psychology and Life* (20th ed.). Pearson education.
- Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8<sup>th</sup> ed.). Hodder education.
- Passer M.W.& Smith, R E. (2007). Psychology -the science of mind and behaviour (3rd ed.). Tata McGraw Hill
- Sternberg, J.R., Sternberg, K.,& Mio,J. (2012). *Cognitive Psychology* (6th ed.). Wadsworth Cengage Learning.
- Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co
- Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.
- Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass.

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	2	2	-	-	-	2	-	1
CO 2	3	-	-	-	-	-	-	3	-	-	2	3
CO 3	3	2	1	3	-	-	-	-	-	-	-	1
CO 4	3	-	-	-	3	-	-	1	-	3	-	2

### Correlation Levels:

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

### Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

**SEMESTER IV**

Programme	B. Sc. Psychology				
Course Title	<b>Child and Adolescent Development</b>				
Type of Course	Major with Practicum				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	<p>This course titled development of child and adolescent outlines the characteristic of lifespan perspective, nature of development and research in lifespan development. It analyses various respective dimensions of development like physical, cognitive, language, socio- emotional and moral development from prenatal period to adolescence. The successful completion of the course will enable the students to understand and deal effectively with their own journey of development and to help other people to improve their life. Understanding of normal development is prerequisite for learning applied branches of Psychology, which will show career path for the student. So, it will be a milestone for the Psychology graduate to delve into the intricacies of development and appreciate it.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe concepts and theories related to various dimensions of child and adolescent development	U	F	Instructor-created exams / assignment/Quiz/seminar

CO2	Apply the knowledge of child and adolescent development to real world situations and helps to address various challenges and crisis associated with stages of development.	Ap	C	Practical Assignment / Observation of Practical Skills/seminar
CO3	Design experiments and conduct psychological tests to analyse different concepts of development to build research aptitude in developmental psychology.	Ap	P	Viva/practical exam Report writing
CO4	Critically evaluate theories related to different aspects of development.	E	M	Seminar/debate
CO5	Investigate the intricacies of social and emotional development and create report on it.	C	P	Assignment /seminar/report writing
CO6	Appreciate various aspects of development like physical, cognitive, social and language through different stages of development by relating it to their own personal journey through life.	An	C	Viva Voce/observation/
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Introduction to Developmental Psychology</b>		<b>10</b>	<b>18</b>
	1	Historical foundations. Lifespan perspective- characteristics of lifespan perspective.	2	
	2	Nature of development- Biological, Cognitive, and Socioemotional Processes. Periods of Development. Developmental tasks of each stage. The Significance of Age. Developmental Issues.	2	

	3	Theories of development(brief): Freud, behaviourist, social learning, Erikson, Ethological theory and Ecological theory	2	
	4	Role of heredity and environment: The nature nurture debate	2	
	5	Research in lifespan development: methods, designs and ethics (brief)	2	
<b>II</b>	<b>Physical growth and development from Prenatal period to adolescence.</b>		<b>10</b>	<b>17</b>
	6	Prenatal Development: Fertilization, Germinal Period, Embryonic Period, Fetal Period. Prenatal environmental influences- Teratogens, other maternal factors	2	
	7	Birth Process: Types, methods- Prenatal and perinatal diagnostic tests. Birth Complication and their effects	2	
	8	Physical and motor development: patterns of growth, the development of brain and body, need for sleep and nutrition. New born Reflexes, Gross and fine motor skills.	2	
	9	Sensory and perceptual development: development of visual and other senses.	2	
	10	Pubertal changes in boys and girls. The impact of pubertal events. Factors affecting physical development. Parent child relationships	2	
<b>III</b>	<b>Cognitive development</b>		<b>12</b>	<b>13</b>
	11	Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage.	4	
	12	Vygotsky's Sociocultural Cognitive Theory	2	
	13	Language development: Prelinguistic, Phonological, Semantic, Grammatical and Pragmatic development.	3	
	14	Theories of language development	2	
	15	Critical evaluation of cognitive development theories.	1	
<b>IV</b>	<b>Socio emotional development from infancy to adolescence</b>		<b>13</b>	<b>22</b>
	16	Temperament-Classifications	2	
	17	Emotions-types of emotions. Emotional behaviour from infancy to adolescence	2	
	18	Development of self -Erikson, Marcia-Identity development. Gender identity, the role of peer group and media.	2	
	19	Process of Socialisation from infancy to adolescence.	1	
	20	Development of attachment -Bowlby's and Ainsworth's theory, Factors affecting attachment.	2	
	21	Moral development-theories: Piaget, Kohlberg.	2	
	22	Role of family, parenting, play, peer relations friendship and media in socio emotional development	2	

<b>V</b>	<b>Experiments, Practical Applications and Course Project</b>		<b>30</b>	
	1	Carry-out any three experiments of the following - two experiments from the given list and one additional experiment of instructor's choice: <ol style="list-style-type: none"> <li>1. Parenting styles</li> <li>2. Peer relationship questionnaire</li> <li>3. Conformity behaviour</li> <li>4. Family relationship inventory</li> </ol>	10	
	2	Carry-out any three experiments of the following - two experiments from the given list and one additional experiment of instructor's choice: <ol style="list-style-type: none"> <li>1. Temperament rating scale</li> <li>2. Attachment style questionnaire.</li> <li>3. Self-concept</li> <li>4. Risk taking behaviour</li> </ol>	10	
3	Students are expected to submit a report of any two of the following Activities. <ol style="list-style-type: none"> <li>1. Conduct experiment on selected cognitive development stages of Piaget using improvised aids and make a report on it E.g.1. A not B error</li> <li>2. Egocentrism-three mountain experiment.</li> <li>3. Conservation-jar experiment</li> <li>2. Make an observation report on any stage of language development.</li> <li>3. Analyse peer status of a group of adolescent students using sociometric technique.</li> <li>4. Make a report on social skills of children using social skill rating system.</li> <li>5. Make an elementary school success profile.</li> </ol>	10		

**Books and References:**

- Berk, L.E (2016). *Exploring lifespan development*. New Delhi: Pearson Education Pvt Ltd
- Hurlock, E.B (1996). *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company
- Papalia, D.E et.al (2004). *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
- Santrock, J.E (2011). *Life span development* (13<sup>th</sup> Ed) New Delhi: Tata McGraw Hill Publishing Company.

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the

practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	2	-	2	-	-	-	-	1	-
CO 2	-	2	-	-	-	-	-	-	-	-	-	2
CO 3	1	-	3		-	-	2	-	-	2	-	-
CO 4	2	-	-	-	-	-	-	-	3	-	-	-
CO 5	-	3	2	3	1	-	-	3	-	-	3	-
CO 6	-	-	-	-	3	-	-	-	-	-	-	3

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Minor project/experiments/Report writing / Practicals (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project/Practical Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	
CO 6	✓			





**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	BSc Psychology				
Course Title	<b>Foundations of Social Behaviour</b>				
Type of Course	Major with Practicum				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total hours
	4	3	-	2	75
Pre-requisites, if any	Nil				
Course Summary	Social psychology explores the individual behaviour in social setting. It includes the scope, methods of social psychology, social perception, group, social influence, leadership, interpersonal attraction and prosocial behaviour. It equips the students to implement the role of social behaviour to interpret real-world situations.				

**Course Outcomes (CO)**

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	Demonstrate the fundamental definitions, goals, scope and methods of social psychology as a scientific discipline.	R	F	Practical Assignment / seminar presentations/ case discussions
CO2	To understand the influence of social perception by nonverbal communication, attitudes and attribution.	U	C	Group discussion/ analysing case studies/seminar presentations/test paper

CO3	To analyze the impact of group interactions, leadership and social influence on individual behaviour.	A	P	Group discussion /Case study presentations/ Viva voce
CO4	To evaluate the role of social psychology in shaping patterns of interpersonal attraction and prosocial behaviour.	E	P	Seminar presentation/ group discussion / assignment
CO5	To be able to implement the role of social behaviour to interpret real-world situations.	Ap	M	Test paper/case discussions/ Viva voce
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus

Module	Unit	Content	Hrs (45+30)	Marks (70)
<b>I</b>	<b>Social Psychology-an Overview</b>		<b>8</b>	<b>10</b>
	1	Origin and Development of Social Psychology	2	
	2	Definition and Goal	1	
	3	Scope of Social Psychology	2	
	4	Methods of social psychology- Systematic observation, survey, correlation, experimental method	3	
<b>II</b>	<b>Social Perception, Attribution and Attitudes</b>		<b>13</b>	<b>20</b>
	5	Social Cognition- heuristics, schemas, errors in social cognition.	2	
	6	Social Perception-Definition	1	
	7	Non-Verbal Communication- facial expression, gazes, stares, body language, touching	2	
	8	Deception and micro expressions	1	
	9	Attribution - Definition, Theories - Correspondence inference, Kelly's theory,	2	
	10	Applications of attribution theory, Attribution Errors.	1	
	11	Attitude - Definition, components, functions and formation of attitudes.	3	
	12	Attitude behaviour link	1	

III	<b>Group, Leadership and Social Influence</b>		12	20
	13	Groups: Definition, types and functions.	3	
	14	Social facilitation and social loafing	2	
	15	Leadership – Types -Autocratic, democratic, laissez-faire. Theories- Great man theory, trait theory, transformational theory.	3	
	16	Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Tactics in Online shopping, Obedience and destructive obedience.	4	
IV	<b>Interpersonal Attraction and Prosocial Behaviour</b>		12	20
	17	Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants	3	
	18	Social media and relationship development	1	
	19	Love- Triangular Model of love.	1	
	20	Responding to emergency- Steps	2	
	21	Prosocial behaviour- Altruistic personality. Volunteering.	2	
	22	Explaining prosocial behaviour: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism	3	
V	<b>Activities</b>		30	
		<p>Students are expected to present a report of any two of the following Activities.</p> <ol style="list-style-type: none"> <li>1. Identify and make familiar with research Identify and make familiar with research methods in social psychology</li> <li>2. Students can conduct practical sessions related to nonverbal communication and identify micro expressions related to deception.</li> <li>3. Organize Group discussion of different social psychology topics in the class room and prepare report.</li> <li>4. Students can be assigned to practice tactics related to social influence.</li> <li>5. Students can be assigned to do personal place role play</li> </ol> <p>Students can perform and experience prosocial behaviour and related factors</p>		

## Books and References

- 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.
- Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderabad: Neelkamal Publications Pvt.Ltd.
- Feldman, R.S. (2001). *Social Psychology, 3rd ed.* N J. Pearson Education.
- Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology.* Australia: Thomson Wadsworth Publication.
- Myers, D.G. (1999). *Social Psychology, 7th ed.* New Delhi : Pearson Education
- Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems.* New Delhi: Sage

## Suggested Readings

- Imam, E. & Tanisha A,C. (2023). Role of social media in interpersonal relationship among youth, *interpersonal journal for modern trends in science and technology*, 9, 11-18
- Orben, A.C. & Dunbar R.I.M (2017). Social media and relationship development; effect of valence and intimacy of posts, *computers in human behaviour*, Science direct, 73,489-498.
- Thomas, L. (2019). *Online retailer tactics and impulse buying: consumers welcome tools to avoid it.* University of Michigan news, university of Michigan.

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

## Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	1	3	2	-	-	1	-	3
CO 2		3	1	2	1	3	-	-	-	2		2
CO 3	2	3	-	3	2	3	2	-	1	3	1	2
CO 4	3	3	-	1	1	3		1	-	2	-	1
CO 5	3	-	1	-	3	-	1	-	2	-	3	1

### Correlation Levels:

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

### Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Biological Basis of Behaviour</b>				
Type of Course	Major with Practicum				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This course provides the foundational level understanding on different biological processes and their relationship with behaviour. The course deals with the structure and functions of different systems which regulates behaviour and introduces various research methods for studying the brains and behaviour.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the structure and functions of the nervous system and process of Neuronal Communication and brain plasticity	R	F	Instructor-created exams / Quiz
CO2	To understand the Neural Mechanism of sensory processing, movement, internal regulation, emotion, learning and memory	U	C	Seminar/ Assignment
CO3	To explain the role of Endocrine system in regulating behaviour	U	C	Seminar Presentation / Group Tutorial Work
CO4	To understand the role of Genetics in determining behaviour	U	F	Instructor-created exams / Home Assignments

CO5	To Critically analyse different assessments and research methods to study brain and behaviour	E	P	Reflection Writing assignments & presentations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>The Nervous System</b>		<b>15</b>	<b>25</b>
	1	Neurons, Cell body, dendrites, axons, Blood brain barrier, Cerebrospinal fluid	2	
	2	Structure and Functions of Nervous system : Central Nervous System (CNS) -Brain and Cerebral hemisphere- ( CNS) Forebrain, Midbrain, Hindbrain, Ventricles and cerebral cortex	2	
	3	The spinal cord-structure and functions.	2	
	4	Peripheral Nervous System (PNS) ( spinal nerve and cranial nerve)- Somatic and Autonomic nervous system	2	
	5	Neuronal Communication: Neuronal Signalling : Action potentials and synaptic transmission	2	
	6	Neurotransmitters : Major neurotransmitters – acetylcholine, monoamine, amino acids, peptides, lipids, nucleosides, soluble gases and their roles	2	
	7	Neurotransmitter imbalances and their implication-drug addictions	1	
	8	Brain plasticity, Factors affecting brain plasticity	1	
	9	Neurogenesis, brain mapping, synaptic pruning,	1	
<b>II</b>	<b>Brain and Behaviour</b>		<b>12</b>	<b>15</b>
	10	Brain structure that regulates sleep. Brain activity related with stages of sleep and dreaming.	6	
	11	Biological mechanism related to learning	2	
	12	Biological mechanisms related with memory	2	
	13	Neuronal basis of emotional regulation	2	
<b>III</b>	<b>Hormonal and Genetic Influences on Behaviour</b>		<b>10</b>	<b>15</b>
	14	Major Endocrine Glands and Their Hormones	4	

	15	The pituitary gland, thyroid gland, adrenal glands, pancreas, gonads, and their hormones Mechanism of action and different hormonal systems	2	
	16	Genetics and Behaviour	4	
	17	Sex linked and sex-limited genes Gene mutations and genetic disorders Heredity and environment ,Evolution of behaviour	2	
IV	<b>Methods and strategies of research</b>		<b>8</b>	<b>15</b>
	18	Experimental Ablation	1	
	19	Lesion study, Stereotaxic surgery, Histological method tracing neural connections,	2	
	20	Recording and stimulation neural activity - study brain by stimulating activity of specific brain region	2	
	21	Micro electrodes, macro electrodes, magnetoencephalography, CT, PET,MRI, fMRI	1	
	22	Twin study, Adoption study, Split brain studies	2	
V	<b>Practicum</b>		<b>30</b>	
		<p>Students are expected to present a report of any two of the following Activities:</p> <p><i>Field Trips:</i> Organize field trips to real-world applications of neuroscience and the latest research in the field.(eg: Scanning centers)</p> <p><i>Brain Model Making:</i> students can use materials like clay, paper mache, or craft supplies to create models of different brain structures. They can label the structures and present them to the class, explaining their functions.</p> <p><i>Artistic Expression of Brain Function:</i> They can create visual representations of neurons, brain regions, or neurotransmitter systems, incorporating their knowledge into creative artworks through artistic medium of drawing or painting</p> <p><i>Role-Playing Activities:</i> Assign students roles such as neurons, neurotransmitters, or brain regions, and conduct a role-playing activity to simulate neuronal communication. This will help students understand concepts like action potentials and synaptic transmission in a fun and interactive way.</p> <p><i>Case Studies:</i> students write a report on real-life case studies of neurological disorders or endocrine disorders.</p>	30	



**Books and References:**

Costandi, M. (2016). Neuroplasticity. MIT press

Kolb, B., & Whishaw, I. Q. (1998). Brain plasticity and behavior. Annual Review of Psychology, 49, 43–64. Carlson NR (2005) Foundations of physiological psychology, Pearson education

James Kalat (2013) Biological psychology, Oxford university

Kelly g lamabart Biological psychology, Oxford university

Pinel.J.p (2015) Biopsychology. Pearson education

Hiller-Sturmhöfel, S., & Bartke, A. (1998). The endocrine system: an overview. Alcohol health and research world, 22(3), 153–164

Sembulingam, K, essentials of medical Physiology, 3rd edition

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	3	-	-	-	-	3	-
CO 2	3	-	2	-	-	-	2	-	-	1	-	2
CO 3	3	-	2	-	3	-	-	-	-	-	-	-
CO 4	3	-	3	1	-	-	-	2	-	2	3	-
CO 5	-	1	-	-	-	-	-	-	-	-	--	3
CO 6	-	-	-		-	-	-	-	3	-	-	-

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal exam
- Assignments
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

**SEMESTER V**

Programme	B. Sc. Psychology				
Course Title	<b>Organizational Behaviour</b>				
Type of Course	Major With Practical				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	Organizational Behaviour is an interesting as well as challenging. OB deals with understanding people’s behaviour within an organization. It deals with the individual behaviour of employees, group behaviour of employees, and behaviour of employees at the organizational level. This field investigates the impact of various behavioural, cognitive, and affective aspects of human resources on the effectiveness of an organization. This course is crucial in facilitating the students to work efficiently in teams but also relate with others working either individually or in teams.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand individual and group behaviour in the organizational context	U	C	Instructor-created exams / Quiz
CO2	The student will be able to explain the concepts related with an organization	U	C	Assignment/ Quizzes /Observation Reports

CO3	The students will be able to demonstrate required skills to work in groups and teams	Ap	P	Practical Assignment / Role Play
CO4	Students will be able to demonstrate interpersonal skills like communication and conflict management	Ap	P	Discussion / Practical Assignments
CO5	Students will be able to analyse the challenges and opportunities managers face in applying organizational behaviour concepts	An	F	Discussion
CO6	Students will be able to apply professional skills developed through the course in one's personal as well as professional life	Cr	M	Discussion/ Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Introduction to Organizational Behaviour</b>		<b>12</b>	<b>20</b>
	1	The Concept of Organizations; Traditional V/S Modern Organizations	1	
	2	Organizational Behaviour (OB); Definition and nature of OB; Why Study organizational behaviour	1	
	3	Contributory disciplines to OB; An interdisciplinary approach to OB	1	
	4	Major challenges and opportunities of organizational behaviour	2	
	5	Organization structures- Types	1	
	6	Organizational behaviour models	1	
	7	Brief outline of various Organizational Theories	3	
<b>II</b>	<b>Understanding People at Work</b>		<b>8</b>	<b>10</b>
	9	Perception – Meaning and definition; Perceptual Process; Importance of perception in OB	2	
	10	Learning- nature of learning (learning as a process and as a product); Application of learning in organizations.	3	
	11	Personality- Definitions of personality; determinants of personality; personality traits; personality and OB.	3	
<b>III</b>	<b>Motivation and Performance</b>		<b>12</b>	<b>20</b>
	12	Motivation – Meaning and Definition; The motivation process	1	

	13	Basic characteristics of work motivation	1	
	14	Motivation theories and research: Content theories and process theories	3	
	15	Techniques of motivation	1	
	16	Work Attitude: Definition; Components- Job Satisfaction, Organizational Commitment; Job Involvement; Work engagement; Perceived Organizational Support	3	
	17	Work Stress: Definition; Causes of work stress; Effective management of work stress	2	
	18	Work-life balance	1	
<b>IV</b>	<b>Group Dynamics</b>		<b>13</b>	<b>20</b>
	19	Definition of group; types of groups; why do people form groups; stages of group development – five stage model; group decision-making – group think, group shift; techniques of group decision-making- interacting groups, brainstorming, nominal group technique, electronic meeting	3	
	20	Understanding work teams – difference between teams and groups; types of teams- problem-solving teams, self-managed work teams, cross-functional teams, virtual teams	2	
	21	Communication: process of communication; direction of communication- downward, upward & lateral; Organizational communication - Formal, grapevine, & electronic communication	3	
	22	Leadership: define leadership; leadership styles; Leadership theories	3	
	23	Conflict and Negotiation: Definition; The conflict process; Bargaining strategies – distributive and integrative bargaining	2	
<b>V</b>	<b>Experiments, Practical Applications and Course Project</b>		<b>30</b>	
	1	Carry-out any two Psychological Test plus any two tests of instructor's choice:  <ol style="list-style-type: none"> <li>1. Myers- Briggs Type Indicator</li> <li>2. Big Five Personality Traits</li> <li>3. Emotional Intelligence Inventory</li> <li>4. Work stress analysis</li> <li>5. Occupational stress inventory.</li> <li>6. Vocational adjustment.</li> </ol>	15	
	2	Case Analysis: Ask the students to conduct a case study from any organization and prepare a detailed report. Also organize a discussion of the same in the classroom	10	
	3	Industrial / Organizational Visit: Visit any Organization and Prepare a detailed report including a flow chart on its structure	5	

**Books and References:**

- Greenberg, J. (2011). *Behaviour in Organizations* (10<sup>th</sup> Ed). Pearson Education
- Luthans, F. (2010). *Organizational Behaviour. An Evidence-based Approach* (12<sup>th</sup> Ed). McGraw Hill Irvin
- Nelson, D. L., & Quick, J. C. (2000). *Organizational Behaviour – foundations and challenges* (3<sup>rd</sup> Ed). Thomson Learning
- Robins, S. P., Judge, T. A., Millet, B., and Boyle, M. (2014). *Organizational Behaviour* (7<sup>th</sup> Ed). Pearson
- Saha, J. (2006). *Management and Organizational Behaviour*. Excel Books

**Note:** The syllabus has five modules. There should be total 23 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 23 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	2	-	2	3	-
CO 2	3	-	-	-	-	-	-	-	-	-	-	-
CO 3	2	3	-	1	3	2	-	-	3	1	-	2
CO 4	2	3	-	3	3	-	-	-	-	-	-	-
CO 5	3	-	2	-	3	--	3	-	-	-	3	3
CO 6	3	-	-	-	3	-	-	3	-	-	-	-

### Correlation Levels:

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

### Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Development in Adulthood</b>				
Type of Course	Major				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	<p>Adulthood is a stage of growth where individuals begin viewing the world from a more multidimensional perspective and acquire more complex understanding of themselves and others. This course titled development in adulthood enable the students to develop an understanding of basic concepts, principles and the characteristic of development in various domains. It analyses how theories of development extended to explain adulthood and later life challenges like ageing and facing death.it covers dimensions of development like physical, cognitive, socio-emotional and vocational development in adulthood. The successful completion of the course will help the students to understand and deal effectively with their own journey of development and to apply it real life situations. It will show career path for the student. So, it will be a milestone for the psychology graduate to delve into the intricacies of development and appreciate it.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe concepts and theories and principles of various domains of adult development like physical, cognitive socioemotional and vocational development.	U	F	Instructor-created exams / assignment/ Quiz/ seminar



CO2	Analyse theories of development extended to explain adulthood and helps to address various challenges and crisis associated with ageing and facing death.	Ap	C	Practical Assignment / Observation of Practical Skills/seminar
CO3	Design experiments and conduct psychological tests to analyse different concepts of development to build research aptitude in adult development.	Ap	P	Viva/ practical exam Report writing
CO4	Evaluate theories related to different aspects of adult development.	E	M	Seminar/ debate
CO5	Investigate the intricacies of social and emotional development and create report on it.	C	P	Assignment / seminar/ report writing
CO6	Appreciate various aspects of development like physical, cognitive, socio-emotional and vocational through different stages adulthood by relating it to real life situations.	An	C	Viva Voce/observati on/
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Physical development and cognitive development in adulthood</b>		<b>12</b>	<b>18</b>
	1	Nature of adulthood: Transition from adolescence to adulthood.	2	
	2	Physical development: physical performance, health and fitness	2	
	3	Sexuality	2	
	4	Longevity, biological theories of ageing.	2	
	5	Cognitive changes in adulthood. - Post formal thought, epistemic cognition, pragmatic theory, Schaie's Model of Cognitive Development, Sternberg -Cognitive Development of middle & late adulthood	4	
<b>II</b>	<b>Socioemotional development in adulthood</b>		<b>15</b>	<b>24</b>
	6	Theories of socioemotional development:	2	
	7	Close relationship in adulthood	4	
	8	The diversity of adult lifestyles.	2	
	9	Marriage, family and social relationship	3	

	10	Gender relationship, ethnicity and culture	2	
	11	Parenting, grand parenting and inter-generational relationship	2	
<b>III</b>	<b>Vocational development</b>		<b>11</b>	<b>18</b>
	12	Selecting a job	1	
	13	Career, work and leisure in adulthood	3	
	14	Working condition that affect vocational adjustment and satisfaction-Appraisal of vocational adjustment.	3	
	15	Diversity in work place, Discrimination in the workplace.	2	
	16	Retirement -Adjustment to retirement.	2	
<b>IV</b>	<b>Death and Grieving.</b>		<b>7</b>	<b>10</b>
	17	Definition of death and life: Issues in determining death	1	
	18	Death system and cultural variations	1	
	19	Perspectives on death- attitude towards death in different stages	1	
	20	Facing death-facing one's own death, stages of death.	1	
	21	Bereavement: coping with death of loved one. Patterns of grieving, bereavement intervention	2	
	22	Death education.	1	
<b>V</b>	<b>Practical Applications and Course Project</b>		<b>30</b>	
	1	Conduct any four of the following psychological tests 1. Work locus of control 2. Career decision making scale 3. Gender role conflict scale. 4. Identity management strategies scale 5. Attitude towards marriage Scale 6. Romantic Partner Conflict scale 7. Adjustment to Retirement	20	
	2	Conduct any two of the following minor projects. 1. Conduct survey on relationship issues among early adults and make a report on it. 2. Make a scrap book using newspaper cutting related to any of the following topics. a) Toxic relations and related issues. b) Work place stresses c) Divorce and related problems. 3. Make an observation report on any dimension of geriatric development. 4. Analyse attachment styles in early adulthood. 5. Make a report on patterns of grieving in different cultural groups. 6. Make a report on career profile of a middle-aged person.	10	

**Books and References:**

Berk, L.E (2016) exploring lifespan development. New Delhi: Pearson Education Pvt Ltd

Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company

Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company

Santrock, J.E (2011) life span development (13<sup>th</sup> Ed) New Delhi: Tata McGraw Hill Publishing Company.

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Internal assessments (30 marks) are split between the vth module (10 marks) and the first four modules (20 marks). The end- semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	3	-	2	-	-	-	-	-	2
CO 2		3	-	-	-	-	1	-	-	-	-	-
CO 3	3	-	2		-	-	-	-	-	3	-	3
CO 4	2	-			-	-	-	-	-	-	2	-
CO 5	-	3	3-	2	2	3	-	2	-	-	-	-
CO 6	-	-			3	-	-	-	-		3	2

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Minor project/experiments/Report writing /Practicals (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project/Practical Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	
CO 6	✓			



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)  
BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Foundations of Abnormal Psychology</b>				
Type of Course	Major				
Semester	V				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	NIL				
Course Summary	Abnormal Psychology-I explores the various dimensions of psychological disorders, their causes, manifestations. This course offers a comprehensive examination of abnormal behaviour, providing students with a solid understanding of theoretical perspectives, and practical applications in the field of psychopathology. Through lectures, readings, case studies, and discussions, students will explore the topics.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the concepts of Mental health and Abnormal Behaviour.	U	C	Instructor-created exams / Quiz
CO2	To categories mental health issues based on existing classificatory system	Ap	P	Practical Assignment
CO3	Analyse the interaction of biological, cognitive and sociocultural factors in abnormal behaviour	Ap	M	Seminar Presentation / Group Tutorial Work
CO4	To elicit case history and carry out mental status examination	Ap	C	Practical/ Assignments

CO5	To Diagnose various mental health issues present in adults	Ap	P	Practical/ Assignments/ Case Presentations
CO6	To be aware of the mental health acts and Government policies	U	C	Instructor Created Exams
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
<b>I</b>	<b>Orientation to Abnormal Behaviour, Classification &amp; Diagnosis</b>		12	<b>15</b>
	1	Mental Health- Definition- Characteristics-Abnormality- Criteria –	3	
	2	Historical views- Bio Psycho-Social Model of Disorders.	2	
	3	Classificatory System- Approaches to classification – Categorical, dimensional and hierarchical models	2	
	4	Systems in classification – ICD – 11, DSM – V, Modifications in DSM V TR-Classifications.	3	
	5	Case history taking and Mental Status Examination.	2	
<b>II</b>	<b>Anxiety Disorders</b>		12	<b>15</b>
	6	Primary Anxiety Disorders	3	
	7	- Primary Anxiety Disorders Sub types- Panic Disorder, Agoraphobia, Specific Phobia, Social Anxiety Disorder, - Prevalence, Clinical Picture and Etiology	3	
	8	Selective Mutism, generalized Anxiety Disorder, Separation Anxiety Disorder. Prevalence, Clinical Picture and Etiology	3	
	9	Case Discussions	3	
<b>III</b>	<b>Other Anxiety and Related Disorders</b>		12	<b>25</b>
	10	Obsessive Compulsive Disorder-Clinical Picture and Etiology	2	
	11	Post Traumatic Stress Disorder, Acute Stress Disorder– Prevalence- Clinical Picture and Etiology	2	
	12	Avoidant Personality Disorder– Prevalence-Clinical Picture and Etiology	2	
	13	Somatic Symptom Disorder and Illness Anxiety Disorder– Prevalence-Clinical Picture and Etiology	2	
	14	Dissociative Disorder- Dissociative Amnesia, Dissociative Identity Disorder, Prevalence - Clinical Picture and Etiology	2	

	15	Depersonalization/ Derealization Disorder– Prevalence-Clinical Picture and Etiology	2	
<b>IV</b>	<b>Schizophrenia Spectrum and Other Psychotic Disorders</b>		<b>12</b>	<b>15</b>
	16	Origins of the Schizophrenia Construct	2	
	17	Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms.	2	
	18	Schizophrenia and Schizophrenia-Like Disorder: Schizophrenia, Catatonia Associated with Another Mental Disorder-Schizophreniform Disorder-Schizoaffective Disorder-Prevalence-Clinical Picture and Etiology	2	
	19	Brief Psychotic Disorder. Prevalence-Clinical Picture and Etiology	2	
	20	Other Psychotic Disorders: Delusional Disorder- Prevalence-Clinical Picture and Etiology	2	
	21	Psychotic Disorder Secondary to medical condition/substance. Prevalence-Clinical Picture and Etiology	2	
	22	Delusional Disorder, Psychotic Disorder Secondary to medical condition/substance- Prevalence-Clinical Picture and Etiology	2	
<b>V</b>	<b>Unit 5: Mental Health Laws &amp; Policies</b>		<b>12</b>	
	1	Understand and submit a report on any one of the following 1. National Mental Health Policy 2014 & Mental health Care Act 2017, 2. PWD Acts,2016, 3. Rehabilitation Council of India (Registration Process) 4. POCSO Act (Interview with a lawyer)		
	2	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)		
	3.	<b>Activities: Any one of the following</b> 1. Hypothetical case presentations 2. Role plays to practice case history taking and MSE 3. Debate on the clinical utility of DSM and ICD		

**Books and References:**

- Barlow H.D. & Durand M.V. (2016). *Abnormal Psychology: an integrative approach* (7th Ed.), New Delhi. Cengage Learning.
- American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57(12), 1060–1073. <https://doi.org/10.1037/0003-066X.57.12.1060>
- Sadock, B. J., & Sadock, V. A. (2007). *Kaplan & Sadock's synopsis of psychiatry: Behavioural sciences/clinical psychiatry* (10th ed.).
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev).
- 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>  
<https://rehabcouncil.nic.in/>

Note: The syllabus has five modules. There should be a total of 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed to equip students to understand the characteristics and etiology of disorders. Internal assessments (30 marks) are split between the vth module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	2
CO 2	3	-	-	-	-	-	-	2	-	3	2	-
CO 3	-	-	-	-	-	3	-	2	-	-	-	-
CO 4	-	-	3	-	-	2	2	-	2	3	3	-
CO 5	-	2	3	-	1	2	-	-	-	3	3	-
CO 6	3	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
- Case Discussions (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)  
BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Abnormal Psychology: Exploring the Depths</b>				
Type of Course	Major with Practical				
Semester	V1				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	Abnormal Psychology-I explores the various dimensions of psychological disorders, their causes, manifestations. This course offers a comprehensive examination of abnormal behaviour, providing students with a solid understanding of theoretical perspectives, and practical applications in the field of psychopathology. Through lectures, readings, case studies, and discussions, students will explore the topics.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Diagnose various mental health issues present in adults	Ap	C	Instructor-created exams / Quiz
CO2	Categories mental health issues based on existing classificatory system	Ap	P	Practical Assignment
CO3	Analyse the interaction of biological, cognitive and sociocultural factors in abnormal behaviour	An	M	Seminar Presentation / Group Tutorial Work
CO4	Apply the code of ethics in the professional settings.	Ap	C	Practical/ Assignments

CO5	Understand the ethics in Psychology and Mental health Professions	U	P	Practical/ Assignments/Case Presentations
CO6	Carryout psychological assessments and analyze the data.	Ap	C	Instructor Created Exams
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
I	<b>Mood Disorders</b>		<b>10</b>	<b>15</b>
	1	Definition- Characteristics-Types of Mood Disorders.	2	
	2	Depressive Disorders -Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia) Clinical Picture and Etiology	2	
	3	Premenstrual Dysphonic Disorder- Clinical Picture and Etiology	2	
	4	Bipolar and Related Disorders-Cyclothymic Disorder-Clinical Picture and Etiology	2	
	5	Bipolar Disorders (I and II) Prevalence-Clinical Picture and Etiology	2	
II	<b>Substance- Related and Addictive Disorders</b>		<b>10</b>	<b>15</b>
	6	Psychoactive Substances and their effects	2	
	7	Alcohol, Stimulants, Hallucinogens, Sedative Prevalence-Clinical Picture and Etiology	2	
	8	Basic Substance Use categories	2	
	9	Substance use Disorder, Substance Intoxication, and Substance Withdrawal- Prevalence-Clinical Picture and Etiology	2	
	10	Case Discussions	2	
III	<b>Personality Disorder</b>		<b>15</b>	<b>25</b>
	11	<i>Definition, characteristics, categories-</i> Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, and Schizotypal Personality Disorder	3	
	12	Cluster A PD- Prevalence-Clinical Picture and Etiology	2	
	13	Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder.	2	
	14	Cluster B PD- Prevalence-Clinical Picture and Etiology	2	

	15	Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder	3	
	16	Cluster C PD- Prevalence-Clinical Picture and Etiology	2	
	17	Case Discussions	1	
<b>IV</b>	<b>Ethics in Psychology and Mental health Professions</b>		<b>10</b>	<b>15</b>
	18	General Principles- Ethical Standards- Resolving Ethical issues, Competence.	3	
	19	Human Relations, Privacy and Confidentiality,	1	
	20	Advertising and public statements, Record Keeping and Fees	1	
	21	Assessment and Therapy.	3	
	22	Education and training, Research and Publication,	2	
<b>V</b>	<b>Practicals</b>		<b>30</b>	
	1	Conduct any two of the activities and submit a detailed report 1. Mini Mental Status Examination, 2. Kirby's method for Examination for Uncooperative Patients, 3. Hypothetical case presentations 4. Demonstrate the case history taking with an uncooperative client through role-play 5. Administer different rating scales to support diagnosis 6. Hypothetical case presentations that require breach in confidentiality	10	
	2	Carry-out any two Psychological Test plus any two tests of instructor's choice. 1. Rating Scales for Anxiety Disorders 2. Beck Anxiety Inventory, 3. Penn Worry Questionnaire, 4. Yale –Brown Obsessive Compulsive Scale, 5. Liebowitz Social Anxiety Scale etc. 6. PANSS, 7. BDI, 8. Screening tool for Substance use Disorder and Personality Disorder.	20	

**Books and References:**

- Barlow H.D. & Durand M.V. (2016). *Abnormal Psychology: an integrative approach* (7th Ed.), New Delhi. Cengage Learning.
- American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57(12), 1060–1073. <https://doi.org/10.1037/0003-066X.57.12.1060>
- Sadock, B. J., & Sadock, V. A. (2007). *Kaplan & Sadock's synopsis of psychiatry: Behavioural sciences/clinical psychiatry* (10th ed.).
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev).
- 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>

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hours for the final one. Module V is designed to equip students with Psychological Assessments. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	-	-	-	-	-	-	-	3
CO 2	3	-	-	-	-	-	-	-	-	-	-	-
CO 3	3	-	-	-	-	3	-	-	-	-	-	2
CO 4	2	1	-	-	-	-	-	-	3	-	-	-
CO 5	-	-	3	-	-	-	-	-	3	-	-	-
CO 6	2	-	3	2	3	-	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
- Case Discussions (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE  
PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B.Sc. Psychology				
Course Title	<b>Introduction To Psychological Research</b>				
Type of Course	Major With Practicum				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	<p>This course provides a comprehensive overview of psychological research, encompassing methods, ethics, and statistical analysis. Students delve into scientific and non-scientific approaches, ethical considerations, literature review skills, hypothesis development, variable types, sampling techniques, various research strategies, and data interpretation. The practical component involves hands-on activities, including statistical analysis, coding, identifying research gaps, and crafting research proposals, enhancing students' practical research skills.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate fundamental knowledge in planning scientific research in the field of psychology	U	C	Instructor-created exams / Quiz
CO2	Critically evaluate research studies in terms of ethical principles	E	C	Practical Assignment / Seminar
CO3	Demonstrate knowledge in basic quantitative and qualitative data analysis	Ap	P	Practical Assignment

CO4	Write research proposal for scientific study	C	P	Practical Assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
I	<b>Fundamentals of Psychological Research</b>		<b>8</b>	<b>15</b>
	1	<i>Methods of Knowing and Acquiring Knowledge:</i> Non-Scientific Methods and Scientific Methods.	1	
	2	Definition of Scientific Research. Steps in the research process.	2	
	3	<i>Ethics in Psychological Research:</i> Basic principles of Belmont Report, APA Ethical guidelines for the use and treatment of human participants in research.	2	
	4	Components of Informed Consent. Guidelines for conducting study with minor, Plagiarism.	2	
	5	Ethical guidelines in conducting animal research.	1	
II	<b>Generating research Ideas</b>		<b>12</b>	<b>15</b>
	6	<i>Sources of Research Ideas:</i> Experience, Theory, Applied Issues, Discussion with expert, Literature review.	2	
	7	<i>Research Literature:</i> Purpose of Review of Literature. Primary and secondary sources. Conducting a literature search: Database (PsycINFO, PsycARTICLES, ERIC, MEDLINE, PubMed, JSTOR, Google Scholar), Indexing: Scopus, Web of Science, UGC Care list.	2	
	8	Review process: Maintaining focus, screening articles and ending a literature search.	3	
	9	Research Map, research gap , Systematic Review. AI based tools: Consensus AI, Elicit AI etc.	2	
	10	Research Problem Vs. Research Question Vs. Research Objectives. Characteristics of Good research question.	2	
	11	Hypothesis: Null, Alternative: Directional, Non-directional, Characteristics of good hypothesis.	1	
III	<b>Variables and Participants</b>		<b>7</b>	<b>10</b>
	12	<i>Variables:</i> Constructs, Operational definition, Types of variables: Independent Variable, Dependent variable, Extraneous variable, confounding variable, Mediating variable, Moderating variable.	2	



	13	<i>Participants</i> : Populations, Target population, Samples, Sampling frame, Representative sample and biased sample. Sampling errors, Volunteers in research studies.	2	
	14	Probability based sampling methods.	1	
	15	Non-probability-based sampling methods.	1	
	16	Sampling methods for online survey.	1	
	<b>Research strategies and Reporting</b>		<b>18</b>	<b>30</b>
<b>IV</b>	17	<i>Research methods</i> : Qualitative, Quantitative and Mixed Methods (Basic Concepts)	3	
	18	<i>Research strategies</i> : Descriptive Research, Correlational research strategy, Experimental, Quasi experimental and Non-experimental research strategy (Basic concepts of the research strategies).	5	
	19	<i>Interpretation of Data</i> (Concepts, Assumptions and Software training only): Fundamentals of descriptive and inferential statistics (Correlation: $r$ , $\rho$ ; Group comparison: t test, Mann Whitney U test, Wilcoxon signed rank test; Chi-square test).	3	
	20	Coding in Qualitative Analysis. Creation of coding unit in qualitative data analysis.	3	
	21	<i>Research Report</i> : Styles: APA; The elements of an APA-Style Research Report. Preparation of research Proposal.	2	
	22	Scientific presentations: Poster and oral presentation.	2	
	<b>Practical training in research skills</b>		<b>30</b>	
<b>V</b>	1	<ol style="list-style-type: none"> <li>1. Students are expected to submit a report of any five activities. <ol style="list-style-type: none"> <li>a. Carryout statistical analysis (<math>r</math>, <math>\rho</math>, t test, U test, Signed Rank Test, <math>\chi^2</math>) with software and prepare report in APA style (Based on the data given by the instructor).</li> <li>b. Carryout basic coding of a transcript given by the instructor and carryout quantitative content analysis.</li> <li>c. Prepare a research gap based on a set of journal articles given by the instructor</li> <li>d. Prepare a research proposal</li> </ol> </li> <li>2. Prepare an informed consent for a hypothetical research.</li> <li>3. Identification of relevant studies based on the research idea/ question.</li> <li>4. Identification type of variables from the published studies. Discuss the sampling methods used in descriptive, correlation, and experimental researchers.</li> <li>5. Discuss published studies which adopted mixed research methods</li> </ol>	30	

**Books and References:**

- Gravetter, F. J., Forzano, L.B., & Rakow, T. (2021). *Research Methods for the behavioural sciences*. UK: Cengage Learning, EMEA
- Coolican, H. (2019). *Research Methods and Statistics in Psychology* (7th ed.). NY: Routledge
- Kenneth Bordens, K. & Abbott, B.B. (2018). *Research Design and Methods: A Process Approach* (10th ed). NY: McGraw-Hill Education
- Gregory, R.J. (2014). *Psychological Testing History, Principles, and Applications*. London: Pearson Education Limited

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	-	-	2	2	-	-	-	-	2	-	-
CO 3	1	-	2	-	1	-	-	2	2	-	-	1
CO 4	1	-	2	-	1	-	-	-	-	2	-	1

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Practical Reports of three activities (20%)
- End Semester Examination (70%)

**Mapping of COs to Assessment Rubrics :**

	Quiz	Assignment	Seminar	Midterm Exam	End Semester Examinations
CO 1	✓			✓	✓
CO 2		✓	✓		
CO 3		✓			
CO 4		✓	✓		



**CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE  
PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychological Counselling</b>				
Type of Course	Major				
Semester	VI				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	NIL				
Course Summary	<p>The Counselling Psychology course provides students with an in-depth exploration of theories, principles, and practical skills essential for the practice of counselling psychology. Through a combination of theoretical study, experiential learning, and supervised practice, students will develop competencies in conducting assessments, providing psychotherapy, and promoting mental health and well-being across diverse populations. Emphasis is placed on the integration of theory and practice, ethical considerations, multicultural competence, and professional development within the field of counselling psychology.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Have conceptual understanding of counselling process and practice counselling	U	C	Instructor-created exams / Quiz
CO2	Acquire theoretical knowledge and basic skills in the areas of psychological counselling.	U	P	Assignment/Seminar/ Tutorial
CO3	To understand applications of counselling in various settings	U	F	Seminar Presentation / Group Tutorial Work

CO4	To practice counselling techniques through role plays	Ap	C	Practical/Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Introduction to Counselling</b>		<b>10</b>	<b>15</b>
	1	Counselling – Definition and scope of counselling, Goals of counselling	1	
	2	Distinction between Counselling and Psychotherapy	1	
	3	Types of Counselling-Individual/group- Based on Different setting- Career counselling- premarital counselling, School counselling etc.	3	
	4	Counsellor and counselee characteristics. Characteristics of an effective counsellor	3	
	5	Generic models of counselling- Egan, Hill, Ivey and Ivey (brief)	2	
<b>II</b>	<b>Different Approaches of Counselling</b>		<b>11</b>	<b>15</b>
	6	Approaches to counselling: Psychoanalytic counselling--an over view.	3	
	7	Person-centred counselling--an over view.	3	
	8	Behavioural counselling-an overview.	3	
	9	Cognitive counselling, Eclectic approach-an over view.	2	
<b>III</b>	<b>Counselling Skills</b>		<b>16</b>	<b>25</b>
	10	Skills- Opening Techniques – Rapport -Greeting, topics, physical arrangements, attitudes, Non-verbal skills (SOLER)- Attending, Listening and Observing Skills	3	
	11	Non-verbal Behaviours: Eye-contact, Facial expressions, Head Nods, Body Postures, Bodily Movements, Space, Tone of Voice, Grammatical Style, Silence, Minimal Verbal Behaviours, Minimal Encouragers, Approval-Reassurance, Non-verbal Behaviours to avoid.	3	
	12	Listening and Observation Skills: Verbal Messages, Non-verbal Messages	2	
	13	Skills for Exploring Thoughts: Restatements, Open questions about Thoughts	2	
	14	Skills for Exploring Feelings, Reflection of feeling, How to reflect feelings, Identifying feeling words. Sources of reflections, Open questions about feelings, Paraphrasing and reflecting meaning, Paraphrasing and reflecting feeling	2	

	15	Helping clients manage reluctance and resistance, Probing and Summarizing, Recognizing patterns and themes, Understanding client's frames of reference, Structuring, Leading and Questioning techniques	2	
	16	Feedback, Skills for fostering awareness, Skills for facilitating Insight; Skills to implement action goals: Open questions for action, Giving information, Feedback about the client, Process advisement, direct guidance, integrating action skills, Termination skills	2	
<b>IV</b>	<b>Counselling in Different Settings and professional issues</b>		<b>11</b>	<b>15</b>
	17	Applications of Counselling in various settings (briefly): School counselling, Career Counselling and Guidance, College counselling	2	
	18	Premarital counselling, HIV/AIDS counselling, counselling for terminally ill, Counselling for LGBTQ+	2	
	19	Group Counselling, and Online Counselling.	2	
	20	Issues faced by beginning Counsellor/Therapist- Dealing with counsellor's anxiety, being yourself and self-Disclosure, Avoiding Perfectionism, being Honest of limitations	2	
	21	Dealing with Demands from clients, sharing responsibility with client, Declining to give advice	2	
	22	Learning to use techniques appropriately, maintaining your vitality as a person and as a professional.	1	
<b>V</b>	<b>Activities</b>		12	
	1	Conduct any two activities and submit a detailed report 1) Role Plays on counselling 2) Demonstration of counselling sessions 3) Awareness about non-verbal behaviours during counselling sessions 4) Demonstrate opening skills of counselling 5) Demonstrate listening / observational skills of counselling	12	
<b>Books and References</b>				
Capuzzi, D (2007). Counseling and Psychotherapy: Theories and Interventions. New Delhi:				
Corey, G (2011). Theory and Practice of Counseling and Psychotherapy (9 <sup>th</sup> Edn) U K: Cengage Learning.				
Egan, G. (1990). The Skilled Helper: A systematic Approach to effective helping. Thomson Brooks / Cole q `q` Publications Co.				
Jones, R. N. (2008). Basic Counselling Skills- A helpers Manual. New Delhi: Sage Publications				

**Note:** The syllabus has five modules. There should be a total of 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can

vary. There are 48 instructional hours for the first four modules and 12 hours for the final one. Module V is designed to equip students with counselling skills. Internal assessments (30 marks) are split between vth module.(10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	3
CO 2	3	3	1	-	-	3	-	-	-	-	-	-
CO 3	-	-	-	2	-	-	-	-	-	-	-	-
CO 4	-	3	-	3	3	-	3	3	-	-	3	2
CO 5	-		-	-	-	-			2	3		-
CO 6	-	-	-	3	-	-	-	-	-	-	-	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Case Discussions (20%)
- Final Exam (70%)
- **Mapping of COs to Assessment Rubrics:**

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

## SEMESTER VII



### CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Applied Social Psychology</b>				
Type of Course	<b>Major with Practical</b>				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	Applied Social psychology explores the applications of construct, principle, theories intervention techniques and research findings of social psychology to the solving and understanding of social problems. It analyses social psychological roots of clinical disorders, impact of media aggression, violence, application of social psychology in the field of sports and education.				

#### Course Outcomes (CO)

CO No.	Expected Course Outcome	Cognitive Level*	Knowledge Category#	PO No
1	To recall the theoretical concept and research methods in Applied Social Psychology	R	F	1
2	To analyse the social psychological roots of different clinical disorders and treatment plans	A	M	6
3	To understand the impact of media violence and aggression on individual behaviour	U	C	10



4	To evaluate the role of social psychology in the field of sports and education	E	M	12
5	To implement the concepts and theories of social psychology to interpret real-world situations	C	P	14
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Units	Course description	Hrs (45 +30)	Marks (70)
<b>1</b>	<b>Introduction to Applied social psychology</b>		12	20
	1	Applied Social Psychology as a Science, The Role of Personal Values, Historical Context of Applied Social Psychology, A Problem Focus, Social Influences on Behaviour	4	
	2	The Power of the Situation, Levels of Analysis-The Need for a Broad Approach, Various Roles of Applied Social Psychologists	2	
	3	Theory in Social Psychology, Functions of Social Psychological Theories	2	
	4	Cognitive Dissonance Theory- Description, Organization, Direction, Intervention	2	
	5	Group think theory- Description, Organization, Direction, Intervention	2	
<b>2</b>	<b>Applying Social psychology to Clinical and Counselling Psychology</b>		10	15
	6	Social psychological roots of social anxiety.	2	
	7	Social psychological model of depression	2	
	8	Self-presentation theory, Hopelessness theory	2	
	9	Design of Interventions - Nature of Interventions Key Tasks in Intervention Design and Delivery	2	
	10	Biases in clinical decision making.	2	
<b>3</b>	<b>Applying Social psychology to the Media and Aggression</b>		11	20
	11	Consequence of viewing media violence- fear, aggressive thoughts.	2	
	12	Effects of exposure to violent pornography, Reducing the harmful effects of exposure to violent sexual material.	2	
	13	Video games and aggressive thought	1	

	14	Aggression. Theoretical perspectives on aggression: instinct theory, drive theories	2	
	15	Determinants of aggression: social, personal, situational. Prevention and control of aggression.	2	
	16	Modern theories of aggression: social learning theory, general aggression model.	2	
<b>4</b>	<b>Applying social psychology to sports and education</b>		12	15
	17	Applying social psychology to sports teams: Team dynamics - team cohesion, team confidence, effective communication, team goal setting.	2	
	18	Team building - family psychology intervention, communication training intervention.	2	
	19	Applying social psychology to education: Intrapersonal processes: Increasing success, reducing failure	2	
	20	Factors affecting student performance, How can student performance be improved?	2	
	21	Interpersonal processes: Teachers and students interacting - teacher expectations and student achievement	2	
	22	Students interacting with other students, when interactions turn deadly (school violence).	2	
<b>5</b>	<b>Open Ended Module: Applied Social Psychology in practical situations</b>		30	
	1	Practical (Conduct any two) 1. Internet Addiction Scale 2. Social Anxiety Scale 2. Aggression Questionnaire		
	2	Conduct and make report of any one of the activities		
	3	The students can identify situations where they experience cognitive dissonance and group think.		
	4	Intervention Planning: The instructor divides the class into groups and asks them to prepare interventions for social anxiety or depression. Each group should present their intervention plans in the classroom and discuss their ideas with the guidance of the instructor		
	5	The students can analyse incidents related to aggression, violence and pornography based on current scenario and submit a report The students can assess the relationship between academic achievement and self-concepts in the classroom or the students can check experiment related to team dynamics in sports teams.		

## Books and references

Baron, R.A., & Byrne, D. (2002). *Social Psychology, 13th ed.* New Delhi: Pearson Education.

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderabad: Neelkamal Publications Pvt. Ltd.

Myers, D.G. (1999). *Social Psychology, 7<sup>th</sup> ed.* New Delhi: Pearson Education.

Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.

Social media and relationship development-

[https://www.researchgate.net/publication/374337882\\_Role\\_of\\_Social\\_Media\\_in\\_Interpersonal\\_Relationship\\_Among\\_Youth](https://www.researchgate.net/publication/374337882_Role_of_Social_Media_in_Interpersonal_Relationship_Among_Youth)

Dating and relationship in digital age - <https://www.pewresearch.org/internet/2020/05/08/dating-and-relationships-in-the-digital-age/>

## Suggested reading

Anderson C.A. & Dil K.E. (2000). Videogames and aggressive thoughts, feelings and behaviour in the laboratory and in life, *Journal of personality and social psychology*, 78,(4) 772-790.

Wei M., Liu Y., & Chen S. (2022). Violent videogame exposure and problem behaviours among children and adolescents: the mediating role of deviant peer affiliation for gender and grade difference, *International journal of environmental research and public health*,

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

## Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	2	3	-	2	-	-	-	3
CO 2	3	2	-	1	2	1	-	2	-	-	-	-
CO 3	2	-	2	1	3	1	-	2	-	-	1	-
CO 4	2	2	1	1	1	1	-	2	-	-	1	-
CO 5	3	2	1	2	2	3	2	3	1	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Health Psychology: Theory and Practice</b>				
Type of Course	<b>Major with Practicum</b>				
Semester	VII				
Academic Level	400 -499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	This course explores the intersection of psychology and health, covering key topics such as chronic illness, health behaviour, stress, and an introduction to health. Students will examine the psychological factors influencing health outcomes, explore the impact of chronic illnesses on mental well-being, analyze health behaviours and their determinants, and gain insights into stress management techniques. The course aims to provide a comprehensive understanding of the psychological aspects of health, fostering skills that contribute to promoting well-being and addressing health challenges.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate understanding of key concepts in Health Psychology	U	F	seminar presentations/ Assignment/test paper / quiz
CO2	Analyze the impact of stress and pain on health	An	C	seminar presentations/ assignment/test paper / quiz
CO3	Examine the theories of health behaviour changes and assess factors influencing adherence to health behaviours	E	C	Quiz/ /seminar presentations/test paper/Assignments

CO4	Assess various coping strategies and techniques individuals employ to manage stress and adversities	E	P	Case study presentations/seminar/ Assignments/test paper
CO5	Explore psychological aspects of terminal and chronic illness	An	C	Assignment /Seminar presentation/group discussion/Test paper
CO6	Able to initiate research in the field of health psychology	An	P	case discussions/ seminar/ group discussion, Assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45+30)	Marks (70)
<b>I</b>	<b>Introduction To Health Psychology</b>		<b>10</b>	<b>15</b>
	1	Historical perspectives of Health Psychology	2	
	2	Psychology's relevance for health -need for health psychology	4	
	3	The profession of health psychology-Ethical considerations in health psychology research and practice	2	
	4	Biomedical model and bio psychosocial model	2	
<b>II</b>	<b>Health Behaviour</b>		<b>13</b>	<b>25</b>
	5	Issues in adherence to healthy behaviours	3	
	6	factors predicting adherence	3	
	7	Theories of Health Behaviour-Why and how do people adhere to health behaviours- Continuum theories of health behaviour -The Health Belief Model, Self-Efficacy Theory, The Theory of Planned Behaviour, Behavioural Theory- Stage Theories of Health Behaviour- The Transtheoretical Model, The Health Action Process Approach	5	
	8	The Intervention- Behaviour gap, improving adherence Health promotion and prevention of illness	2	
<b>III</b>	<b>Stress, Pain and Coping</b>		<b>12</b>	<b>25</b>
	9	Stress-Physiology of stress Psychoneuroimmunology	2	
	10	Theories of stress	2	
	11	sources of stress Coping with stress- personal resources, Personal coping strategies	2	

	12	Stress Management- behavioural interventions	2	
	13	Pain- Meaning of pain, Theories of pain	2	
	14	Pain syndromes, Measurement of pain, Managing pain	2	
<b>IV</b>	<b>Psychological Aspects of Terminal and Chronic Illness</b>		<b>10</b>	<b>15</b>
	15	Chronic illness- emotional response	1	
	16	Personal issues in chronic health disorders	1	
	17	Coping with chronic health disorders	1	
	18	Co-management of chronic health disorders	1	
	19	Interventions and chronic health disorders	1	
	20	Psychological issues in advancing illness	2	
	21	Stages in adjustment to dying	1	
	22	Psychological issues and terminal illness	2	
<b>V</b>	<b>Practicum</b>		<b>30</b>	
	1	Conduct any two activity and submit report		
	2	Discuss recent researches done in the field of health psychology		
	3	An interview with chronically ill patient to understand their psychosocial issues		
	4	Implementation of any stress management technique in personal life and its effect		
		A study on health promoting behaviour		

#### **Books and References:**

Taylor, S. E. (2018). *Health Psychology* (10th ed.). Mc Graw hill education, New York

Gurung, R. A. R (2019). *Health Psychology-Wellbeing in diverse world* (4th ed.). SAGE Publications Inc

Brannon, L. A., Updegraff, J. A., & Feist, J. (2017). *Health Psychology: An Introduction to Behavior and Health* (9th ed.). Cengage Learning, USA

#### **Suggested Readings**

Sarafino, E. P., & Smith, T. W. (2019). *Health Psychology: Biopsychosocial Interactions*. Wiley

Smith, J. D. (2018). *Introduction to Health Psychology: Understanding Stress, C Coping, and Illness*. New York: Academic Press

Baum, A., Revenson, T. A., & Singer, J. E. (Eds.). (2018). *The Handbook of Health Psychology*. Psychology Press.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-		3	-		-	-	-	-
CO 2	2	3	-	-	-	3	-		-		-	-
CO 3	2	3		-		3	-		-	3	-	-
CO 4	-	-		-	3		2	-	-	3	-	-
CO 5	-	3	-	3		3	-	-	-	-	2	-
CO 6		-		-	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
- Programming Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO5	✓	✓		✓
CO6		✓		





**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Rehabilitation Psychology</b>				
Type of Course	Major with Practicum				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	Students will understand disability and rehabilitation, covering social, psychological, and environmental aspects. They'll develop skills in screening, assessing, and intervening for people with disabilities, using various tools and evidence-based practices. The course will stress ethical conduct, cultural sensitivity, and adherence to legal frameworks. Students will also learn advocacy to support the rights, needs, and inclusion of individuals with disabilities, combating stigma and fostering inclusive environments.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will demonstrate understanding of disability models, international classification systems, and various types of disabilities, including developmental disabilities and those arising from mental illness.	U	F	Instructor-created exams / Quiz
CO2	Students will interpret stigma, discrimination, and social attitudes towards disability, as well as ethical guidelines, policies, and legislation related to rehabilitation psychology practice	An	C	Writing reflective journals
CO3	Students will apply screening methods, assessment tools, and certification processes for individuals with disabilities,	Ap	P	Design and conduct interviews or

				surveys/ Practical Assignment / Observation of Practical Skills
CO4	Students will analyze the rehabilitation process and intervention strategies for specific disabilities, such as behavior management, cognitive rehabilitation, and community-based rehabilitation, considering individual needs and social inclusion.	E	M	Discussion / Practical Assignments
CO5	Students will integrate ethical guidelines, legal frameworks, and technological advancements, including assistive technology and artificial intelligence applications, into rehabilitation practices,	C	M	Instructor- created exams / Quiz/ Seminars/ Instructor- created exams / Quiz
CO6	Students will evaluate professional roles, functions, and the effectiveness of rehabilitation policies, acts, programs, and schemes, proposing improvements and advocating for the rights and inclusion of individuals with disabilities	E	M	Discussion
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Understanding Disability &amp; Rehabilitation</b>		<b>12</b>	<b>15</b>
	1	Impairment, handicap, disability, inclusion and empowerment	3	
	2	Models of disability and rehabilitation; Type of disability; international classification of functioning	3	
	3	Developmental disabilities- Global Developmental Delay, Intellectual disability, Autism, Specific Learning disability, ADHD, and Multiple Disability. Disability due to Mental illness (Chronic mental illness)	4	
	4	Stigma, discrimination, and social attitudes towards disability	2	

<b>II</b>	<b>Screening, assessment, and certification in disability and Rehabilitation</b>		<b>11</b>	<b>15</b>
	5	Early identification of disability – New-born screening, Developmental screening	2	
	6	Screening method and tool – DST, ISAA, ADHD screening and CBCL	2	
	7	Intellectual functioning- WISC-IV(Indian) & WAIS, The Stanford-Binet Intelligence Scales, Fifth Edition (SB5) ,The Kaufman Assessment Battery for Children (K-ABC), MISIC, BKT and adaptive function VSMS, VABS,	3	
	8	NIMHANS –SLD battery	1	
	9	Prevocational & Vocational Skills assessment	1	
	10	Psychosocial rehabilitation readiness assessment of the person with Mental illness	1	
	11	Disability certification and documentation	1	
<b>III</b>	<b>Rehabilitation process and intervention</b>		<b>12</b>	<b>25</b>
	12	Early intervention of developmental disability	2	
	13	Disability management of specific disability: Behaviour management, Remedial training, ABA, ADHD management	2	
	14	Social skills training, ADL skill training, Individual transition programme, Prevocational skill training Skill training,	2	
	15	Parent management training	2	
	16	Cognitive Rehabilitation and Computerized VR, and AR-based intervention	2	
	17	Community-based rehabilitation and social inclusion intervention	2	
<b>IV</b>	<b>Professional Ethics, Rehabilitation Policies, and Acts</b>		<b>10</b>	<b>15</b>
	18	Professional role and functions of Rehabilitation Psychologist	2	
	19	Code of conduct and ethical guidelines for Rehabilitation	2	
	20	Acts- RPWD Act-2016, The National Trust Act, Mental Health Care Act, RCI Act, UNCRPD	2	
	21	Aid & Assistive technology and application of AI in Rehabilitation	2	
	22	Programs and schemes for disability and disability rehabilitation	2	
<b>V</b>	<b>Activities Conduct any two activities and submit report</b>		<b>30</b>	
	1	<b>Case Studies and Intervention Planning</b> -Students have to do detailed case studies/case workup of minimum on case developmental disabilities, including autism spectrum disorder, intellectual disability, and specific learning disabilities etc. Through guided exercises, students will assess the unique needs of each case and formulate comprehensive intervention plans tailored to the individual's strengths, challenges, and goals.		

2	<p><b>Observation Visits to Rehabilitation Institutions</b> students should visit various rehabilitation institutions, including, Early intervention centers, Disability Management Centers, Vocational Rehabilitation Centers, Residential Care Centers, and Special Schools for Children with Special Needs, During these visits, students need to observe the daily operations, interaction between professionals and clients, and the implementation of rehabilitation programs.</p>		
3	<p><b>Early Identification and Screening Camp</b> Students have to organize and conduct an early identification and screening camp for children within the community who may be at risk of developmental disabilities with the support of available agencies and community groups. Utilizing screening tools introduced in the program curriculum, students need to assess children for developmental delays and disabilities, providing recommendations for further evaluation and intervention as needed</p>		
4	<p><b>Community Awareness and Sensitization Programmes</b> in collaboration with local organizations and community members, students need to organize awareness and sensitization programs focused on the empowerment of persons with disabilities. Through these outreach activities, students will educate community members about disability rights, inclusion, and the importance of supporting individuals with disabilities in achieving their full potential.</p>		

### Books and References

- APA (2019) Handbook of rehabilitation psychology (3rd ed.). (2019). In American Psychological Association eBooks. <https://doi.org/10.1037/0000129-000>
- Bertelli, M. O., Deb, S., Munir, K., Hassiotis, A., & Salvador-Carulla, L. (2022). Textbook of Psychiatry for Intellectual Disability and Autism Spectrum Disorder. Springer Nature.
- Grant, I., & Adams, K. M. (2009). Neuropsychological assessment of neuropsychiatric and neuromedical disorders. <http://ci.nii.ac.jp/ncid/BB01307076>
- Howlin, P., Charman, T., & Ghaziuddin, M. (2011). The SAGE Handbook of Developmental Disorders. SAGE.
- Jayan, C., Manikandan, K. & Raheemudheen, P.K (Eds.) (2016) Current Trends In The Management Of Developmental Disabilities, India, University of Calicut. ISBN- 978-81-933096-2-9.
- Keller, E. (2021). Handbook of Neurodevelopmental Disorders. American Medical Publishers.
- Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology. In Oxford University Press eBooks. <https://doi.org/10.1093/oxfordhb/9780199733989.001.0001>
- King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (2012). Manual of Psychosocial Rehabilitation. John Wiley & Sons.
- Nicoll, N. (2021). Assessment and diagnosis of neurodevelopmental disorders in young children: A Practical Guide. Routledge.

Odom, S. L., Horner, R. H., & Snell, M. E. (2009). Handbook of Developmental Disabilities. Guilford Press.

Satya BhushanNagar(2017) Essentials of Community-based Rehabilitation, Jaypee Brothers Medical Publishers Edition-First Edition.

Shevell, M. (2009). Neurodevelopmental disabilities: Clinical and Scientific Foundations. John Wiley & Sons.

Shonkoff, J. P., &Meisels, S. J. (2000). Handbook of Early Childhood Intervention. Cambridge University Press.

Wehman, P. (2020). Essentials of transition planning. Paul H Brookes Publishing.

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 10 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO 6	PO7
CO 1	3	-	2	-	-	-	2	-	2	2	3	-
CO 2	3	-	-	-	-	-	-	-	-	-	-	2
CO 3	2	-	3	1	-	2	-	3	-	-	-	-
CO 4	3	-	2	3	-	-	-	-	-	-	3	-
CO 5	3	-	-	-	-	-	-	-	1	-	-	-
CO 6	-	-	2	2	-	-	3	-	-	-	2	3

**Correlation Levels:**

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

**Assessment Rubrics:**

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Orientation to Psychological Interventions</b>				
Type of Course	Major With Practicum				
Semester	VII				
Academic Level	400 -499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	The course provides students with an in-depth exploration of various psychological interventions used in clinical practice. It offers an overview of different theoretical orientations and therapeutic techniques employed by psychologists to address mental health concerns. Through a combination of theoretical discussions, case studies, and practical exercises, students gain insight into the application of psychological principles in therapeutic settings.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the process of clinical formulation in major psychiatric disorders	U	C	Instructor-created exams / Quiz
CO2	Able to formulate cases with in different theoretical approaches.	Ap	P	Practical Assignment
CO3	To learn the approaches to management of major psychiatric disorders	U	M	Seminar Presentation / Group Tutorial Work
CO4	Apply the contemporary theories and research related to causes and treatments of psychological disorders	Ap	C	Practical/Assignments

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Case Formulation</b>		<b>11</b>	<b>15</b>
	1	Definition, 5p's of case formulation, Rational	3	
	2	Approaches- Psychoanalytical	2	
	3	Approaches- Behavioural, and Cognitive Behavioural.	3	
	4	Approaches- Bio-Psycho-social Model	2	
<b>II</b>	<b>Psycho-education</b>		<b>10</b>	<b>15</b>
	5	Definition- Essential components of psycho-education	2	
	6	Models and approaches of Psycho education-	2	
	7	Information model, skill training model, supportive model, comprehensive model. Peer to peer approach	2	
	8	Psycho-education-Types- Individual, Family,	1	
	9	Psycho education- Group, and Community Based	1	
	10	Psycho-education for Anxiety Disorders, Psycho-education for Mood Disorders.	1	
	11	Psycho- education for Substance use disorders, Psycho-education for Psychotic Disorders,	1	
<b>III</b>	<b>Supportive Psychological Intervention</b>		<b>11</b>	<b>15</b>
	12	Introduction, Theoretical Frame work, Principles	3	
	13	Indications for Supportive Psychotherapy, effectiveness of supportive Psychotherapy,	2	
	14	Assessment in Supportive Psychotherapy	2	
	15	Strategies and Tactics for Supportive Psychotherapy,	2	
	16	Techniques for Supportive Psychotherapy	2	
<b>IV</b>	<b>Behavioural Intervention</b>		<b>13</b>	<b>25</b>
	17	Principles and Assumptions in Behaviour Therapy	2	
	18	Assessment in Behaviour therapy	2	
	19	Contingency Management – use of reinforcement and punishment, Differential reinforcement Techniques.	2	



	20	Modelling and Behaviour Rehearsal Procedures- Underlying principle, Rationale, Indications and Contraindications, Procedure and Applications.	2	
	21	Jacobson's Progressive Muscular Relaxation	2	
	22	Systematic Desensitization, Aversive Techniques, Response Elimination and Extinction procedures, Self-control procedures, Assertiveness Training. Underlying principle, Rationale, Indications and Contraindications, Procedure and Applications.	3	
V	<b>Individual/community Based interventions</b> <b>Conduct and submit report of any one of the activity</b>		30	
	1	Practice of procedures in different settings: Group/individual based Psycho-education		
	2.	JPMR & Assertiveness training.		

### Books and References:

- Garfield, S. L. and Bergin, A. E. (1986) Handbook of Psychotherapy and Behaviour change (III Edn) John Wiley & Sons New York.
- Rimm, D. C. and Masters, J. C. (1979) Behaviour Therapy, Academic Press, New York.
- Wolberg, L. R. (2016) Supportive Therapy. Jason Aronson, Inc.
- Sundel, M & Sundel, S. S (2018) Behaviour Change in the Human Services. (6<sup>th</sup> Edn) Sage Publications.
- Kaplan & Sadock's (2017) Comprehensive Textbook of Psychiatry (11 edn) Lippincott Williams & Wilkins.
- Prasant S & Rishi S (2017) Psycho-education an Effective Tool as Treatment Modality in Mental Health International Journal of Indian Psychology 4(1):123-130 DOI:10.25215/0401.153
- Singh S S & [Arora M](#) (2020) Clinical Practice Guidelines for Psychoeducation in Psychiatric Disorders General Principles of Psychoeducation. [Indian J Psychiatry](#). (Suppl 2): S319–S323. doi: [10.4103/psychiatry.IndianJPsychiatry\\_780\\_19](#)
- Eells, T.D (2022). Hand book of psychotherapy case formulation. 3<sup>rd</sup> edition. Guilford press, New York

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with therapeutic skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end- semester examination for the theory part will be based on the 15 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	2
CO 2	2	-	-	-	-	2	-	-	-	-	-	-
CO 3	2	-	-	-	-	2	-	2	-	2	3	3
CO 4	3	2	2	2	2	3	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
- Case Discussions (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Human Resource Planning and Development</b>				
Type of Course	Major with practicum				
Semester	VII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	<p>The Human Resource Planning and Development course provides a comprehensive understanding of the strategic management of human capital within organizations. Students will explore key concepts such as workforce planning, talent acquisition, and succession planning to align HR strategies with organizational goals. The course delves into training and development methodologies, performance management, and employee engagement, equipping students with the skills to foster a dynamic and motivated workforce. Through case studies and practical applications, participants will gain valuable insights into optimizing human resources for sustainable organizational success.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Examine the importance and evolution of Human Resource Development (HRD), demonstrating an understanding of its key functions and activities within the framework of HRM processes.	U	C	Instructor-created exams / Quiz
CO2	Evaluate legal considerations, employee rights, and ethical issues in the context of HRD, ensuring a comprehensive understanding of equal employment opportunities and the ethical dimensions	E	F	Practical Assignment / Observation of Practical Skills

	of HR practices			
CO3	Apply man power planning techniques, including anticipating needs, analysing and designing jobs, and implementing recruitment and selection processes, showcasing the ability to address problems and limitations in the acquisition of human resources	Ap	C	Group discussion/ seminar presentations/ test paper
CO4	Develop skills in man power training and development by outlining the purpose, stages, and various types of training, as well as utilizing different training methods, such as employee orientation, management development programs, and career development techniques	Ap	P	Case study presentations/ Viva voce
CO5	Demonstrate a comprehensive understanding of performance appraisal concepts, characteristics, and objectives, while also applying different techniques of performance management within an organizational context	Ap	P	Seminar presentation /group discussion /assignment
CO6	Critically analyse labor relations, collective bargaining, and employee counselling and wellness services and the quality of work life within the context of HRD activities	An	P	Group Discussions/ case discussions
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +12)	Marks (70)
I	<b>Human Resource Development</b>		<b>9</b>	<b>15</b>
	1	Introduction to HRD-Definition of HRD	1	
	2	Importance of HRD, Evolution of HRD	2	
	3	Functions and Activities of HRM- Frame work of HRD	2	
	4	HRD Process	2	
	5	Legal consideration and Employee rights – Equal employment opportunity – Employee right and Ethical issues	2	
II	<b>Acquisition of Human Resources</b>		<b>14</b>	<b>20</b>
	6	Man power Planning: Uses and benefits of man power planning,	2	

		problems and limitations –Anticipating manpower needs		
	7	Man power planning steps and methods	2	
	8	Designing and Analysing Jobs: Critical issues in analyzing and designing jobs	2	
	9	Job design; approaches and Activities; Job redesign	2	
	10	Job analysis – need for information structured procedures and methods – steps	2	
	11	Man power Recruitment and selection processes – sources and methods of obtaining job applicants – increasing the pool of potentially qualified applicant selection devices. Person-job fit	2	
	12	Recruiting Sources – Activities – selection and placement decisions single predictor, multiple predictor and Assessment Centre approach	2	
	<b>Training and Development of Human Resources</b>		<b>10</b>	<b>15</b>
<b>III</b>	13	Man power training and Development – purpose of training and development, types of training and development, Stages of Training and development	3	
	14	Training Methods - Employee orientation and training, Management development programs, Career Development techniques	3	
	15	Performance Appraisal – Concepts, Characteristics, Objectives, Types of Performance Appraisal, Techniques of performance management	3	
	<b>Maintenance of Human Resources</b>		<b>12</b>	<b>20</b>
<b>IV</b>	16	Compensation and Administration: Wages, salary, Bonus, and performance-based pay. Types of incentive plans.	1	
	17	Indirect compensation – Legal and environmental impact on indirect compensation – Protection procedures – Administrative issues – benefits of indirect compensation.	2	
	18	Employee fringe benefits and social security – Employee benefits – types and objectives.	1	
	19	Labour relation and collective Bargaining Effective Human relations, industrial relations, Industrial disputes. Collective bargaining – negotiation, Arbitration and Industrial discipline	2	
	20	Quality of work life. Employee participation in Management	2	
	21	Employee counselling and wellness services: Counselling as an HRD activity, Psychological Testing and diagnostic in organizations, use of tests in counselling, tests interpretation in counselling and diagnosis with tests, scope and limitation of testing and diagnosis in organizational settings;	2	
	22	Issues in employee counselling; Employee assistance and wellness programs	2	
<b>V</b>	<b>Open Ended Module: competency in the application of psychology in HRD</b>		<b>30</b>	
		The teacher can select one or two activity from the list and also one or two activity of their own choice ensuring a minimum of three		

1	different activities <b>Fieldwork:</b> Conduct interviews with HR professionals in different industries to understand how they implement HRD processes within their organizations.		
2	or Collaborate with a local business to analyze their manpower planning process and provide recommendations for improvement. <b>Assignment:</b> Create a job analysis report for a specific position within a chosen industry, highlighting critical issues and proposing redesign strategies Or Develop a comprehensive training program for a specific job role, outlining the purpose, types, and stages of training Or Analyze and compare different performance appraisal systems used in two organizations, highlighting their concepts, characteristics, and effectiveness.		
3	<b>Case study</b> on a labor dispute, analyzing the roles of HR professionals, the negotiation process, and the impact on employee relations.		

**Books and References:**

Swanson, A. R., & Holton III, E. F. (2001). Foundations of Human Resource Development. Berrett Koehler Publications. Inc

Tapomoy Deb (2006). Strategic Approach to Human Resources Management; concepts, Tools Application. Atlantic Publishers and Distributors

Dessler, G. (2009). A framework for human resource management, 5th ed. Pearson/Prentice Hall Publishing.

Rao, V.S.P. (2005). Human resource management: Text and cases, 2nd ed. Excel books.

Nick, P. B., & James, T. W. (2012). Effective training - systems, strategies and practices. Pearson.

Bhatia, S.B. K. (2009). Training and development: concepts and practice. New Delhi: Deep and Deep publication private limited.

Noe. R. (2012). Employee training and development. New York: McGraw-Hill Education.

**Suggested Readings**

Pareek, U. (2010). Training instruments for HRD. New Delhi: 3rd Edition, Mc Graw Hill.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	2	2	-	2	-	-	-	-
CO 2	3	-	1	-	2	3	-	2	-	-	-	-
CO 3	3	2	-	-	3	3	-	2	-	2	-	-
CO 4	3	3	-	-	-	3	-	-	-	3	-	-
CO 5	1	-	-	-	2	2	-	-	-	-	-	-
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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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

## SEMESTER VIII

### CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)



### BSC PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Assessments in Counselling and Clinical Settings</b>				
Type of Course	Major with Practical				
Semester	VIII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	Course provides students with a comprehensive understanding of assessments used in counselling and clinical settings. It covers the theoretical foundations, practical applications, and ethical considerations of various assessment tools and techniques employed by professionals in the field of mental health				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To Describe the process of assessment and role of clinician	U	C	Instructor-created exams / Quiz
CO2	To Identify the appropriate psychological tools to be used in various settings	An	P	Assignment/Seminar/Tutorial
CO3	To Administer, interpret and report findings ethically	Ap	F	Practical/Assignments Demonstrate test administration



CO4	Able to prepare reports and communicate findings professionally	Ap	C	Practical/Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Introduction to assessments</b>		<b>10</b>	<b>15</b>
	1	Definition-assessment and testing-	1	
	2	Purpose of the psychological assessment- general assessment considerations	1	
	3	Approaches- Formal Assessment and Informal Assessment (interview, objective and projective tests, clinical judgement, behavioural assessment, functional behavioural assessment),	1	
	4	Formal Assessment - interview, objective and projective tests, clinical judgement, behavioural assessment, functional behavioural assessment	1	
	5	Informal (Observation)-types of assessment	1	
	6	cognitive and neuropsychological	1	
	7	Ability testing-academic aptitude and achievement	1	
	8	Career and life-planning assessment, Interest and values	1	
	9	Personality, Interpersonal Relationship	1	
	10	Psychodiagnostics	1	
<b>II</b>	<b>Assessment of personality and psychopathology</b>		<b>10</b>	<b>15</b>
	11	MMPI, EPQ, 16 PF-(brief description)	2	
	12	Behavioural Assessment, Behaviour rating scale- (brief description)	3	
	13	Sentence completion, Rorschach and TAT-(brief description)	3	
	14	Temperament and character inventory (brief description)	2	
<b>III</b>	<b>Cognitive-neuropsychological assessments</b>		<b>15</b>	<b>25</b>
	15	Raven's progressive matrices, Wechsler's Scale, Bhatia's battery of performance- (brief description)	5	
	16	Wechsler/ PGI memory scale- (brief description)	4	
	17	Attention span test, BGT, verbal working Memory-N back test, Stroop colour word test (brief description)	6	

<b>IV</b>	<b>Report writing</b>		<b>10</b>	<b>15</b>
	18	Tool selection (computer based or manual).	2	
	19	Assessment process-Communicating test results- oral and written communication-components of written reports-report length	2	
	20	Legal, ethical and cultural considerations- Emerging trends-	2	
	21	Computer based assessment	2	
	22	AI applications in psychological testing.	2	
<b>V</b>	<b>-Practical -Administration, scoring, interpretation and reporting</b>		<b>30</b>	
	1	<p>Student may choose assessments from the domain of personality and cognitive- neuropsychology and are expected to write reports after administration and scoring.(At least two)</p> <p style="text-align: center;">TAT RORSCHACH TEST BGT STROOP TEST</p> <p><b>Activities: (At least one )</b></p> <p>1) Role Plays 2) Demonstration of counselling sessions</p>	30	
<p><b>Books and References:</b></p> <p>Groth-Marnat, G. (1998). Handbook of psychological assessments, London: John Wiley &amp; sons.</p> <p>Geisinger, K.F (2013). APA handbook of testing and assessment in psychology. American Psychological Association, Washington DC</p> <p>Hays D.G. (2017). Assessment in counselling: Procedures and practice, Wiley, 6<sup>th</sup> edition.</p> <p>Hecker, J.E &amp; Torpe, J.L (2011). Introduction to clinical psychology: science, practice and Ethics, 4<sup>th</sup> edition, India, Dorling Kindersley Pvt Ltd</p>				

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with psychological testing and reporting. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	2	-	-	3	-	-	-	-	-	2
CO 2	2	-	-	-	3	2	-	-	-	2	-	-
CO 3	-	3	-	3	2	-	-	2	2	2	2	3
CO 4	-	3	2	1	-	-	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
- Case Discussions (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Applied Psychology</b>				
Type of Course	Major				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course provides the foundational level understanding on different biological processes and their relationship with behaviour. The course deals with the structure and functions of different systems which regulates behaviour and introduces various research methods for studying brain and behaviour.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the various areas and research methods in applied Psychology	U	C	Instructor-created exams / Quiz
CO2	Apply theoretical knowledge to different Areas of the field	Ap	C	Instructor-created exams / Quiz
CO3	Design and Develop strategies for managing issues related with environment, youth development, peace building and geriatry	C	P	Seminar/Assignment
CO4	Design interventions for promoting Sustainability	C	P	Seminar Presentation / Group Tutorial Work

CO5	Recommend suggestions for policy making in youth Development and geriatry	C	M	Reflection Writing assignments& presentations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Introduction to Applied Psychology</b>		<b>8</b>	<b>15</b>
	1	Introduction	2	
		What is Applied Psychology? Relevance of the field.		
	2	Areas of Applied Psychology	4	
		Clinical and Counselling, Industrial/ Organizational/ Forensic and Correctional Psychology/ Educational Psychology/Community Psychology		
	3	Research and Ethics	2	
	Research and Applied Psychology Ethical Considerations in Applied Setting			
<b>II</b>	<b>Applying Psychology in Training and Practice</b>		<b>8</b>	<b>15</b>
	4	Sports and Performance Coaching	2	
	5	Forensic and Correctional Psychology	2	
	6	Rehabilitation Psychology	2	
	7	Industrial and Organizational Psychology	2	
<b>III</b>	<b>Applying Psychology for Sustainable future</b>		<b>18</b>	<b>25</b>
	8.	Environmental Psychology- Introduction		
		Emergence of environmental psychology and its growth :Definition and scope, Salient features of environmental psychology. Recent trends and future directions in environmental psychology,	2	
	9	Human - environment transaction	2	
		Human-environment transaction:- Personal space, territoriality, crowding.		
	10	Pro-environmental behaviour	2	
		Pro environmental behaviour- definition, Changing the environmental		

		destructive mind set- Environmental education		
	11	Peace Psychology	3	
		Definition, historical development of the field and its relation with the field of CAR (Conflict Analysis and Resolution).		
	12	Peace process and transformation	3	
		Nature of peace process(peace-making, peacekeeping and peace building), Methods of peace building, Peace and Transformation of Societies, Peace education.		
	13.	Youth and sustainable social well-being	2	
		Concerns and relevance of youth psychology. Positive youth development: Responsibility, social capital, Citizenship and political engagement.		
	14	Youth and risk behaviours	2	
		Drug abuse, delinquency, sexuality & suicide risk;		
	15	Youth Empowerment	2	
		Employment, education; Health and Body image Youth in transition		
<b>IV</b>	<b>Other Applied Areas</b>		<b>14</b>	<b>15</b>
	16.	Media Psychology- Introduction	2	
		Media and advertising, Developing an effective advertising programme media promotions/ campaigns for social marketing.		
	17	Media and Developmental Issues	2	
		Impact of Media in Developmental issues: fantasy Vs reality, socialization, stereotyping, and violence.		
	18.	Interactive and Emerging Technologies	2	
		Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction.		
	19.	Geriatric Psychology	1	
		Field of Gero psychology-nature and scope;		
	20.	Human aging	2	
		Physiological, cognitive , social aspects of aging -		
	21.	Coping with ageing	2	
		Process of coping with aging -personal , social, financial, Ageism (aged as minority), bereavement, generation gap; elder abuse . caregiver stress and its management		
	22.	Recent developments	3	
		Behavioural Economics (bounded rationality, nudge theory), Human Factors and ergonomics		
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		<b>Conduct Any two activity and submit report</b> <b>1.Observing and Reporting the environmentally destructive</b>	12	

		mindset: (field observations) 2. case study to understand the problems faced by elderly 3. Proposals for peace education strategies 4. Strategies for reducing Youth risk behaviours		
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**Books and References:**

Jain, U., & Palsane, M. N. (2004). Environment and Behaviour.

Davey, G (2011) Applied Psychology, BPS Blackwell

Martin, R.P. (2011). IAAP handbook of applied psychology, Wiley-Blackwell

Linda Steg (2019) Environmental Psychology: An Introduction. (2019). India: Wiley.

Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.

Cheistie, D. J., Hare, A. P., & Winter, D. D. (2001). Peace, Conflict and Violence: Peace. Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.

Lederach, J. P. (2004). Building Peace: Sustainable Reconciliation in Divided Societies, Washington, DC: United States Institute of Peace.

**Suggested readings:**

Mouton, A.R (2016). Performance coaching in sport, music, and business: From Gallwey to Grant, and the promise of positive psychology, International Coaching Psychology Review, Vol. 11 No. 2

The Oxford Handbook of Sport and Performance Psychology, Shane Murphy, (2012) Oxford University Press,

Neal, T. M. S. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. American Psychologist, 73(5), 651–662.

<https://doi.org/10.1037/amp0000227>

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	2	-	-	-	-	2	-	-	-	2
CO 2	3		2	-	-	-	-		-		3	-
CO 3		-		-	3	-	-		3	-	-	-
CO 4	3	-	3	1	3	-	-		-	-	-	2
CO 5	-	1	-	-	5	-	1	-	-	2	-	-
CO 6	-	-	-	-	-	-	-	1	2	1	2	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal exam
- Assignments
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

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





**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Foundations of Neuropsychology</b>				
Type of Course	<b>Major</b>				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	4	60
Pre-requisites	NIL				
Course Summary	<p>This course will introduce the students to understanding human behaviour from a neurological standpoint. Beginning with an historical account of situating behaviour in the brain the course will also introduce the current methods available including neuropsychological assessment. Using text and case studies, the course will illustrate how neuropsychologists attempt to explain certain fundamental aspects of human behaviour and experience as based in the functional neuroanatomy of the brain.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Illustrate the historical development leading to the brain centric approach	U	C	Instructor-created exams / Quiz/ Seminars
CO2	Demonstrate an understanding of some key recent findings about brain plasticity	U	C	Activity
CO3	Explain the functional neuroanatomy of the brain including impairments and conditions	An	F	Instructor-created exams / Quiz/ Seminars

CO4	Demonstrate an understanding of the basics of neuropsychological	U	C	Role play
	assessment (Understand)			
CO5	Gain a working knowledge about one of the main neuropsychological assessment tools used in India, including writing report	Ap	P	Demonstration
CO6	Evaluate some of the famous case studies as a means to substantiate the factual learning	Ap	M	Seminar/Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Historical developments in neuropsychology</b>		<b>13</b>	<b>15</b>
	1	History (Early evidence of brain investigations; The cardiocentric view of behaviour)	3	
	2	Brain and Behaviour: Dualism, Materialism, Cell doctrine and other site theories, Phrenology, The theory of mass action, Hierarchical organization and functional systems and pluripotency	3	
	3	Current methods of studying the brain	3	
	4	Some current topics about brain function: Neuroplasticity (10 principles; London cab driver study)	2	
	5	Some current topics about brain function: Phantom limb and what it reveals about brain organization	2	
<b>II</b>	<b>The Cortex</b>		<b>15</b>	<b>30</b>
	6	Occipital lobes: Main functional areas in the occipital lobe, its function and impairments,	2	
	7	Visual pathways (Functional pathways like the Where pathway and What pathway; Visual agnosias and its explanation based on the pathway)	2	
	8	Parietal lobes: Main functional areas in the parietal lobe, its functions and impairments	3	
	9	Balint's Syndrome	2	
	10	Gerstmann Syndrome		
	11	Neglect and Apraxia		
	12	Temporal lobes: Main functional areas, its functions and impairments	2	

13	Frontal lobes: Main functional areas in the frontal lobe, its function and impairments	2	
14	The role of the two lobes in Aphasias, Scizophrenia, Depression and Autism	2	

<b>III</b>	<b>Biological Basis of Survival</b>	<b>10</b>	<b>15</b>
15	Limbic System Homeostasis (Food, Water and Temperature regulation – Neural and Hormonal interplay)	4	
16	Brain Circuits of Emotions	3	
17	Hormonal and Neural basis of Sex and sexual behaviour	3	
<b>IV</b>	<b>Case Studies</b>	<b>10</b>	<b>10</b>
18	Relevance of Case Studies in Neuropsychology	3	
19	Classics: Phineas Gage and Personality; HM and Memory	2	
20	Autism: Temple Grandin	1	
21	Capgras syndrome and its relation to emotions (Case study by Ramachandran)	2	
22	Agnosia: Man who mistook his wife for a hat (Case study by Oliver Sacks)	2	
<b>V</b>	<b>Neuropsychological Assessment (Conduct any two)</b>	<b>12</b>	
1	What is Neuropsychological assessment: What is it; Purpose; Procedure		
2	NIMHANS Neuropsychological battery		
3	Basics of Report writing		

### References

- Grandin, T., & Panek, R. (2013). *The autistic brain: Thinking across the spectrum*. Houghton Mifflin Harcourt.
- Hebben, N., & Milberg, W. (2009). *Essentials of neuropsychological assessment* (Vol. 70). John Wiley & Sons.
- Hirstein, W., & Ramachandran, V. S. (1997). Capgras syndrome: a novel probe for understanding the neural representation of the identity and familiarity of persons. *Proceedings of the Royal Society of London. Series B: Biological Sciences*, 264(1380), 437-444.
- Kolb, B., & Whishaw, I. Q. (2009). *Fundamentals of human neuropsychology*. Macmillan.
- Lewandowski, A. G., Weirick, J. D., Lewandowski, C. A., & Spector, J. (2016). Phineas Gage: A Neuropsychological Perspective of a Historical Case Study.
- Rosenzweig, M. R., Leiman, A. L., & Breedlove, S. M. (2002). *Biological psychology*. (3<sup>rd</sup> ed.). Sinauer Associates.
- Sacks, O. (2011). *The man who mistook his wife for a hat: And other clinical tales*. Brilliance Audio.
- Sacks, O. (2012). *An anthropologist on Mars: Seven paradoxical tales*. Vintage.
- Walsh, K. W. (1994). *Neuropsychology: A Clinical Approach*. (3<sup>rd</sup> ed.). Churchill Livingstone.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed

modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	2	-	-	2	-	-	-	-	1	-
CO 2	3	-	3	-	-	-	3	-	-	-	-	2
CO 3	1	-	1	2	-	1	-	3	-	2	-	-
CO 4	3	-	3	-	3	-	-	-		3	-	-
CO 5	3	3	-	1	-	-	-	-	3	-	2	3
CO 6	-	-	-	-	-	-	-	3	-	-	-	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B.Sc. Psychology				
Course Title	<b>Advanced Research Methods in Psychology</b>				
Type of Course	Major				
Semester	VIII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	<p>This course is designed to equip students with the knowledge and skills necessary to conduct high-quality research in the field of psychology. The course covers three major research methodologies, including quantitative, qualitative, and mixed methods approaches, with a focus on their underlying philosophical assumptions and practical applications. Students will learn to compare various experimental and non-experimental research designs, gaining an understanding of threats to internal and external validity and strategies for mitigating biases.. Furthermore, students will delve into mixed methods designs, examining core and complex approaches to integrating quantitative and qualitative data in research. The practical component of the course is aimed at enabling students to analyse, interpret data returned by qualitative and quantitative software.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe the three major research methodologies and their underlying philosophical assumptions	U	C	Instructor-created exams / Quiz

CO2	Compare among various experimental and non-experimental	U	C	Instructor-created exams /
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	research designs			Quiz
CO3	To select an appropriate research methodology for a chosen topic of research	E	P	Practical Assignment
CO4	Design a study to address socio-psychological issues	C	P	Practical Assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Research Approaches</b>		<b>10</b>	<b>15</b>
	1	Foundational concepts in research philosophy: Ontology, Epistemology, and Axiology Ontology: The nature of reality in research	2	
	2	<i>Epistemology: The nature of knowledge in research</i>	2	
	3	Axiology: The role of values in the research process	2	
	4	Foundation of research approaches: Philosophical worldview, Research design, and Research methods Philosophical worldview: Positivism, Interpretivism, and Critical realism	2	
	5	Research design and Research methods: Strategies for sampling, data collection and data interpretation	2	
<b>II</b>	<b>Quantitative Research Designs</b>		<b>14</b>	<b>20</b>
	6	Experimental Designs: Between group designs and Within group designs	2	
	7	Factorial designs: Small designs (2*2, 2*3 and 3*3 designs), Mixed factorial design, Nested factorial design, and Higher-order factorial designs	3	
	8	Threats to internal and external validity: Dealing with participant factors, order effects, expectancy effects and other biases	3	

	9	Small-N Design, Cross-sectional, Longitudinal, and Cross-cultural designs: Basic characteristics and application Online Experiments: Procedure and application	2	
	10	Quasi-experiments: Pretest-Posttest Design, Non-equivalent Groups Design, Time Series Design, Interrupted Time Series Design, Regression Discontinuity Design-Basic concepts and procedures.	2	
	11	Non-experimental Designs: Ex-post facto Research, and Surveys-Basic concepts and procedures.	2	
<b>III</b>	<b>Qualitative Research Approaches</b>		<b>12</b>	<b>20</b>
	12	Narrative Research, Case Study, Historical Research, Ethnography, Participatory Action Research- basic characteristics and procedures	3	
	13	Phenomenological Research (IPA), Grounded Theory, and Thematic Analysis- basic characteristics and procedures	3	
	14	Methods for Ensuring Methodological Rigor in qualitative research: Respondent Validation, Triangulation, Negative Case Analysis, Data Audit	2	
	15	Enhancing Interpretive Validity and Trustworthiness: Subjectivity and Reflexivity, Interpretations and 'Fit', Coherence, Transferability and Generalizability, Resonance, Impact and Persuasiveness	2	
	16	Ethical guidelines for qualitative research	2	
<b>IV</b>	<b>Mixed Method Designs</b>		<b>12</b>	<b>15</b>
	17	<i>Core mixed methods designs I</i> : The Convergent Mixed Methods Design	2	
	18	<i>Core mixed methods designs II</i> : Explanatory Sequential Mixed Methods Design, Exploratory Sequential Mixed Methods Design- basic concepts and procedures	2	
	19	<i>Complex mixed methods designs I</i> : Mixed methods experimental (or intervention) design, mixed methods case study design- basic concepts and procedures	2	
	20	<i>Complex mixed methods designs II</i> : Mixed methods participatory-social justice design, mixed methods evaluation design- basic concepts and procedures	2	
	21	Application and scope of mixed method designs	1	
	22	<i>Report writing in research</i> : Writing Style and Structure, reporting findings, and methodological reporting- for qualitative and quantitative research	3	
<b>V</b>	<b>Inferences from data</b>		<b>12</b>	



1	<p><b>Activity:</b> Find out different sets of scenarios or research questions that require different philosophical approaches</p> <p><b>Activity:</b> Identify a research problem that use quasi-experimental design</p> <p><b>Activity:</b> Come-up with the subthemes and themes from a secondary data collected through interview</p> <p>Activity: Identify studies in online journals which adopted mixed research methods</p> <p>The teacher may provide data sets, from the below -listed topics, to</p>		
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	<p>students which is to be analysed, interpreted and then submitted as a report by the student. A minimum of 5 data sets to be analysed by each student, of which at least one should be of qualitative nature:</p> <p>Regression analysis: Linear regression, Logistic regression, Discriminant Functional analysis. Mediation and Moderation analysis, Factor analysis.</p> <p>Group comparisons: ANOVA, Kruskal Wallis H, Friedman’s ANOVA, RM ANOVA, ANCOVA, MANOVA.</p> <p>Meta analysis, Power analysis, Sample size calculation</p> <p>Qualitative data analysis software: NVIVO, ATLAS.ti, etc.</p>		
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**Books and References:**

Gravetter, F. J., Forzano, L.B., & Rakow, T. (2021). *Research Methods for the behavioural sciences*. UK: Cengage Learning, EMEA

Coolican, H. (2019). *Research Methods and Statistics in Psychology* (7th ed.). NY: Routledge

Creswell, J. W., & Creswell, J. D. (2023). *Research design: qualitative, quantitative, and mixed methods approaches*, SAGE Publications

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: choosing among five approaches* (6<sup>th</sup> ed). Los Angeles, SAGE.

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the 5<sup>TH</sup> module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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CO 1	3	-	1	-	2	3	-	-	-	-	-	-
CO 2	3	-	1	1	1	3	-	-	-	-	-	-
CO 3	2	-	1	-	1	-	-	1	-	2	2	1
CO 4	2	-	2	-	3	-	-	1	-	2	2	3

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion/ Seminar
- Midterm Exam
- Practical Reports of three activities (20%)
- End Semester Examination (70%)

**Mapping of COs to Assessment Rubrics :**

	Quiz	Assignment	Seminar	Midterm Exam	End Semester Examinations
CO 1	✓			✓	✓
CO 2	✓	✓		✓	✓
CO 3		✓		✓	✓
CO 4		✓	✓		

## ELECTIVE COURSES



### CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Positive Psychology</b>				
Type of Course	Elective				
Semester	V				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
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.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a thorough understanding of the concepts and ideas of positive psychology and will be able to effectively communicate these concepts to others.	U	F	Instructor-created exams / Quiz/ Assignment/ viva voce

CO2	Analysis of the role of happiness and positive emotions in socio-cultural development, identifying their impact on individual well-being and broader societal progress.	An	F	Practical Assignment / discussions/ test papers
CO3	Application of well-being in various fields such as education, healthcare, business, and community development, fostering positive outcomes in diverse settings	Ap	P	assignments/ seminar presentations / test paper
CO4	Develop practical skills to implement positive psychology concepts into their daily lives, fostering personal growth, resilience, and overall well-being.	Ap	C	Practical sessions/ group discussions
CO5	Able to relate and integrate the emotional and cognitive aspects of positive psychology, recognizing the interconnectedness between thoughts, emotions, and behaviors in promoting psychological flourishing.	E	C	Test paper/ assignment
CO6	Critically evaluate research findings and evidence to deepen their understanding of positive psychology concepts and practices.	An	F	Test paper/ case discussions / assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	<b>Introduction to positive psychology</b>		<b>12</b>	<b>15</b>
	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	
<b>Well-being and prosocial behaviour</b>			<b>12</b>	

<b>II</b>	4	Subjective well-being	2	<b>20</b>
	5	Social well-being Psychological well-being	2	
	6	Empathy and altruism- cultivating empathy and altruism	2	
	7	Gratitude-Definition, Gratitude intervention and wellbeing	3	
	8	Forgiveness-what is forgiveness and what not forgiveness is. The causes and effects of forgiveness	3	
<b>III</b>	<b>Positive emotions</b>		<b>12</b>	<b>20</b>
	9	Positive emotions , sources of positive emotions	2	
	10	Effects of positive emotions, - broaden-and-build theory -positive & negative affectivity	2	
	11	Positive emotions and well-being	2	
	12	Happiness: Measuring happiness, effect of happiness and causes of happiness	2	
	13	happiness enhancement. Culture and happiness	2	
	14	Relationships and happiness: marriage, kinship, friendship, acquaintances	1	
15	How Productivity, environment, physical state, religion and spirituality related to happiness	1		
<b>IV</b>	<b>Positive cognitive states and process</b>		<b>12</b>	<b>15</b>
	16	Optimism: dispositional optimism, optimistic explanatory style, development of optimism, attributional retraining and optimism	2	
	17	Hope: Snyder's hope theory, development of hope Neurobiology of optimism and hope	2	
	18	flow – creating flow experiences	1	
	19	resilience-sources of resilience, developmental and clinical perspectives	2	
	20	Self-efficacy: definition, development of self-efficacy	2	
	21	culture and self-efficacy, influence of self-efficacy in different areas of life	1	
	22	Mindfulness-definition, benefits of mindfulness, neurological findings of mindfulness	2	
<b>Open Ended Module: Implementation of positive psychology concepts</b>			<b>12</b>	

<b>V</b>	1	Be able to identify research questions that need to be addressed to advance our understanding of the nature, causes and consequences of happiness. (eg. What are the factors that leads to happiness in academic environment among college students?)		
	2	The students may be assigned to conduct a survey exhibition, making postures etc to make others aware about the importance of positive emotions in life and submit a detailed report		
	3	Ask the students to give training to public/students to enhance positive psychological aspects in life and submit a report (the training should include at least 5 sessions )		

**Books and References**

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.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	3	-	2	3	-	2	-	-	-	-
CO 2	2	2	-	-	3	2	-	-	-	2	2	-
CO 3	-	3	-	-	3	2	-	-	-	-	-	-
CO 4	-	3	3	-	-	-	2	2	-	-	3	-
CO 5	-	-	2	-	-	-	-	-	2	-	2	-
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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc Psychology**

Programme	B. Sc. Psychology				
Course Title	<b>Educational Psychology</b>				
Type of Course	Elective				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course in Educational Psychology provides with a thorough understanding of the foundational concepts and theories that underpin the field. It offers the students a holistic perspective, combining theoretical knowledge with practical insights to enhance their ability to apply psychological principles in educational settings.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop a comprehensive understanding of the nature, scope, and historical development of educational psychology.	U	C	Instructor-created exams / Quiz
CO2	Comprehend major theories of learning, including Behaviourism, Cognitivism, Constructivism, and Social Constructivism, and apply these theories to educational settings.	U	F/C	Seminar Presentation / Group Tutorial Work
CO3	Understand how Educational Psychology principles influence teaching practices and contribute to effective student learning.	Ap	C	Seminar Presentation / Group Tutorial Work

CO4	Recognize and accommodate diverse learning and thinking styles in the classroom, promoting inclusive teaching practices.	Ap	C	Discussion / Practical Assignments
CO5	Understand the unique educational needs of diverse learners	U	C	Discussion / Practical Assignments
CO6	Apply theoretical concepts to real-world educational contexts, demonstrating an ability to translate Educational Psychology principles into practical teaching strategies.	Ap	P	Seminar Presentation /Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Introduction to Educational Psychology</b>		<b>10</b>	<b>15</b>
	1	Nature and scope of Educational Psychology	2	
	2	Major Contributions of :Piaget, Vygotsky, Skinner	3	
	3	Bandura, Rogers, Maslow	3	
	4	Dewey, and Gardener	2	
<b>II</b>	<b>Motivation In Learning</b>		<b>10</b>	<b>15</b>
	5	Behavioural, Cognitive and Humanistic Approaches of Motivation	3	
	6	Implication of achievement motivation and attribution theories	3	
	7	Goal orientations and mindsets	2	
	8	Techniques for enhancing student motivation.	2	
<b>III</b>	<b>Child Development and Learning</b>		<b>20</b>	<b>25</b>
	9	An overview of child development through Childhood and Adolescence. Physical development	2	
	10	Social, Emotional development	3	
	11	Cognitive development	1	
	12	Overview of theories of learning: Behaviourism	3	
	13	Cognitivism	3	
	14	Constructivism and Social Constructivism	3	
	15	Learning and thinking styles	1	
	16	learning curve	1	
	17	School readiness -Role of teacher in each stage of education.	3	

<b>IV</b>	<b>Exceptional Learners</b>		<b>8</b>	<b>15</b>
	18	Education of Gifted Children, Juvenile Delinquent	2	
	19	Education of Learning disabled, People with intellectual disability	2	
	20	Education of Physically challenged, Emotional and Behavioural Disordered.	2	
	21	Role of Special Educator in Dealing with Exceptional Children	1	
	22	Inclusive Education for differently abled.	1	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	Submit a report on any <b>two</b> of the following activities 1. Case Study from an Educational Setting 2. Action Research in Education 3. conduct a training in classroom management technique. 4. Cultural influences on learning 5. Teaching through digital media and virtual learning environments 6. Discussion/seminar on Benefits of inclusive education 7. Take a session to parents about Role of parent in education	12	

**Books and References:**

Snowman, j., McCown, r., & Biehler, R. (2012). Psychology applied to teaching, (13th Ed.). Wadsworth Cengage learning.

Santrock, J.W. (2018). Educational psychology (6th ed.). McGraw-Hill.

Woolfolk, a (2004) Educational Psychology (9th Ed.). Pearson Education.

Zimmerman, B.J., & Schunk, D. H. (Eds.). (2014). Educational psychology: a century of contributions: a project of division 15 (educational psychology) of the American psychological society. Routledge.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	2	-	-	-	-	3	2
CO 2	3	-	-	-	2	-	-	-	2	-	2	-

CO 3	-	-	2	-	2	-	3	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	3	-	3
CO 5	3	-	-	-	-	-	-	-	-	-	-	-
CO 6	-	-	-	-	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychology of Cyber Space</b>				
Type of Course	Elective				
Semester	V				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	<p>Cyber Psychology course serves as an introduction to the field of how the Internet and cyberspace affect people's psychology. It pertains to the way people interact through computers or digital devices and the emotional effects that usage has on the brain. Students gain knowledge about various online activities, cybercrimes, and excessive internet use. The intervention programs that can help limit problematic Internet use are also introduced in this course.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify key concepts and terms related to psychological aspects of online behaviour	U	F	seminar presentations/Assignment/test paper / quiz
CO2	Investigate and categorize various cyber activities	U	C	seminar presentations/assignment/test paper / quiz
CO3	Analyse the potential impact	An	M	Group discussion//seminar

	of new technologies on human behaviour, considering the opportunities and challenges they present			presentations/test paper/Assignments
CO4	Evaluate various therapeutic interventions for addressing cyber addiction	E	P	Case study presentations/seminar/ Assignments/test paper
CO5	Develop practical strategies for addressing cyber addiction and promoting healthy online behaviour	Ap	P	Practical Assignment / Observation of Practical Skills/Seminar presentation/group discussion/
CO6	Able to conduct research to identify the potential risks and vulnerabilities associated with common online behaviours	An	P	case discussions/seminar/group discussion
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12=60)	Marks (70)
I	<b>Introduction To Cyber Psychology</b>		16	20
	1	Cyber space as psychological space	2	
	2	Psychology in Cyberspace	2	
	3	Embracing Cyberspace as a Scientifically Legitimate Social Environment	2	
	4	Cyberpsychology – an Evolving Field	2	
	5	The Future of Cyberpsychology	2	
	6	Introduction to Cyber Addiction - Diagnosis of Cyber Addiction	2	
	7	Evolution of Cyber Addiction Disorder and Cyber Addiction Test	2	
	8	Risk Factors for Cyber Addiction: social, psychological and biological	2	
II	<b>Theoretical Models of The Development and Maintenance Of Cyber Addiction</b>		8	15
	9	Recent Models of the Development and Maintenance of Cyber	2	

		Addiction		
	10	Previous and Current Research as the Basis for the Model's Assumptions	3	
	11	Neurocognitive Mechanisms Potentially Underlying Cyber Addiction	3	
III	<b>Cyber Activities</b>		16	25
	12	E-learning	2	
	13	online support and health care	2	
	14	Cyber sex- Pornography.	2	
	15	Online Gaming	2	
	16	Online Gambling	2	
	17	Cyber Harassments	2	
	18	Hate crimes, Cyber Warfare	2	
	19	Scams,Fraud and Illegal Downloads	2	
IV	<b>Treatment Approaches</b>		8	10
	20	Motivational Interviewing	3	
	21	Cognitive Behaviour Therapy	3	
	22	Inpatient care and Retreat Centers	2	
V	<b>Open Ended Module: Cyber Inquiry and Digital well-being advocacy</b>		12	
		Conduct any Two of the following activity .		
	1	Awareness about cybersecurity		
	2	Be able to identify research questions that need to be addressed to advance our understanding of the nature, causes, and consequences of cyberspace involvement Criminal Profiling Exercise:		
	3	Discuss the effect of 24-hour Internet fasting activity as an introspection to their online activities		
	4	Conduct surveys, exhibitions, makeposters etc. to make others aware of the importance of healthy use of technology in life Observing internet/smartphone users in their surroundings and make a report of it		

### Books and References:

- Barak, A. (2008). *Psychological Aspects of Cyberspace: Theory, Research, Applications*. New York: Cambridge University Press.
- Montag, C., & Reuter, M. (2017). *Internet Addiction: Neuroscientific Approaches and Therapeutical Implications including Smartphone Addiction (2<sup>nd</sup> Edition)*.Switzerland: Springer International Publishing.
- Whitty, M. T., & Young, G. (2017). *Cyberpsychology – The study of Individuals, Society and Digital Technologies*. U. K: John Wiley & Sons, Ltd.



### Suggested readings

Bozoglan & Bahadir. (2017). Psychological, Social, and Cultural Aspects of Internet Addiction. IGI Global.

Carnes, P. J. (2009). Out of the Shadows: Understanding Sexual Addiction. Simon & Schuster.

King, D., & Delfabbro, P. (2018). Internet Gaming Disorder: Theory, Assessment, Treatment, and Prevention. Academic Press.

Kuss, D. J., & Pontes, H. M. (2018). Internet Addiction. Hogrefe Verlag.

Young, K. S., & Abreu, C. N. (2010). Internet Addiction: A Handbook and Guide to Evaluation and Treatment. John Wiley & Sons, Psychology

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-		3	-		-	-	-	-
CO 2	2	2	-	-	-	3	-		-		-	-
CO 3	-	-	3	-	2		-		-	2	-	-
CO 4	-	-	2	-	3		-	-	-	2	-	-
CO 5	-	-	-	-	3		-	-	-	-	2	3
CO 6	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO5		✓		
CO6		✓		



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Sports Psychology</b>				
Type of Course	<b>Elective</b>				
Semester	V				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course provides an introduction to the field of sport psychology, exploring the psychological factors influencing athletic performance, motivation, and well-being in sport and exercise settings. Students will learn about various theories, research methods, and practical applications of sport psychology principles.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles and concepts of sport psychology.	U	C	Test paper / Quiz
CO2	Explore psychological factors affecting athletic performance, motivation, and well-being.	E	F	Observation of Practical Skills
CO3	Analyse how individual differences and group dynamics impact sports performance.	An	C	Group discussion/ analysing case studies/ seminar presentations/

				test paper
CO4	Develop skills in applying psychological techniques to enhance athletic performance and well-being.	C	C	Case study / seminar presentations/ Viva voce
CO5	Critically evaluate research findings and practical applications in sport psychology.	E	M	Seminar presentation / group discussion/ assignment
CO6	Demonstrate proficiency in measuring skills such as reaction time, steadiness, depth perception, and span of attention.	Ap	P	Practical Assignment / Observation of Practical Skills
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

**Detailed Syllabus:**

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Introduction to Sports Psychology</b>		<b>12</b>	<b>20</b>
	1	Purpose, meaning and Philosophy of Sports	2	
	2	Goals and applications of sport psychology	2	
	3	Short history of Sport Psychology	2	
	4	Research methods in Sport Psychology	2	
	5	Classifying human abilities and skills	2	
	6	Individual difference and the nature–nurture debate in sport	2	
<b>II</b>	<b>Fundamental techniques</b>		<b>12</b>	<b>15</b>
	7	Behavioural principles in sports training	4	
	8	Social learning and modelling in sports	1	
	9	The role of attention in sports performance	2	
	10	Techniques for improving concentration	2	
	11	Mindfulness and sports performance	1	
<b>III</b>	<b>Arousal, Stress, Anxiety and Intervention</b>		<b>12</b>	<b>20</b>
	13	Understanding arousal and anxiety	2	
	14	Pre- competitive anxiety	2	
	15	The relationship between arousal and performance	2	
	16	Yerkes - Dodson Law and its applications	3	

	17	Relaxation and stress management techniques	3	
IV	<b>Mental skills training in sports</b>		<b>12</b>	<b>15</b>
	18	Intrinsic and extrinsic motivation in sport training	2	
	19	Mental toughness and resilience	3	
	20	Goal setting and achievement	2	
	21	Group cohesion and team performance	3	
	22	Communication in sports	2	
V	<b>Open Ended Module: Assessment and training in Sport Psychology</b>		<b>12</b>	
	1	Do any two of the following activity Equip students to measure Reaction Time, Steadiness, Depth perception test, span of attention etc. Ask them to find out the uses of these abilities in different sport events.		
	2	Ask the students to organize team-building activities to foster trust, communication, and cohesion among teammates. This can include problem-solving challenges, group discussions, or team bonding exercises		
	3	Ask the students to select any physical skill and identify step by step procedure to attain the skill. Ask them to find out psychological techniques to faster the learning process		

### Books And References

Moran, A.P. (2012). *Sport and Exercise Psychology, A Critical Introduction*. New York: Routledge,  
 Kremer, J., & Scully, D. (2001). *Psychology in Sport*. Taylor and Francis Publishers.  
 Weinberg, R & Gould, D. (2014). *Foundation of Sport and Exercise Psychology (6thed)*. Human Kinetics Publishers.

### Suggested Readings

Smith, L. H., & Kays, T. M. (2010). *Sports Psychology for Dummies*.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	2	-	-	-	-	-	-
CO 2	1	1	-	-	1	3	-	1	-	-	-	-
CO 3	-	3	-	-	1	3	3	-	-	1	1	-
CO 4	-	2	-	-	1	3	-	1	-	-	2	-
CO 5	-	-	3	-	-	2	-	-	-	1	-	1
CO 6	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
- Programming Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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

## SEMESTER VI



### CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Forensic Psychology</b>				
Type of Course	Elective				
Semester	VI				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	Forensic psychology is a field that combines principles of psychology with law and criminal justice. It involves the application of psychological principles and methods to understand and solve legal issues, particularly those related to criminal behaviour.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the fundamental principles and history of psychology in connection with legal and criminal justice context.	U	C	Instructor-created exams / Quiz
CO2	Analyze the interaction between psychological factors and criminal behaviour, including the development, motivation, and manifestation of criminal conduct.	An	F	Practical Assignment / Observation of Practical Skills
CO3	Evaluate the role of psychological assessments, including personality	E	C	Group discussion/analysing

	assessments and risk assessments, in the legal and criminal justice systems.			case studies/seminar presentations/test paper
CO4	Demonstrate proficiency in applying psychological theories and methods to forensic evaluations, such as competency to stand trial and criminal responsibility assessments.	Ap	P	Case study presentations/ Viva voce
CO5	Critically assess the reliability and validity of psychological evidence presented in legal proceedings	E	P	Seminar presentation/group discussion/assignment
CO6	Examine ethical issues and professional standards relevant to the practice of forensic psychology, including confidentiality, informed consent, and conflicts of interest.	An	P	Test paper/case discussions
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Introduction to forensic psychology</b>		<b>12</b>	<b>20</b>
	1	Definition of forensic psychology-History of forensic psychology	3	
	2	Major areas of forensic psychology	2	
	3	Careers in Forensic Psychology	3	
	4	Relationship between Psychology and Law	2	
	5	Conflict between Psychology and Law	2	
<b>II</b>	<b>Roles and responsibilities of forensic psychologists</b>		<b>12</b>	<b>15</b>
	6	Consultant to Law enforcement	3	
	7	The Trial consultant; Forensic evaluator and expert witness	3	
	8	Forensic assessment: difference between forensic and therapeutic assessment;	2	
	9	Methods of assessment: interview, psychological testing	2	



	10	Treatment in forensic contexts-types of treatment	1	
	11	Success of offender programs	1	
<b>III</b>	<b>Techniques of criminal investigations</b>		<b>12</b>	<b>20</b>
	11	Criminal profiling	2	
	12	approaches to criminal profiling,	1	
	13	Procedures used in criminal profiling	2	
	14	Psychological autopsies-	2	
	15	The polygraph technique and criticisms	3	
	16	A brief overview of Narco-analysis, brain mapping	2	
<b>IV</b>	<b>Insanity and competency</b>		<b>12</b>	<b>15</b>
	17	Insanity Determination: The Difficulty in Determining Insanity,	2	
	18	Insanity Versus Psychosis	1	
	19	The Psychologist's Roles in Insanity Cases :Assessment of Criminal Responsibility	2	
	20	Testifying as an Expert Witness	1	
	21	Assessing Competency: Competency to Plead Guilty& Competency to Stand Trial,	3	
	22	Competency of Juveniles Malingering	3	
<b>V</b>	<b>Open Ended Module: competency in the application of psychology in legal system</b>		<b>12</b>	
		Conduct any 2 activities and submit a detailed report		
	1	Case Analysis: Assign students a high-profile criminal case and ask them to analyze the psychological factors involved. They should explore issues such as the defendant's mental state, potential motives, and the role of any psychological assessments in the case.		
	2	Criminal Profiling Exercise: Ask students to create a criminal profile based on a given set of crime scene information. This assignment can help them explore the principles of criminal profiling and the application of psychological theories in investigative processes.		
	3	Ethical Dilemmas in Forensic Psychology: Present students with hypothetical scenarios involving ethical dilemmas in forensic psychology practice. Ask them to analyze the situations and propose ethical solutions, considering the guidelines set by professional organizations.		

**Books and References:**

- Fulero, S. M., &Wrightsmann, L. S. (2008). *Forensic psychology*. Wadsworth Publishing Company.
- Huss, M. T. (2013). *Forensic psychology : research, clinical practice, and applications* (2nd ed.). John Wiley & Sons.
- Pā ṭh aka A. K. (2010). *Narco analysis brain mapping and lie detector tests* (1st ed.).

**Suggested Readings**

Adler, J. R., & Gray, J. M. (2010). *Forensic psychology: Concepts, debates and practice*.

Routledge.

Kaul, S. K., & Zaidi, M. H. (2008). *Narcoanalysis, brain mapping, hypnosis, and lie detector tests in interrogation of suspect: A compendium based on Narcoanalysis, brain mapping, hypnosis and polygraph tests to find out truth in administration of criminal justice system*.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	2	2	-	2	-	-	-	-
CO 2	3	-	1	-	2	3	-	2	-	-	-	-
CO 3	3	2	-	-	3	3	-	2	-	2	-	-
CO 4	3	3	-	-	-	3	-	-	-	3	-	-
CO 5	1	-	-	-	2	2	-	-	-	-	-	-
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
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B.Sc. Psychology				
Course Title	<b>Cultural Psychology</b>				
Type of Course	<b>Elective</b>				
Semester	VI				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course addresses the interface of culture and psychological processes. At the base, culture and psychological processes are conceptualised as co-constituting. Here two major psychological constructs; cognition and self are positioned against culture and their interlinkages are explored through various subthemes. As the course progresses, these two constructs are deeply engaged further through the works of Indian scholars. This course makes students to find culture as integral to psychological processes.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To describe the relationship between culture and psychological processes	U	F	Instructor-created exams
CO2	To appraise how self and cognition are constituted in the cultural context	An	C	Assignment
CO3	To apply the psychological	Ap	P	Assignment

	knowledge for practical purposes			
CO4	To evaluate the implications of cultural contact	E	C	Seminar presentation
CO5	To analyse Indian/Kerala cultural specificities manifested in the psychological process	An	C	Article review
CO6	To appreciate the cultural relativity of psychological processes in the multicultural society	C	M	Reflective journaling
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60= 48+12)	Marks (70)
I	<b>Introduction to Cultural Psychology</b>		<b>10</b>	<b>13</b>
	1	What is culture? Why human psychology needs to be cultural?	1	
	2	Primary context of contrasting self with the other: sharing food, Varieties of culture, Psychology's rigidity, where to (re)discover culture?	2	
	3	Understanding culture as a process, not an entity	1	
	4	Psychological universals and levels of analysis- Nonuniversal, Existential universal, Functional universalism, Accessibility universal	2	
	5	Conducting research across cultures- making meaningful comparisons across cultures, cross-cultural research with surveys and experiments, neuroscience methods	2	
	6	Some methods particular to the study of culture- Situation sampling, cultural priming, culture-level measures, the challenge of unpacking, cross-cultural research with multiple methods	2	
II	<b>Culture and Cognition</b>		<b>15</b>	<b>22</b>
	7	Cultural- historical psychology- history, influences, and major contributors	1	
	8	Genetic method-process vs objective, explanation vs description, fossilised behaviour	2	
	9	Principles of cultural-historical psychology- mediation, historical development, practical activity	2	
	10	Levels of human development- phylogenetic history, cultural history, ontogeny, microgenesis	3	

	11	Internalisation of higher psychological functions - external activity, interpersonal process, intrapersonal process	2	
	12	Learning and development – Three theoretical positions	1	
	13	The prehistory of written language- Gestures and visual signs, Development of symbolism in play	2	
	14	The prehistory of written language-Development of symbolism in drawing, symbolism in writing	2	
<b>III</b>	<b>Culture, Self and Identity</b>		<b>8</b>	<b>13</b>
	15	Universal and divergent aspects of the self Two construal of the self: Independent and interdependent	2	
	16	Relations with ingroups and outgroups	1	
	17	Individualism-collectivism dimension and beyond	2	
	18	Implication of culture on personality	1	
	19	Identity formation across cultures-cultural identity, nationality identity, cultural contact and identity change	2	
<b>IV</b>	<b>Indian Culture and Psyche</b>		<b>15</b>	<b>22</b>
	20	Mothers and infants. Chapter III of “The inner world: A psychoanalytic study of childhood and society” by Sudhir Kakar	5	
	21	The other science of Srinivasa Ramanujan: An essay on the public and private cultures of knowledge. Part III of the “Alternative Sciences: Creativity and authenticity in two Indian scientists” by Ashis Nandy	6	
	22	Saora culture, As-if discourse and mathematics learning by Minati Panda	4	
<b>V</b>	<b>Psycho-cultural Specificities of Kerala</b>		<b>12</b>	
	1	“Mother, I want to marry her, but only if you wish”: A case of visual analysis to Understand Families in Contemporary Kerala by Joseph,S.,Sasidharan,T., & Menon,M	4	
	2	Parental concept of child development and hereditary occupation among the Malayan Community of North Kerala by Vijith K.	4	
	3	Caste-based Oppression, trauma and collective victimhood in Erstwhile south India: The collective therapeutic potential of Theyyam by Shaima Ahammed <b>Activities:</b> 1) Group discussion on cultural diversity in India 2) Watch films of different languages to appreciate different cultures 3) Debate on identity and what happens to identity in the context of cultural contact	4	
<b>Books and References</b>				
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.

Bennett, T., Grossberg, L., & Morris, M. (2005). *New Keywords: A Revised Vocabulary of Culture and Society*. Blackwell Publishing.

Cole, M. (1998). *Cultural psychology: A once and future discipline*. Harvard University Press. Heine, S. J. (2010). *Cultural psychology*. John Wiley & Sons, Inc.

Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

De Tezanos-Pinto, P., Bratt, C., & Brown, R. (2010). What will the others think? In-group norms as a mediator of the effects of intergroup contact. *British Journal of Social Psychology*, 49(3), 507-523.

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.

Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press

Kitayama, S., Duffy, S., & Uchida, Y. (2007). Self as cultural mode of being. In *Handbook of cultural psychology* (pp. 136–174). The Guilford Press.

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

Markus, H.R. & Kitayama, S. (1991). Culture and the Self: Implications for Cognition, Emotion and Motivation. *Psychological Review*. Vol 98 (2), 224-253.

Matsumoto, D., & Juang, L. (2016). *Culture and psychology*. Cengage Learning.

Matsumoto, D., & Juang, L. (2016). *Culture and Psychology* (6th Eds). Wadsworth Publishing.

Nandy, A. (2001). *Alternative Sciences: Creativity and Authenticity in Two Indian Scientists*. Oxford University Press: New Delhi, India.

Panda, M. (2008). Saora culture, as-if discourse and mathematics learning. In G. Zheng, K. Leung, & J. G. Adair (Eds.), *Perspectives and progress in contemporary cross-cultural psychology: Proceedings from the 17th International Congress of the International Association for Cross-Cultural Psychology*. [https://scholarworks.gvsu.edu/iaccp\\_papers/2/](https://scholarworks.gvsu.edu/iaccp_papers/2/).

Ward, C., & Geeraert, N. (2016). Advancing acculturation theory and research: The acculturation process in its ecological context. *Current opinion in psychology*, 8, 98-104.

Williams, R. (1976). *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press

### **Suggested Readings**

Clarke, S. (2008). *Culture and Identity*. The Sage Handbook of Cultural Analysis. Los Angeles, London, New Delhi, and Singapore: Sage, 510-529.

Tomasello, M. (1999). *The cultural origins of human cognition*. Harvard University Press

Thomas, T.M. (2024). *Malayaliyude Manolakam*. D C Press. Kottayam, India.

**Note:** The syllabus has five modules. There should be a total of 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is an open ended module designed to equip students to understand the cultural and

psychological specificities of the Kerala. Internal assessments (30 marks) are split between the last module ( 10 marks) and the first four modules (20 marks ). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	2	2	2	2	-	-	-	1	1	2
CO 2	1	-	2	1	2	1	-	-	-	1	1	-
CO 3	2	-	1	1	2	3	-	-	-	1	1	2
CO 4	2	-	2	1	2	2	1	-	-	2	2	-
CO 5	1	-	2	1	2	2	1	-	-	2	1	-
CO 6	1	-	2	2	3	-	1	1	-	1	3	3

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70)

### Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	Article review	Reflective journaling	End semester examination
CO 1	✓					✓
CO 2		✓				✓
CO 3		✓				
CO 4			✓			✓
CO 5				✓		✓
CO 6					✓	





**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Foundations of Professional Development</b>				
Type of Course	Elective				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	<b>NIL</b>				
Course Summary	The course provides essential skills and knowledge needed to thrive in the professional world. Topics typically include communication skills ,time management ,networking and workplace etiquette. The course aims to equip graduates with practical tools to excel in their careers and navigate the transition from academia to the workplace effectively				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will be able to understand various aspects of skills and learn ways to develop professionalism	U	C	Instructor-created exams / Quiz
CO2	Understand the importance and type of communication in personal and professional life	U	P	Practical Assignment/ Instructor-created exams / Quiz
CO3	Improve skills related with Leadership, team building, decision making and stress management	Ap	M	Presentation / Group Tutorial Work
CO4	Apply the contemporary theories and concepts in to professional life	Ap	C	Practical/ Assignments

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	<b>Foundations of Personal Development.</b>		<b>11</b>	<b>15</b>
	1	Introduction- Learning and Intelligence, Memory	2	
	2	Personal Vs. Professional development, Exploration of Self. Personality- Introversion-Extroversion, Locus of control,	2	
	3	Positive Thinking, Emotional intelligence, Motivation,	2	
	4	Skill Development, Accepting and embracing change	2	
	5	Goal setting and time management	2	
	6	communication and conflict management,	1	
II	<b>Professional Appearance and Communication</b>		<b>11</b>	<b>15</b>
	7	Daily Interview, Professional communication-Direct communication, Tele communication,	3	
	8	Professional Relationship and art of networking- Mentors, fellow students, early career professional.	3	
	9	Public speaking- presentation preparation and pressure	3	
	10	. Art of interview- preparation, Psychology specific preparation.	2	
III	<b>Self-Care as an Obligation</b>		<b>11</b>	<b>20</b>
	11	Self-Care as an ethical Obligation	4	
	12	Personal and professional consequences, occupational hazards, job burnouts, personal and professional considerations.	4	
	13	Self-care lifestyle.	3	
IV	<b>Professional Skill</b>		<b>15</b>	<b>20</b>
	14	Creativity at Workplace: Introduction, Current Workplaces, Creativity, Motivation, Nurturing Hobbies at Work.	2	
	15	The Six Thinking Hat Method	1	
	16	Ethical Values: Ethics and Society, Theories of Ethics, Correlation between Values and Behaviour,	1	
	17	Nurturing Ethics, Importance of Work Ethics, Problems in the Absence of Work Ethics	2	
	18	Capacity Building: Learn, Unlearn and Relearn: Capacity Building, Elements of Capacity Building,	2	
	19	Zones of Learning, Ideas for Learning, Strategies for Capacity Building	1	

	20	Leadership and Team Building: Leader and Leadership, Leadership Traits, Culture and Leadership, Leadership Styles and Trends, Team Building, Types of Teams,	2	
	21	Decision Making and Negotiation: Introduction to Decision Making, Steps for Decision Making, Decision Making Techniques,	2	
	22	Negotiation Fundamentals, Negotiation Styles, Major Negotiation Concepts	2	
<b>V</b>	<b>Stress Management Conduct any two activities</b>		<b>12</b>	
	1	Stress and Time Management: Stress, Sources of Stress, Ways to Cope with Stress		
	2	Relaxation		
	3	Yoga		
	4	Mindfulness		
	5	Psycho-education model for family members		

**Books and References:**

Bohall G & Bautista M (2017) The Psychologist's Guide to Professional Development. Springer.  
 Chauhan, G S. & Sharma., S (2015) Soft Skills: an Integrated Approach to Maximise Personality, ,  
 Wiley India  
 Mitra B K. (2016) Personality Development and Soft Skills, Oxford Press

**Note:** The syllabus comprises five modules, totalling 22 units covering both theory and practicum topics. Internal assessments will carry a weightage of 30 marks( 20 marks from first 4 modules and 10 marks from 5<sup>th</sup> module). The end-semester examination will encompass the 22 units across the four modules. The 70 marks allocated in the last column are designated solely for the external examination with first 4 modules.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	3	-	3	-		3		3	-	-	2
CO 2	-	3	-	2	-		3		-	-	-	2
CO 3	-	3	-	-	-		3		-	-	-	-
CO 4	-	-	2	3	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
- Case Discussions (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Comprehensive Sexuality Education</b>				
Type of Course	Elective				
Semester	VI				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This sexuality education course aims to provide comprehensive knowledge and skills related to various aspects of human sexuality, relationships, and reproductive health. It covers topics ranging from puberty and pregnancy to gender roles and norms, sexual behaviours, and skills for well-being. The course is designed to equip individuals with the necessary information and tools to make informed decisions about their sexual health and relationships, navigate societal norms and expectations, and advocate for gender equality and bodily autonomy.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand anatomical and physiological aspects of human sexuality	U	C	Instructor-created exams
CO2	To explore various aspects of reproductive health	U	C	Assignments
CO3	To provide knowledge in building healthy relationships	An	M	Instructor-created exams
CO4	To understand the importance of inclusion	U	p	Instructor-created exams
CO5	Discuss the emotional and psychological aspects of sexual health	U	C	Instructor-created exams Written Assessments

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (48+12=60 marks)	Marks 70
<b>I</b>	<b>Body, Sex and Gender</b>		<b>12</b>	<b>10</b>
	1	Puberty and pregnancy-sex determination, hormones; distinguishing the biological and social aspects of sex, gender and reproduction;	3	
	2	Gender roles, Gender norms, and Gender Biases;	3	
	3	Feelings about body and unrealistic standards about bodily appearance; LGBTQIA+; Sexual coercion,	3	
	4	Sexual orientation, Difference between reproductive functions and sexual feelings; infertility	3	
<b>II</b>	<b>Values, rights and violence</b>		<b>12</b>	<b>12</b>
	5	Knows one's own values, beliefs and attitudes	2	
	6	Human rights and its violations- sexual abuse, sexual assault, intimate partner violence, and bullying; different forms of violence;	2	
	7	privacy, consent and bodily integrity	2	
	8	Prevention of child sexual abuse	2	
	9	Sources of unwanted sexual attention, Sexually explicit media	2	
	10	Media and cyber security	2	
<b>III</b>	<b>Relationships</b>		<b>12</b>	<b>16</b>
	11	Families; friends-positive and negative influence	3	
	12	Healthy and unhealthy relationships	3	
	13	stigma and discrimination; Inclusive education	3	
	14	Marriage and long-term commitments	3	
<b>IV</b>	<b>Sexual Behaviours &amp; Sexual and Reproductive Health</b>		<b>12</b>	<b>12</b>
	15	Biological dimensions of sexuality	2	
	16	Social, Psychological, Spiritual, Ethical and Cultural dimensions of sexuality	2	
	17	Sexual behaviours- myths and facts;	2	
	18	Ways to minimize risk of sexual behaviours	1	
	19	Transactional sexual activity	1	

	20	Different forms of contraception; adoption	1	
	21	Prenatal Practices; abortion	1	
	22	STIs including HIV	2	
<b>V</b>	<b>Skills for Well-being</b>		<b>12</b>	
	1.Strategies for challenging negative peer influence; making rational decisions about sexual behaviors and its consequences;			
	2.Good communication for relationships; Expressing personal needs and limits			
	3.Learning sexuality education in a developmental perspective			
	4.Gender Equality; finding help and support			
	5. Conduct workshops on effective communication, active listening, and conflict resolution.			
<b>Books and References:</b>				
Corrêa, S., Petchesky, R., & Parker, R. (2008). Sexuality, health and human rights. London: Routledge.				
Wingood, G. M., & DiClemente, R. J. (2002). Handbook of women's sexual and reproductive health. Springer. <a href="https://www.frontiersin.org/articles/10.3389/fpsy.2019.00864/full">https://www.frontiersin.org/articles/10.3389/fpsy.2019.00864/full</a>				
Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press.				
Baldry, A. C., & Winkel, F. W. (2008). Intimate partner violence prevention and intervention: The risk assessment and management approach. Nova Science Publishers				
Kassin, S., Fein, S., & Markus, H. R. (2008). Social Psychology. (7th ed.). New York: Houghton Mifflin company				
Bijlmakers, L., de Haas, B., & Peters, A. (2018). The political dimension of sexual rights. Reproductive Health, 15(1), 18. <a href="https://reproductive-healthjournal.biomedcentral.com/articles/10.1186/s12978-018-0458-y">https://reproductive-healthjournal.biomedcentral.com/articles/10.1186/s12978-018-0458-y</a>				
<a href="https://www.un.org/sustainabledevelopment/gender-equality/">https://www.un.org/sustainabledevelopment/gender-equality/</a>				
<a href="https://www.ripublication.com/ijhss17/ijhssv7n1_02.pdf">https://www.ripublication.com/ijhss17/ijhssv7n1_02.pdf</a>				
<a href="https://www.sciencedirect.com/science/article/pii/S1054139X21003475">https://www.sciencedirect.com/science/article/pii/S1054139X21003475</a>				

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and fifth module is open ended . There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (20 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	--	-	-	-	-	-	3	-	-	-	3
CO 2	3	-	-	3	-	2	-	-	-	-	--	-
CO 3	2	3	-	-	-	3	2	-	3	-	-	2
CO 4	2	-	-	-	3	-	-	-	-	-	3	2
CO 5	-	-	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
- Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

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





**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychological processes in Advertising</b>				
Type of Course	Elective				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	The course will address advertising from the perspective of the psychology seeking to understand it better through the lens of several classic and contemporary theories. This course helps to understand the basic psychological processes of advertising.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Articulate the Origin and Fundamentals of Advertising.	U	F	Instructor-created exams / Quiz
CO2	Develop the skills to evaluate the effectiveness of advertisements from psychological perspectives.	An	P	Practical Assignment
CO3	Analyze the role of attitudes in consumer behavior and their susceptibility to change through exposure to advertisements, considering cognitive, affective, and behavioral components.	An	C	Group discussion/test paper
CO4	Demonstrate knowledge and understanding of social psychological	Ap	C	Seminar presentation

	theories of persuasion in domain of advertising.			
CO5	Understand the historical development and evolution of international advertising.	U	F	Test paper
CO6	Understand ethical issues and dilemmas faced by advertisers.	U	C	Test paper/Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Introduction to Advertisement Psychology 15 Hours</b>		<b>14</b>	<b>20</b>
	1	Definition of advertising.	1	
	2	Advertising's Basic Functions.	1	
	3	Key Components of Advertising.	2	
	4	Common Types of Advertising.	3	
	5	Changes in the Practice of Advertising.	2	
	6	The origins of modern day advertising.	2	
	7	Classic and contemporary approaches of conceptualizing advertising effectiveness. Theories of advertising Different types of advertising messages: creativity and Ad theory, creativity and risk theories of advertising	3	
<b>II</b>	<b>Psychological Processes in Advertising</b>		<b>12</b>	<b>15</b>
	8	The effects of advertising: A psychological perspective	2	
	9	Dynamics of Attention, Comprehension, and Reasoning for advertisements,	3	
	10	Perceptual factors in Advertising.	3	
	11	Role of emotion and in advertising.	2	
	12	Role of motivation in advertising.	2	
<b>III</b>	<b>Changing Consumer Attitudes with Advertising</b>		<b>12</b>	<b>20</b>
	13	Attitudes and attitude changes with the influence of advertisements.	2	
	14	The attitude-behaviour relationship	1	
	15	Role of compliance; social influence and compliance without pressure	2	
	16	Principles of Reciprocity, Commitment, Social Validation, Liking, Authority, Scarcity and Confusion	3	

	17	Theories of persuasion: Yale reinforcement approach, McGuire's information processing model, Cognitive response model, Dual process theories of persuasion	4	
<b>IV</b>	<b>International Advertising and Creating Brand</b>		<b>10</b>	<b>15</b>
	18	Emergence of International Advertising	2	
	19	New media of advertising	2	
	20	Advertising in Multicultural Environment	2	
	21	Ethics in Advertising	2	
	22	Integrated marketing communication and marketing mix.	2	
<b>V</b>	<b>Exploring the Dynamics of Advertising</b>		<b>12</b>	
		<ol style="list-style-type: none"> <li>1. Advertising Analysis: Select a recent advertisement from various media platforms (e.g., television, print, digital, social media) and conduct a comprehensive analysis. Evaluate the use of psychological principles such as persuasion, attention, and emotion. Identify the target audience, message strategy, and effectiveness of the advertisement in achieving its objectives.</li> <li>2. Consumer Behavior Case Study: Choose a brand and investigate its advertising strategies over time. Analyze how these strategies influence consumer behavior, attitudes, and perceptions. Discuss the role of advertising in shaping brand identity and consumer loyalty.</li> <li>3. Critical Review of Advertising Literature: Select academic articles or books on the psychology of advertising and critically review their key arguments, methodologies, and findings. Synthesize insights from multiple sources to deepen the understanding of advertising psychology.</li> </ol>		

**Books and References:**

Fennis, B. M., & Stroebe, W. (2015). *The Psychology of Advertising*. New York: Psychology Press.

Andrew, A. Mitchell. (1993). *Advertising Exposure, Memory and Choice*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Linda, F. Alwitt & Andrew, A. Mitchell. (1985). *Psychological Processes and Advertising Effects: Theory, Research, and Applications*. Lawrence Erlbaum Associates. Hillsdale, NJ. London.

**Suggested Readings**

Rolloph, M.E. & Miller, G.R. (Eds) (1980). *Persuasion: New Directions in Theory and Research*. Sage. N.Y.

Eddie. M. Clark, Timothy.C. Brock, & David W. Stewart. (1994). *Attention, Attitude and Affect in Response to Advertising*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Pospisil, Jan. (2009). Advertising and New Media. *Information, Communication & Society*. 12.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	2	1	-	1	2	-	-	-	1	1	-
CO 3	2	-	1	-	1	2	-	1	1	2	-	1
CO 4	2	-	1	-	3	2	1	2	-	-	-	-
CO 5	1	-	-	1	-	3	1	1	1	-	-	1
CO 6	-	-	-	3	-	1	-	-	-	-	3	-

**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 (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Advanced Cognitive Psychology</b>				
Type of Course	<b>Elective</b>				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	NIL				
Course Summary	This advanced course in cognitive psychology will expose students to critical examination of diverse theoretical explanation of select cognitive processes and place this debate within the state of our current understanding of cognition from a 4E approach. The course will also explore how lab-based findings are extended to real world experiences through select concepts.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe the major theoretical approaches to Attention, Perception, and Emotion	U	C	Instructor-created exams / Quiz
CO2	Critically evaluate the theories with respect to supporting empirical evidence	E	C	Instructor-created exams / Quiz

CO3	Explain how the theoretical constructs go beyond laboratory to real world experiences	Ap	C	Discussion based on reading
CO4	Apply the understanding on experimental work in cognitive psychology to design experiments using PsychoPy	C	P	Presentation/Practical Assignments
CO5	Explore the current development in cognition in terms of the 4E approach	An	C	Discussion/ Instructor-created exams / Quiz
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Attention</b>		<b>15</b>	<b>20</b>
	1	Attention as a filter: Experimental support for Broadbent model, Triesman model, and Deutch and Deutch model	2	
	2	Attention as a filter: Experimental support for Triesman model	2	
	3	Attention as a filter: Experimental support for Deutch and Deutch model	1	
	4	Attention as a capacity: Experimental support for Kahneman's model	2	
	5	Attention as a capacity: Experimental support for Wicken's model	2	
	6	Possibility of integration: Attention as Feature Integration and Goal directed	2	
	7	Inattentional blindness and Attentional Blink	2	
	8	Real world experience/Practice: Everyday attention (Article)	3	

<b>II</b>	<b>Perception</b>		<b>12</b>	<b>20</b>
	9	Experimental evidence for perception as data driven	3	
	10	Experimental evidence for perception as context driven	3	
	11	Possibility of integration: Computational model	3	
	12	Affordances and Perceptual Development		
	13	Real world experience/practice: Priming in Advertisement (Article)	3	
<b>III</b>	<b>Emotion</b>		<b>11</b>	<b>15</b>
	14	Emotion as a cognitive process	2	
	15	Cognitive approach to emotion: Action-readiness theory of emotions; The communicative theory	4	
	16	Cognitive approach to emotion: The core affect theory	2	
	17	Cognitive aspect of emotional regulation	1	
	18	Real world experience/practice: RET and CBT	2	
<b>IV</b>	<b>4E approach to Cognition and AI</b>		<b>10</b>	<b>15</b>
	19	Embodied, Embedded, Extended, Enacted	6	
	20	Artificial Intelligence: Defining AI; Turing Test; The Chinese room experiment	2	
	21	Possibility of AI from a 4E approach	1	
	22	AI in Psychology	1	
<b>V</b>	<b>Open Ended Module</b>		<b>30</b>	
	<b>Experiments, Practical Applications</b>			
	1	PsychoPy: Demonstration of with-in-group experiment using Stroop task	15	
	2	PsychoPy: Designing and implementing a between group experiment	15	

	<p>Sections from References:</p> <p>Eysenck, M. W. (2006). <i>Fundamentals of Cognition</i>. New York: Psychology Press.</p> <p>Galotti, K. M. (2017). <i>Cognitive psychology in and out of the laboratory</i>. Sage Publications</p> <p>Groome, D. (2004). <i>An introduction to cognitive psychology: Processes and disorders</i>. New York: Psychology Press</p> <p>Kellogg, R. T. (2003), <i>Cognitive psychology</i>, (2nd ed.). N. Delhi: Sage.</p> <p>Sternberg, R. J. (2007), <i>Cognitive psychology</i>. N. Delhi: Thomson Wadsworth.</p> <p><u>Journal Articles:</u></p> <p>Barrett, L. F., Gross, J., Christensen, T. C., &amp; Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. <i>Cognition &amp; Emotion</i>, 15(6), 713-724.</p> <p>Fernandez-Duque, D., &amp; Johnson, M. L. (2002). Cause and Effect Theories of Attention: The Role of Conceptual Metaphors. <i>Review of General Psychology</i>, 6(2), 153-165. <a href="https://doi.org/10.1037/1089-2680.6.2.153">https://doi.org/10.1037/1089-2680.6.2.153</a></p> <p>Forehand, M. R., &amp; Deshpandé, R. (2001). What we see makes us who we are: Priming ethnic self-awareness and advertising response. <i>Journal of Marketing Research</i>, 38(3), 336-348.</p>		
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**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the 5<sup>th</sup> module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	2	1	-	1	2	-	-	-	1	3	-
CO 3	2	-	1	-	1	2	-	1	1	2	-	1



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

**Correlation Levels:**

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

**Assessment Rubrics:**

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

▪ **Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>An Introduction to Psycho-Oncology</b>				
Type of Course	Elective				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	Nil				
Course Summary	This course is an introduction to Psycho-oncology, a specialized field within oncology that focuses on the psychological, social, and emotional aspects of cancer. It addresses the psychological, emotional, behavioural, and social factors that influence the experience of cancer patients, survivors, and their families throughout the cancer continuum, from diagnosis to survivorship or end of life.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the types of cancer and biopsychosocial determinants of cancer.	U	F	Class discussion
CO2	Discuss the psychological struggles associated with different types of cancer treatments.	Ap	C	Case studies
CO3	Provide basic mental health support to the patients, significant others and other professionals dealing with cancer care.	Ap	P	Field work
CO4	Administer basic level screening and assessment tools to assess the levels of	Ap	P	Reports

	cognitive functioning			
CO5	Design studies to gain deeper understanding of psychological challenges associated with cancer diagnosis and treatment	C	C	Project proposal and reports
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus

Module	Unit	Course description	Hrs (48+12)	Marks 70
	<b>Understanding Cancer</b>			15
<b>I</b>	1	Cancer, types of cancer-	2	
	2	Psychological and physiological correlates of cancer		
	3	Health Behaviours and cancer: tobacco use, diet, sun exposure, physical activity	2	
	4	Treatment options in cancer- surgery, chemotherapy, Radiation therapy,	3	
	5	Other treatments: Behavioural interventions		
	<b>Psycho-oncology</b>			20
<b>II</b>	6	Introduction to Psycho-Oncology	3	
	7	Brief history of Psycho-Oncology		
	8	Psychological Challenges in Cancer Care across lifespan: Paediatrics; Adolescent; Adult; Geriatrics	10	
	9	Psychological concerns associated with chemotherapy, Surgery, radiation Palliative and survivorship		
	10	Integrating Psychological Support and Holistic Training: Role of psycho-oncologist;	4	
	11	Training of Psychologists and Psychiatrists in Palliative Care		
<b>III</b>	<b>Understanding the Psychological Struggles Arising from Cancer Diagnosis and Treatment</b>			20
	12	Screening and assessment for Cancer associated cognitive dysfunction (CACD): MMSE, Mini-Cog, Montreal Cognitive Assessment, High Sensitivity Cognitive Screen, comprehensive neuropsychological assessment.	3	
	13	Distress; Insomnia; Body image issues; Pain management	10	
	14	Physiological difficulties of cancer or its treatment;		

		Quality of life		
<b>IV</b>	<b>Addressing mental health needs alongside cancer care</b>			15
	15	Psycho-education; Psychotherapeutic methods in Psycho-oncology	6	
	16	Intervention in Palliative and terminal care;		
	17	Family based intervention; Community based intervention and support groups; Hospice and home care		
	18	Caregiver stress and burden	3	
	19	Managing Staff Stress in oncology		
	20	Grief and bereavement counselling		
	21	Enhancing Cancer Care Through Effective Communication;	2	
	22	Ethical aspects in palliative care		
<b>V</b>	<b>Experiential learning in Psycho-Oncology (any three)</b>		12	
	5.1	Experience of people living with cancer followed by class presentation/group discussion		
	5.2	Interaction with a primary care-giver followed by class presentation/group discussion		
	5.3	Interaction with palliative volunteer/nurse followed by class presentation/ group discussion		
	5.4	Interaction with an oncologist followed by class presentation/ group discussion		
	5.5	Administer a standard screening tool to assess the level of cognitive functioning (under the supervision of an expert)		
<b>Books and References</b>				
Chaturvedi, K.S. (2021). Clinical Psycho-Oncology: Indian Perspectives and Research. <a href="https://santoshchaturvedi.in/wp-content/uploads/2021/08/Clinical-Psycho-Oncology-Indian-Perspectives-and-Research-by-Santosh-Chaturvedi-KDP.pdf">https://santoshchaturvedi.in/wp-content/uploads/2021/08/Clinical-Psycho-Oncology-Indian-Perspectives-and-Research-by-Santosh-Chaturvedi-KDP.pdf</a>				
Fekete, A & Fekete, Z. (2012). The Psychologist's Role in Oncology. <i>Journal of Radiotherapy &amp; Medical Oncology</i> . 18(1). 27-29.				
Holland, J.C. Et al. (Eds.). (2015). <i>Psycho-Oncology</i> (3rd ed.). Oxford University Press.				
Holland, J. C. (2002). History of psycho-oncology: overcoming attitudinal and conceptual barriers [Special Article]. <i>Psychosomatic medicine</i> , 64(2), 206-221.				
Lang-Rollin, I., & Berberich, G. (2018). Psycho-oncology. <i>Dialogues in clinical neuroscience</i> , 20(1), 13–22. <a href="https://doi.org/10.31887/DCNS.2018.20.1/ilangrollin">https://doi.org/10.31887/DCNS.2018.20.1/ilangrollin</a>				

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation

of practical will be based on Module V. Internal assessments (30 marks) are split between the 5<sup>th</sup> module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	-	2	-	-	2	2
CO 2	-	-	-	-	2	-	-	-	3	-	2	-
CO 3	-	3	-	2	2	-	-	-	1	-	3	3
CO 4	2	-	-	-	-	-	2	-	3	2	-	-
CO 5	3	3	3	2	3	1	-	-	-	-	2	-

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B.Sc. Psychology				
Course Title	<b>Critical Psychology</b>				
Type of Course	Elective				
Semester	VIII				
Academic Level	400 -499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	<p>This course delves into the expanding topic of using critical theories and discourses to comprehend social injustices and inequalities. Students will note the ways in which social scientists in general and psychologists in particular have historically supported injustice, and they will critically examine the ways in which our goals and our effects may not always align. The course is directed by critiques of mainstream psychology-including the historically narrow scope of analysis, the ways in which our ideology maintains the status quo, and the propensity to assert both political neutrality and scientific objectivity.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyse the issues in the foundation and development of the discipline.	U	F	Instructor-created exams
CO2	Identify issues, problems and research gaps in the theory and practice of psychology.	An	C	Assignment
CO3	Identify alternate ways of knowing and understanding human behaviour	Ap	P	Assignment

CO4	Engage in critical reflexive practices in various fields of interest.	E	C	Seminar presentation, Article review, Reflexive journaling.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+ 12)	Marks (70)
<b>I</b>	<b>Introduction to Critical Psychology</b>		<b>11</b>	<b>18</b>
	1	Origin of critical perspectives- Frankfurt school.	2	
	2	Central concerns and relevant core concepts - Individualism and meaninglessness,	2	
	3	Inequality and oppression, Intention and consequences		
	4	Social construction of psychological knowledge	2	
	5	Central dilemmas- The nature of Human nature,	2	
	6	The scope of social change and political action ,Ethical-political concerns	3	
	7	Ethical-political concerns	3	
<b>II</b>	<b>Critiquing Social Psychology</b>		<b>15</b>	<b>17</b>
	8	What is wrong with mainstream social psychology? – Individualism, Assumption of universality, Experimentalism	3	
	9	Who does social psychology, and to whom?,	2	
	10	What is studied in social psychology ?,	2	
	11	Where and how is social behaviour studied?	2	
	12	Critical alternatives- Research partnerships, qualitative research methods, action research, integrating applied and basic research, making values explicit.	6	
	13	Action research, integrating applied and basic research, making values explicit.		
<b>III</b>	<b>Critiquing Clinical Psychology</b>		<b>14</b>	<b>20</b>
	14	Power hierarchy in clinician-client relationship	2	
	15	Critique of mainstream clinical psychology- Scientist-practitioner model and its critic,	2	
	16	Diagnosis: judging and naming (diagnosis bound with cultural mores and societal values, diagnosis within social power and regulation).	3	
	17	Critical alternatives- Shifting therapeutic focus beyond individual	2	

	18	Beyond therapy: community mental health and psychosocial interventions	3	
	19	Group work with service-users.	2	
IV	<b>Critiquing Work-Organizational Psychology</b>		<b>8</b>	<b>15</b>
	20	Critical perspectives in W-O psychology- Scientism, individualism, managerialism	5	
	21	Neoliberalism/capitalism, Hegemony and Intersecting critiques		
	22	Internal dynamics and external conditions of critical W-O psychology	3	
V	<b>Theoretical discussion and report submission on of any two area</b>		<b>12</b>	
	1	Re-imagining gender in psychology	3	
	2	Towards a critical race theory	3	
	3	Towards a Critical Social Psychology of Social Class	3	
	4	Towards a Critical Psychology of Caste-based humiliation 1. Focus Group discussions on psychological imperialism 2. Debate on the nature of psychology as a powerful form of knowledge 3. Focus Group discussions on psychological imperialism 4. Debate on the nature of psychology as a powerful form of knowledge	3	

#### **Books and References:**

- Day, K., Rickett, B., & Woolhouse, M. (2017). Discourse, Power and 'Submerged Identities': Towards a Critical Social Psychology of social class. In B. Gough (Eds.) *The Palgrave Handbook of Critical Social Psychology* (pp:469-489). [10.1057/978-1-137-51018-1\\_23](https://doi.org/10.1057/978-1-137-51018-1_23).
- Fox, D., Prilleltensky, I., & Austin, S. (2009). *Critical psychology: An Introduction*. Sage publication.
- Gough, B. (2016). *The Palgrave handbook of critical social psychology*. Macmillanpalgrave: Springer Nature.
- Islam, G., & Sanderson, Z. (2022). Critical positions: Situating critical perspectives in work and organizational psychology. *Organizational psychology review*, Vol 12(1), 3-34, Sage publications.
- Jahoda, G. (2016). Seventy years of social psychology: A cultural and personal critique. *Journal of Social and Political Psychology*, Vol. 4(1), 364–380, doi:10.5964/jsp.v4i1.621
- Jogdand, Y. (2023). Ground down and locked in a paperweight: Toward a critical Psychology of Caste-Based Humiliation. *Critical Philosophy of Race*, Volume 11 (1). Penn state university press.
- Parker, I (2015). *Handbook of critical psychology*. Routledge: Taylor & Francis group.
- Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist*, 71(6), 474-485. <https://doi.org/10.1037/a0040323>
- Salter, P. & Adams, G. (2013). Towards a Critical Race Psychology. *Social and Personality Psychology Compass*:781-793. John Wiley & Sons Ltd.



Teo, T. (2009). Philosophical concerns in critical psychology. *Critical Psychology: An Introduction*, 2, 36–54.

Teo, T. (Ed.). (2014). *Encyclopedia of Critical Psychology*. Springer New York.

Wigginton, B. (2017). Reimagining gender in psychology: What can critical psychology offer?. *Social and Personality Psychology Compass*. John Wiley & Sons Ltd.

### Suggested Readings

Foucault, M. (2003). *Madness and civilization*. Routledge

Foucault, M. (2012). *The birth of the clinic*. Routledge.

Goertzen, J. R. (2008). On the Possibility of Unification: The Reality and Nature of the Crisis in Psychology. *Theory & Psychology*, 18(6), 829–852. <https://doi.org/10.1177/0959354308097260>

Schraube, E. (2015). Why theory matters: Analytical strategies of critical psychology. *Estudos de Psicologia (special issue on critical psychology)*, 32(3), 533-545. <https://doi.org/10.1590/0103-166X2015000300018>

Segal, R. (2015). *Myth: A Very Short Introduction*. In *Myth: A Very Short Introduction*. Oxford University Press.

**Note:** The syllabus has five modules. There should be a total of 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is an open-ended module designed to equip students to understand the critical arenas such as gender, race, class, caste and its intersections. Internal assessments (30 marks) are split between the last module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	1	2	-	-	1	-	-	-	-	-	2
CO 2	2	2	3	3	3	1	2	-	-	3	2	2
CO 3	2	1	1	-	-	1	-	-	-	2	-	3
CO 4	2	2	3	3	3	2	1	-	-	3	2	3

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Seminar	Article review	Reflective Journaling	End Semester Examinations
CO 1	✓			✓		✓
CO 2		✓	✓			✓
CO 3		✓			✓	✓
CO 4			✓		✓	✓



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Media Psychology: Understanding Influence</b>				
Type of Course	Elective				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	Nil				
Course Summary	It highlights the relevance of media psychology, the effects of media on diverse individual and group behaviour, and the role of media psychologists for social benefits.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles and theories of media psychology	U	C	Instructor-created exams / Quiz
CO2	Understand the psychological effects of media	U	C	Discussion/Writing reflective journals
CO3	Understand the techniques involved in media to get public attention	U	C	Assignment / Observation of social events
CO4	Propose the benefits of social media for the social cause	Ap	C	Discussion /Assignments
CO5	Initiate discussions and debates regarding the role of media psychologists in post-truth era	An	F, C	Discussion/ assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
I	<b>Basics of media psychology</b>		<b>12</b>	<b>19</b>
	1	What is media: types and characteristics	2	
	2	Development of the field of media Psychology	2	
	3	Need for media Psychology	1	
	4	Practicing media psychology	2	
	5	Research methods in media psychology	2	
	6	Media psychology and related disciplines Theoretical issues in Media Psychology	3	
II	<b>Media on human behaviour</b>		<b>13</b>	<b>18</b>
	7	Media Violence and Consequences	2	
	8	Effects of Pornography	2	
	9	Media and prosocial behaviour	2	
	10	Social networking sites: pros and cons	2	
	11	Social media addiction: symptoms and effects Social media and mental health: Benefits and risks	2	
	12	The viewer as Psychologist: identification and parasocial interaction Children socialization through media Role of media figures in Adolescence Media on adolescent body image	3	
III	<b>Media in group behaviour</b>		<b>10</b>	<b>18</b>
	13	Representation of different social groups in media-minority groups, disabled, gender, persons with mental illness	4	
	14	Psychology of the media audiences	2	
	15	Impact of entertainment industries: Understanding the basics of fan culture	2	
	16	Mass media and political campaign: exit poll, paid news	2	
IV	<b>Media and Cultural diversity</b>		<b>13</b>	<b>15</b>
	17	Media and culture(cultural diversity)	2	
	18	Media and social norms	2	
	19	Media in marketing	2	
	20	Role of psychology in advertising	2	
	21	Cognitive and behavioural effects of advertisement (consumer behaviour, lifestyle, awareness, and attitude)	3	

	22	Use of psychological techniques in advertisements	2	
<b>V</b>	<b>Open Ended Module: Role of media psychologist for the social benefits</b>		<b>12</b>	
	1	Writing a report on the use of social media for the social benefits		
	2	suggesting the ways, strategies, and diverse applications of media psychology in social media		
	3	Practical solutions for social media addiction		
	4	Conduct discussion and debate on the role of media psychologists in post-truth era		

**Books and References:**

Dill, K. E.(2012). *The Oxford Handbook of Media Psychology*. New York: Oxford University Press.

Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. Bloomsbury Publishing USA.

Giles, D. (2003). *Media Psychology*. London: Lawrence Erlbaum Associates, Publishers.

Harris, R. J., & Sanborn, F. W. (2014). *A cognitive psychology of mass communication* (6th ed.). Routledge/Taylor & Francis Group.

Lauzen, M.M., Dozier, D.M., Horan, N.(2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200- 214.

Logan, R.K.(2010). *Understanding New Media. Extending Marshall McLuhan*. New York: Peter Lang Publishing

Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of technology in behavioral science*, 5, 245-257.<https://doi.org/10.1007/s41347-020-00134-x>

Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.

**Suggested readings**

Bhatia, T. K. (2007). *Advertising & marketing in rural India: Language, culture, and communication*. Macmillan.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	-	-	-	2	3	-	-	-	-	-	-
CO 3	3	-	1	-	2	2	2	3	-	-	-	-
CO 4	3	3	-	-	3		-	-	3	3	3	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/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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

# GENERAL FOUNDATION COURSES

## SEMESTER I

### MDC COURSES



## CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>The Art of Stress Management</b>				
Type of Course	MDC 1				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The objective of a stress management course is to understand, prevent, and efficiently cope with stress. It aims to equip individuals with the knowledge and skills necessary to navigate life's challenges effectively, ultimately contributing to a healthier and more fulfilling life.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the nature and key definitions of stress and symptoms associated with being stressed.	U	C	Written assessments.
CO 2	Practice stress risk assessment	U& Ap	C	Assessment/ Discussion
CO3	Practice stress management techniques	An	P	Role play

CO4	Identify the stressful situations and demonstrate the stress management techniques.	Ap	M	Develop and present various real-life scenarios / case studies
CO5	Practise stress management in personal and professional life	E	P	Analysis of skills in different life situations
CO6	Create life skill-based interventions for different age groups- child, adolescent, adult and old age.	An	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (36+9)	Marks (50)
<b>I</b>	<b>Introduction to Stress</b>		<b>8</b>	<b>10</b>
	1	Stress- Key Definitions	2	
	2	Stressors and its types- (physical, psychological, environmental)	2	
	3	Types of Stress-Eustress, Distress, Acute, Chronic	2	
	4	Symptoms of stress -physical, emotional, psychological, behavioural	2	
<b>II</b>	<b>Sources of Stress</b>		<b>8</b>	<b>10</b>
	5	Sources of stress Frustration and its sources -(internal and external)	2	
	6	Conflict and its types-( Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	7	Pressure	2	
	8	Life events- daily hassles	2	
<b>III</b>	<b>Models of Stress</b>		<b>8</b>	<b>15</b>
	9	Flight or fight response , General Adaptation Syndrome	2	
	10	Cognitive appraisal model- Primary and Secondary Appraisal	2	
	11	Diathesis stress model	2	
	12	Stress and immune system	2	



<b>IV</b>	<b>Stress Management Techniques</b>		<b>12</b>	<b>15</b>
	13	Coping mechanisms- Emotion-focused and problem-focused	2	
	14	Relaxation exercises- muscular exercises- breathing-mental relaxation	2	
	15	Meditation and yoga	2	
	16	Mindfulness	2	
	17	Healthy lifestyles	1	
	18	Biofeedback	1	
	19	Cognitive Behaviour Therapy	2	
<b>V</b>	<b>Open Ended Module: Application of stress management.</b> --Students are expected to submit a report of any two of the following Activities.		<b>9</b>	
		<p>Teachers can choose stress management activities using a combination of direct and indirect methods. Students can actively participate in activities designed by the teacher, with continuous assessment of their performance. An interactive teaching method can be preferred to engage students effectively.</p> <ul style="list-style-type: none"> <li>● E.g. Encourage students to engage in reflective exercises where they can express their feelings, identify stressors, and explore coping strategies.</li> <li>● Use self-assessment surveys or questionnaires to allow students to reflect on their stress levels and stress management practices.</li> </ul> <p><b>Suggested activities for different modules (Demonstrate any two)</b></p> <p>Module 1:</p> <ul style="list-style-type: none"> <li>● Analyzing the signs and symptoms of stress – to identify the physiological and psychological changes in body and mind. The teacher or students can observe self/ others to evaluate the stressful situations that may be positive/negative. Group activities like surveys, interviews to understand the stress level of individuals.</li> </ul> <p>Module 2</p> <ul style="list-style-type: none"> <li>● Explore the various types of conflict in real life situations /Stories/ Cinema. Categorize them in to each type of conflict. E.g. an approach –approach example is when a person is offered a job that has a good salary and benefits but denies the individual time for</li> </ul>		

		<p>oneself and family.</p> <p>Module 3</p> <ul style="list-style-type: none"> <li>● Do role play, group activities based on cognitive appraisal theory.</li> <li>● E.g. ask the participants to count backwards from 1000 by reducing 7 like 993,986,979. Consider those who perceive it as threat as first group and who see it as challenging as second group. Find out the physiological responses of both groups in before and after counting.</li> <li>● Make group discussions on cultural influences on cognitive appraisal.</li> <li>● E.g. work – life balance, parent- child interaction patterns.</li> </ul> <p>Module 4</p> <ul style="list-style-type: none"> <li>● Activities – Practice laughter therapy/Guided imagery.</li> <li>● Identifying and observing one’s stressors, stressful situations, and signs, and handling it / Self-evaluation of own stress.</li> <li>● Assign students an assignment where they must conduct a survey of stress among college students /any other group.</li> <li>● How do you manage stress- compare between students- unique ways of managing stress- discussion</li> <li>● Awareness sessions on importance of developing resilience and coping skills with the mix of stress relievers like breathing exercises, time management, connect with others ,sleep, diet and exercise.</li> <li>● Analyse a case study and make a report on it.</li> </ul>		
<p><b>Books and References:</b></p> <p>Baron, R. A. (2004). Psychology. (5th ed). New Delhi: Prentice Hall of India Pvt Ltd.</p> <p>Ciccarelli, S.K., &amp; Meyer, G. E. (2008). Psychology: South Asian Edition, Pearson Education India.</p> <p>Ghosh, M. (2014). Health Psychology: Concepts in Health and Well-being. Pearson Education India.</p> <p>Sarafino, E. P., &amp; Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley &amp; Sons.</p> <p>Taylor, S. E., Sirois, F. M., &amp; Molnar, D. S. (1995). Health psychology (p. 474). New York: McGraw-hill.</p>				

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the 5<sup>th</sup> module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	2	-	1	-	-	-	2
CO 2	-	2	-	-	2	-	-	-	-	-	3	-	-
CO 3	-	-	-	3	3	-	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	2	-	3	3
CO 5	1	-	3	-	-	3	-	-	-	-	-	-	-
CO 6	-	2	-	-	2	-	-	3	-	-	2	-	-
CO7	2	-	-	-	-	-	-	-	2	3	-	2	2
CO8	-	-	-	-	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 (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓			✓
CO 6				
CO 7		✓		✓
CO 8				



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Life Skill Development</b>				
Type of Course	MDC -I				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The Life Skill Development course equips students with essential tools and strategies to navigate everyday challenges, fostering self-awareness, enhanced interpersonal skills, effective communication, and the confidence to tackle life's challenges with resilience and adaptability for lifelong success				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a profound understanding of different life skills and its significance in daily life	U	C	Instructor-created exams
CO2	Practise life skills	U & Ap	P	Role-Playing Assessments
CO3	Critically Analyse situations and illustrate the life skills utilized	An	M	Develop and present various real-life scenarios / case studies/ Analysis of skills in different life situations
CO4	Develop effective communication and interpersonal relationship.	Ap	P	Role play

CO5	Compare between problem-focused and emotion-focused coping strategies.	U	C	Written Assessments
CO6	Practise stress management in personal and professional life	Ap	P	Role play
CO7	Create life skill-based interventions in personal and professional life.	C	C	Discussion
CO8	Originate socially sensitive decisions and solve problems through internalization and characterization of life skills.	C	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
<b>I</b>	<b>Introduction to Life Skills</b>		<b>7</b>	<b>10</b>
	1	Life skills- Definition by WHO	2	
	2	10 Core Life Skills	2	
	3	Components of life skill	1	
	4	Significance of Life skills for adolescents and youth	2	
<b>II</b>	<b>Social Skills</b>		<b>7</b>	<b>12</b>
	5	Self-Awareness- Understanding oneself- Importance of Balanced Diet, Exercise, Sleep Hygiene	1	
	6	Empathy	2	
	7	Effective communication and interpersonal relationship	2	
	8	Assertiveness as a type of communication- Passive communication and aggressive communication	2	
<b>III</b>	<b>Cognitive Skills</b>		<b>15</b>	<b>16</b>
	9	Critical Thinking	1	
	10	Creative Thinking Skills - Thinking 'out of the box'	1	
	11	Decision making	1	
	12	Career decision	2	
	13	Conflict and its types-( Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	14	Attempts of negotiation	2	
	15	Problem-solving- Individual Level, Problem-solving- Group level	2	

	16	Barriers to problem solving	2	
	17	Goal Setting	2	
<b>IV</b>	<b>Coping skills/ Management skills</b>		<b>7</b>	<b>12</b>
	18	Coping with emotion- Significance of Emotional regulation	1	
	19	Stress- Biological changes associated with stress	2	
	20	Eustress and Distress, Role of Perception in Stress	2	
	21	Coping mechanisms- Emotion-focused and problem-focused Time management	2	
<b>V</b>	<b>Open Ended Module: Application of life skills for various groups</b>		<b>9</b>	
<p>Teachers can decide the application of life skills to any specific groups or organizations according to the locality or social needs of the college. Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred.</p> <ul style="list-style-type: none"> <li>● Eg.: Encourage students to craft personal narratives that highlight their experiences, values, and goals to relate it to life Skills</li> <li>● Share and discuss these narratives in a supportive and constructive environment.</li> <li>● Facilitate activities that allow students to explore their leadership styles and preferences.</li> <li>● Encourage role-playing scenarios to practice and reinforce interpersonal skills.</li> </ul> <p><b>Suggested activities for different modules( Submit report of any two)</b></p> <ul style="list-style-type: none"> <li>● Analysis of skills in different life situations- to identify the usage of life skills and lack of skills- The teacher or students can select suitable activities to identify and internalize life skill</li> <li>● Eg. Compare short-term and long-term goals.(Identify life skills used and apply life skills in analysis, and suggest decisions with self awareness- Impulsive decision- habit formation etc. -generate discussion)</li> <li>● Analyze a story- for example-the Story of Crocodile and Monkey- relationship development- Effective Communication- emotional management- quick decision making- terminating relationship- identified toxicity in relationship etc.- generate discussion</li> <li>● SWOT analysis- Identify components of toxic relationship quoting examples from cinema or stories- Students' presentation- Group discussion.</li> <li>● The teacher presents cases for the identification of a lack of empathy and discusses the need for social inclusion (Eg. Reciprocal relationship between parent and offspring, teacher and students etc.- Need for empathy from both sides)</li> <li>● Students can identify success stories of social inclusion from their locality and present them as a seminar.</li> <li>● Develop code of conduct for college/ department- critically analyze based on human right.</li> <li>● Group discussion of POSH (Prohibition of Sexual Harassment) Act at the workplace- Prevention, Prohibition and Redressal- Equality and Equity-Discussion On Sexual Exploitation and the Need For Assertive Communication.</li> <li>● Develop a theme dance on inclusion.</li> <li>● 'One-day' activity analysis of a male and female teacher- to discuss in the class based on Social Skills</li> </ul>				

- Students write project proposals to the government based on efforts for gender justice/ students can analyze school or nursery textbooks in terms of gender.

#### Module 3

- Categorise types of conflicts using examples or list conflicts into different types.
- Analyse the difficulty in decision-making according to the complexity of problems- puzzles, social conflict, personal conflicts etc.
- Make group discussions on social problems like causes of population explosion, increased drug abuse- based on life skills, and life skills applications to prevent substance abuse on college campuses. Explore hypothetical scenarios to prompt reflection on the importance of values in decision-making.
- Case study analysis on domestic violence- discuss what a UG Student can do as per their competence.
- Students conducting awareness classes on webaholism and internet addiction for school students
- Students cite examples of intolerance from stories or history to become aware of their cultural biases and assumptions.
- Foster an inclusive environment that values diversity and different perspectives.

#### Module 4

- Seminar on the students' stress, academic stress, exam fear, study skills, social anxiety, Emotional regulation, etc – along with generating a discussion.
- Adolescents' conflicts with parents and teachers- list out causes.
- How do you manage stress- compare between students- unique ways of managing stress- discussion
- Lifestyle disorders- causes and consequences- collage
- Gender differences in expression of emotions- role play
- Case analysis of self-harming behaviour- suicidal tendency
- Use case studies or simulations to allow students to practice handling challenging interpersonal situations.

#### **Books and References:**

Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press.

Davis, M., Eshelman, E.R., & McKay, M. (2000). The Relaxation & Stress Reduction Workbook. New Harbinger Publication, Inc.

Life Skills Education Toolkit for Orphans & Vulnerable Children in India, India – (October 2007) ISBN 1-933702-19-2

Schab, L. M. (2022). The Self-esteem Workbook for Teens: Activities to Help You Build Confidence and Achieve Your Goals. New Harbinger Publications.

Seaward, B.L. (2022). Managing Stress- Skills for Self- care, Personal Resiliency, and Work life Balance in a rapidly changing world. Jones & Bartlett Learning.

Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology applied to modern life- Adjustment in the 21st century, 12th Ed. USA: Cengage learning

American India Foundation (2018). Handbook of activities on life skills. Pealidez. [https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)

Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Facilitator's Manual.



<https://www.unicef.org/azerbaijan/media/2776/file/Basic%20Life%20Skills%20Course%20Facilitator%E2%80%99s%20Manual.pdf>

Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Student Workbook.

<https://www.unicef.org/azerbaijan/media/2796/file/BLS%20Student%60s%20book%20.pdf>

Life skills on adolescent reproductive health: package of lessons and curriculum materials.

<https://unesdoc.unesco.org/ark:/48223/pf0000125112> De Azevedo Hanks, J. (2016). The assertiveness guide for women: How to communicate your needs, set healthy boundaries, and transform your relationships. New Harbinger Publications.

Williams, v., & Williams, R. (1996). Life Skills. New York: Three Rivers Press.

<https://files.peacecorps.gov/multimedia/pdf/library/M0063.pdf>

#### Websites:

UNESCO - <http://www.unesco.org/>

UNFPA - <http://www.unfpa.org/>

UNICEF - <http://www.unicef.org/>

United Nations - <http://www.un.org/>

WHO - <http://www.who.int/en/>

#### Additional Reading

Kelly-Plate, J., & Eubanks, E. (2010). Applying life skills. USA: The McGraw-Hill Companies, Inc.

[https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)

**Note:** The course is divided into five modules, with four modules together having total 21 fixed units and one open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

#### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	2	-	2	3	-	3	-
CO 2	-	2	-	-	2	-	-	-	3	2	-	2
CO 3	-	-	-	-	3	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	-	-	-
CO 5	1	-	-	-	-	-	2	-	1	3	-	3
CO 6	-	2	-	-	2	-	-	-	-	-	-	-
CO7	2	-	-	-	-	-	3	-	-	-	2	-
CO8	-	-	-	-	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓	✓		✓
CO 6		✓		
CO 7		✓		
CO 8		✓		



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Child and Adolescent Mental Health</b>				
Type of Course	MDC I				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	This paper explores child and adolescent mental health, covering definitions, developmental stages, social media's impact, and the role of community services. Promoting early intervention and holistic approaches is crucial for positive outcomes.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Make aware the students about mental health and addressing mental health issues in young individuals can have significant positive impacts on their well-being, development, and society as a whole.	U	C	Instructor-created exams / Quiz
CO2	Increased awareness fosters empathy and understanding, creating a more supportive environment for those facing mental health challenges.	U & Ap	C & Cr	Writing assignments

CO3	Identify and prevent risk factors for mental health issues and to explore the role of community organizations and services in mental health	U & Ap	C & E	Create exams & Discuss about the scientific contributions toward the field of child & adolescent mental health
CO4	Students can learn different strategies to improve mental health & can contribute to community mental health	U & Ap	C& P	Instructor created exam and Practical Assignments
CO5	Create awareness of the risks associated to a problematic social media use for the young's health and identify sentinel signs in children as well as prevent negative outcomes in accordance with the family.	U & Ap	C &E	Instructor-created discussions //Seminars/ ask the students to observe & evaluate ones own social media use
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
<b>I</b>	<b>Introduction</b>		<b>9</b>	<b>12</b>
	1	Definition of Mental Health	1	
	2	The importance of studying Mental Health in child and adolescent population	2	
	3	Prevalence of mental health issues	2	
	4	Identification of factors influencing mental health outcomes	2	
	5	Existing policies, programs, and services for child and adolescent mental health in India	2	
<b>II</b>	<b>Child &amp; adolescent development</b>		<b>9</b>	<b>15</b>
	6	Understanding physical, cognitive and socio-emotional development in children & adolescents	1	
	7	Development theory of Eric Erickson: Developmental tasks of child and adolescent.	3	

	8	Identify risk factors for mental health issues- Family, psychosocial, and environmental factors	3	
	9	Protective factors that promote mental health	2	
<b>III</b>	<b>Social media &amp; mental health</b>		<b>9</b>	<b>15</b>
	10	Introduction to social media use and mental health	2	
	11	Social media and depression, anxiety	2	
	12	Social media and sleep, social media and cyberbullying	2	
	13	Social media and addiction & sex related problems	1	
	14	Online Grooming	1	
	15	Potential benefits and challenges with social media for mental health disorders	1	
<b>IV</b>	<b>Community mental health</b>		<b>9</b>	<b>8</b>
	16	Introduction to community mental health care	2	
	17	Access to mental health services in underserved communities	3	
	18	Role of community organizations in mental health of youth	2	
	19	Mental health prevention and early intervention in youth- Primary, secondary and tertiary prevention in youth mental health	2	
<b>V</b>	<b>Enhancing Mental health</b>		<b>9</b>	
		Activities to improve mental health of children & adolescents: Demonstrate any one of the following  Exercise- aerobic and Anaerobic  Meditation-Focused, Transcendental Yoga,  Games to improve teens to make ‘connect with others’ etc. can also be practiced	9	

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Santrock, J. W. (2011). Life-Span Development(13th ed.). New Delhi: McGraw-Hill Pvt. Ltd.

Scharff, C. (2022). Three Activities to Improve Mental Well-being in Youth. Psychology Today.

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**Note:** The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5<sup>th</sup> module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	P07
CO 1	3	2	-	2	1	-	3	-	2	-	3	-
CO 2	3	3	-	2	2	-	-	-	-	-	2	-
CO 3	3	3	2	1	3	3	-	2	-	3	-	3
CO 4	3	1	3	2	2	-	-	-	-	-		-
CO 5	3	2	-	-	2	-	2	-	3	-	-	2

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics:**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Science of Well-being</b>				
Type of Course	MDC I				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	<p>This course explores the scientific principles and research behind well-being, happiness, and life satisfaction. Students will examine various psychological, social, and physiological factors that contribute to a fulfilling and meaningful life. Through lectures, readings, discussions, and practical exercises, students will gain insights into the science of well-being and learn strategies to enhance their happiness and life satisfaction.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will be aware of science & theories of well-being and what contributes toward well-being and happiness. Explore roots of happiness and build more productive habits	U	C & R	Instructor-created exams / Quiz
CO2	Various facets of well-being can be understood	U & Ap	C	Writing assignments



CO3	Students can explore the role of social relationships in well-being and this awareness inspire them to connect with others	U & Ap	C	Create exams & Discuss about the scientific contributions toward the field of life satisfaction and happiness
CO4	This course help the students to explore the connection between physical health (role of physical activity, nutrition etc.) and well-being, which in turn enhances practice of health behaviours and to create an interest in the research on this area	U & Ap	C & Ap	Instructor created exam and Practical Assignments
CO5	Students will learn and apply specific techniques or skills to improve well-being through some activities and practices. They can apply that skills in their own lives and to help others	P & Ap	P	Assess through seminars & assignments on specific techniques /skills /activities
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
<b>I</b>	<b>Overview Well -Being</b>		<b>9</b>	<b>12</b>
	1	Definitions of well-being and happiness	1	
	2	Introduction to positive psychology	2	
	3	Various Facets of Well- being	2	
	4	The broaden-and-build theory of positive emotions	2	
	5	Ryff's model of well-being	2	
<b>II</b>	<b>Exploring Happiness and Well- Being</b>		<b>9</b>	<b>15</b>
	6	The concept of Hedonic and eudaimonic happiness	2	
	7	Determinants of happiness. Adaptation and its impact of happiness	2	
	8	The role of positive emotion & Social relationships in well-being	2	
	9	Economic and cultural influence of happiness	2	
	10	Effects of happiness/positive emotions	1	

<b>III</b>	Holistic Well-being: Integrating Physical and Mental Health for a Fulfilling Life		<b>9</b>	<b>13</b>
	11	The connection between physical health and mental health-	1	
	12	Exercises and its impact on well-being	2	
	13	Nutrition and well-being	2	
	14	Sleep and its role in overall well-being	2	
	15	Physiology of well-being : Hormones, neurotransmitters and Vitamins	2	
<b>IV</b>	<b>Mindfulness Awareness</b>		<b>9</b>	<b>10</b>
	16	Introduction to Mindfulness: what is mindfulness?	2	
	17	Mindfulness and meditation	3	
	18	Mindfulness and its effects on well-being-	2	
	19	Mindfulness and health- Mindfulness-Based Eating Awareness Training-Mindfulness and decision making	2	
<b>V</b>	<b>Strategies to improve well-being</b>		<b>9</b>	
		Learn & practice the following activities an submit the report on the same. 1. Aerobic exercises 2. Yoga 3. Daily meditation practice for 15-25 minutes 4. Mindful Awareness- cultivating positive mind set through mindful gratitude 5. Developing awareness through mindfulness- mindful body scan techniques for increased Awareness-Incorporating mindfulness into daily life	9	

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Boniwell, I., & Tunariu, A. D. (2019). Positive Psychology: Theory, Research, and Applications. London: Open University Press.

Carr, A. (2011). Positive Psychology: Science of Happiness and Human Strength (Second Edition). Routledge.

de Vries, L. P., van de Weijer, M. P., Bartels, M. (2022). The human physiology of well-being: A systematic review on the association between neurotransmitters, hormones, inflammatory markers, the microbiome, and well-being. *Neuroscience & Biobehavioral Reviews*, 139, 104733

Huppert, F. A., Baylis, N., & Keverne, B. (Eds.). (2005). The Science of Well-Being. Oxford University Press

Kabat-Zinn, J. (2023). Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life. Hachette UK.

Lyubomirsky, S. (2007). The How of Happiness: A Scientific Approach to Getting the Life You Want.

Ricard, M. (2007). *Happiness: A Guide to Developing Life's Most Important Skill*. Contributor: Goleman, D. Ryff, C. D., & Singer, B. H. (2008). *Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-Being*. *Journal of Happiness Studies*.

Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press

**Note:** The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5<sup>th</sup> module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	2	-	2	-	-	-	3	-	-
CO 2	2	3	2	3	-	-	-	3	-	2	3	2
CO 3	2	2	3	1	3	-	2	-	-	-	-	-
CO 4	1	3	2	1	2	-	-	-	2	-	-	-
CO 5	2	2	1	-	3	-	-	3	-	3	3	3

#### Correlation Levels:

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

#### Assessment Rubrics:

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

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment/ seminar	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Comprehensive Sexuality Education</b>				
Type of Course	MDC 2				
Semester	11				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	This sexuality education course aims to provide comprehensive knowledge and skills related to various aspects of human sexuality, relationships, and reproductive health. It covers topics ranging from puberty and pregnancy to gender roles and norms, sexual behaviours, and skills for well-being. The course is designed to equip individuals with the necessary information and tools to make informed decisions about their sexual health and relationships, navigate societal norms and expectations, and advocate for gender equality and bodily autonomy.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand anatomical and physiological aspects of human sexuality	U	C	Instructor-created exams
CO2	To explore various aspects of reproductive health	U	C	Assignments
CO3	To provide knowledge in building healthy relationships	An	M	Instructor-created exams
CO4	To understand the importance of inclusion	U	p	Instructor-created exams
CO5	Discuss the emotional and psychological aspects of sexual health	U	C	Instructor-created exams Written Assessments

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

### Detailed Syllabus:

Module	Unit	Content	Hrs 45	Marks 50
<b>I</b>	<b>Body, Sex and Gender</b>		<b>12</b>	<b>10</b>
	1	Puberty and pregnancy-sex determination, hormones; distinguishing the biological and social aspects of sex, gender and reproduction;	3	
	2	Gender roles, Gender norms, and Gender Biases;	3	
	3	Feelings about body and unrealistic standards about bodily appearance; LGBTQIA+; Sexual coercion,	3	
	4	Sexual orientation, Difference between reproductive functions and sexual feelings; infertility	3	
<b>II</b>	<b>Values, rights and violence</b>		<b>12</b>	<b>12</b>
	5	Knows one's own values, beliefs and attitudes	2	
	6	Human rights and its violations- sexual abuse, sexual assault, intimate partner violence, and bullying; different forms of violence;	2	
	7	privacy, consent and bodily integrity	2	
	8	Prevention of child sexual abuse	2	
	9	Sources of unwanted sexual attention, Sexually explicit media	2	
	10	Media and cyber security	2	
<b>III</b>	<b>Relationships</b>		<b>12</b>	<b>16</b>
	11	Families; friends-positive and negative influence	3	
	12	Healthy and unhealthy relationships	3	
	13	stigma and discrimination; Inclusive education	3	
	14	Marriage and long-term commitments	3	
<b>IV</b>	<b>Sexual Behaviours &amp; Sexual and Reproductive Health</b>		<b>12</b>	<b>12</b>
	15	Biological dimensions of sexuality	2	
	16	Social, Psychological, Spiritual, Ethical and Cultural dimensions of sexuality	2	
	17	Sexual behaviours- myths and facts;	2	
	18	Ways to minimize risk of sexual behaviours	1	
	19	Transactional sexual activity	1	
	20	Different forms of contraception; adoption	1	

	21	Prenatal Practices; abortion	1	
	22	STIs including HIV	2	
	<b>Skills for Well-being</b>		<b>12</b>	
<b>V</b>	1 Strategies for challenging negative peer influence; making rational decisions about sexual behaviors and its consequences;			
	2. Good communication for relationships; Expressing personal needs and limits			
	3. Learning sexuality education in a developmental perspective			
	4. Gender Equality; finding help and support			
	5 Conduct workshops on effective communication, active listening, and conflict resolution.			
<b>Books and References:</b>				
Corrêa, S., Petchesky, R., & Parker, R. (2008). <i>Sexuality, health and human rights</i> . London: Routledge.				
Wingood, G. M., & DiClemente, R. J. (2002). <i>Handbook of women's sexual and reproductive health</i> . Springer. <a href="https://www.frontiersin.org/articles/10.3389/fpsy.2019.00864/full">https://www.frontiersin.org/articles/10.3389/fpsy.2019.00864/full</a>				
Caproni, P. (2000). <i>Practical coach: management skills for everyday life, the</i> . Prentice Hall Press.				
Baldry, A. C., & Winkel, F. W. (2008). <i>Intimate partner violence prevention and intervention: The risk assessment and management approach</i> . Nova Science Publishers				
Kassin, S., Fein, S., & Markus, H. R. (2008). <i>Social Psychology</i> . (7th ed.). New York: Houghton Mifflin company				
Bijlmakers, L., de Haas, B., & Peters, A. (2018). The political dimension of sexual rights. <i>Reproductive Health</i> , 15(1), 18. <a href="https://reproductive-healthjournal.biomedcentral.com/articles/10.1186/s12978-018-0458-y">https://reproductive-healthjournal.biomedcentral.com/articles/10.1186/s12978-018-0458-y</a>				
<a href="https://www.un.org/sustainabledevelopment/gender-equality/">https://www.un.org/sustainabledevelopment/gender-equality/</a>				
<a href="https://www.ripublication.com/ijhss17/ijhssv7n1_02.pdf">https://www.ripublication.com/ijhss17/ijhssv7n1_02.pdf</a>				
<a href="https://www.sciencedirect.com/science/article/pii/S1054139X21003475">https://www.sciencedirect.com/science/article/pii/S1054139X21003475</a>				

**Note:** The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5<sup>th</sup> module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	--	-	-	-	-	-	-	-	-	3	2
CO 2	3	-	-	3	-	2	-	-	3	-	--	-
CO 3	2	3	-	-	3	3	2	-	-	-	2	3
CO 4	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
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

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





**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	Psychology In Everyday Life				
Type of Course	MDC 2				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	The aim of this course is to enrich students' understanding of themselves and others by nurturing a foundation in basic psychology concepts, empowering them to navigate the diverse aspects of everyday life.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop a foundational understanding of psychology, applying it to enhance everyday life by navigating challenges, fostering character strengths and making informed decisions for personal growth and well-being.	U	C,A,B	Instructor-created exams / Quiz

CO2	Analyse genetic and environmental factors shaping behaviour, master cognitive processes, employ memory enhancement techniques and apply strategies for overcoming biases.	Ap	C	Assignment/created exams
CO3	Apply psychological principles to cultivate emotional intelligence, comprehend motivations, role in daily life, master goal-setting. explore social dynamics and implement strategies for building and maintaining healthy relationships.	Ap	C	Seminar Presentation / Group Tutorial Work
CO4	Analyse Challenges to healthy living, identify sources of stress apply coping techniques, recognize the mental-physical health model, and employ skills for enhancing interpersonal relationships, advancing cognitive understanding in healthy living.	An	C	Instructor-created exams / Home Assignments
CO5	Student will be able to apply psychology in their every day life.	Ap	C,A,B	
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	50 Marks
<b>I</b>	<b>Introduction</b>		<b>8</b>	<b>10</b>
	1	Concept and meaning of Psychology, relevance of Psychology.	2	
	2	Psychology in everyday life: formation and challenges.	2	
	3	Character strength and virtues.	2	
	4	Practice of everyday living.	2	
<b>II</b>	<b>Understanding of Human Behaviour</b>		<b>10</b>	<b>14</b>
	5	Exploration of genetics and environmental influences on behaviour.	2	
	6	How we think, learn and remember information.	2	
	7	Memory improvement techniques.	2	
	8	Perception and interpretation of the world around us.	2	
	9	Common cognitive biases affecting decision-making, strategies to overcome cognitive biases.	2	

<b>III</b>	<b>Emotion, motivation and Social Psychology.</b>		<b>10</b>	<b>14</b>
	10	Understanding emotions and their impact.	2	
	11	Developing emotional intelligence.	1	
	12	Type of motivation and their role in everyday life.	2	
	13	Goal-setting strategies.	1	
	14	Exploring social dynamics, conformity and obedience.	2	
	15	Building and maintaining healthy relationships.	2	
<b>IV</b>	<b>Role of Psychology in Health</b>		<b>8</b>	<b>12</b>
	16	Challenges to healthy living, Health behaviour: Diet-Exercise, Sleep and Rest.	2	
	17	Sources of stress in everyday life, coping mechanisms and stress reduction techniques.	2	
	18	Model linking to psychology and physical health.	2	
	19	Psychological skills for enhancing interpersonal skills.	2	
<b>V</b>	<b>Conduct activity based on Psychology in everyday life</b>		<b>9</b>	
	20	Conduct group discussion based on present life style and psychological health.		
	21	Observing yourself, family members and friends social interaction style and submit report.		

### **Books and References**

- Compton, W. C., & Hoffman, E. (2013). *Positive Psychology The Science of Happiness and Flourishing* (2nd ed.). Belmont, CA Wadsworth.
- DeWall, C. N., & Myers, D. G. (2023). *Psychology in everyday life* (6th ed.). New York, NY: Worth.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Peterson, C., & Seligman, M. (2004). *Character strengths and virtues*. Oxford University Press.
- Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2016). *Behavioral Genetics* (7th ed.). Worth Publishers.
- Sarafino, E. P., & Smith, T. W. (2016). *Health Psychology: Biopsychosocial Interactions*. Wiley.
- Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Cengage Learning.
- Suzanne C., de Janasz., Karen O., Dowd., Beth Z., & Schneider. (2015). *Interpersonal Skills in Organizations* .(5<sup>th</sup> ed.). New York , McGraw-Hill Education.
- Weiten, W. (1998). *Psychology: Themes and variations* (4th ed.). Thomson Brooks/Cole Publishing Co.

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are a total 36

instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	3	3	-	-	2	-	-	3	3
CO 2	2	3	2	2	2	-	3	-	2	-	-	-
CO 3	1	3	1	1	2	-	-	-	-	3	-	-
CO 4	1	2	2	2	2	-	3	-	-	-	3	3
CO 5	-	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	<b>Bsc Psychology</b>				
Course Title	<b>Adulthood And Parenting</b>				
Type of Course	MDC 2				
Semester	II				
Academic Level	<b>100-199</b>				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	This course delves into the complexities of adulthood and parenting, exploring psychological facets of vocational adjustments, and the intricate dynamics within parent-child relationships. It addresses various parenting styles and their impact on child development, fostering a nuanced understanding of both adult psychology and effective parenting strategies. Through this exploration, students gain insights applicable to personal and professional aspects of life.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop understanding on various concepts related to adulthood	U	C,A,B	Instructor-created exams / Quiz
CO2	Determine vocational development and family adjustment in adulthood	An	C	Assignment/created exams
CO3	The student will be able to understand the concept of parenting.	An	C	Seminar Presentation / Group Tutorial Work
CO4	The student will be differentiating types of parenting and child care.	Ap	C,A,B	Instructor-created exams / Home Assignments

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

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hours 45</b>	<b>Marks 50</b>
<b>I</b>	<b>Introduction to Adulthood</b>		<b>8</b>	<b>10</b>
	1	Becoming an adult: Features of adulthood, physical development. Health, Eating and weight, Exercise, Substance abuse.	2	
	2	Vocational and family adjustment: Factors making vocational choice difficult.	2	
	3	Conditions Influencing vocational satisfaction, Men's adjustment, women's adjustment.	2	
	4	Relationship Adjustment: Sexual adjustment , Financial adjustment, In law adjustment , Adjustment to parenthood.	2	
<b>II</b>	<b>Adult life</b>		<b>10</b>	<b>10</b>
	5	The faces of love: Intimacy, friendship, Romantic love, Companionate love, Fatuous love, Consummate love	4	
	6	Adult life styles: Single adults, Cohabiting adults, married adults, Divorced adults, Remarried adults, Gay and lesbian adults.	3	
	7	Sexual activity in emerging adulthood: Sexual orientation.	3	
	9	Parenting: myths and reality, trends in childbearing- Vaginal, Assisted vaginal, C-section, VBAC	1	
	10	Becoming a parent: Concept of parenting.	2	
	11	Types of Parenting: Baumarind's parenting style, impact of parenting styles on child development.	2	
	12	Impact of parenting styles on child development.	1	
	13	Child care: The transition to parenthood, Reciprocal Socialization, Scaffolding.	2	
	14	Maternal and Paternal Care giving, Parental love, variations in child care.	2	
<b>IV</b>	<b>Parenting Dynamics</b>		<b>8</b>	<b>11</b>
	15	Parenthood as a developmental experiences	1	
	16	Types of Child maltreatment: physical social and emotional abuse, child neglect.	1	
	17	Developmental consequences of abuse.	1	
	18	Developmental changes in parent-child relationships:	2	

		Parent as managers, step families. Working parent, children in divorced families.		
	19	Gay and Lesbian Parents, Parental culture, ethnic and socio-economic variations.(single parent)	1	
	20	Role of parents in adolescent development: Parental monitoring, autonomy and attachment, parent adolescent conflict. Parent & adolescent conflict.	2	
	<b>Open Ended Module: Application of Adult Psychology and Parenting</b>		<b>9</b>	<b>8</b>
<b>V</b>	1	<p>Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred.</p> <p>1)-Present case studies depicting various parenting styles and challenges faced by parents in different cultural and socioeconomic contexts</p> <p>2)-Conduct a group discussion on “ gender stereotypes in job among young, adults ”</p> <p>3)-Conduct a survey based on current vocational interest among early adults</p>		

**Books and References:**

Berk, L.E (2003) *Child Development* (3rd de). New Delhi: Pearson Education Pvt Ltd.

Hurlock, E.B (1996) *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company.

Papalia, D.E et.al (2004) *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.

Santrock, J.E (2007) *Child Development* (2nd end) New Delhi: Tata McGraw Hill Publishing Company.

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	-	-	-	-	-	-	3	-	2	3
CO 2	2	3	1	2	2	3	3	2	-	3	-	-
CO 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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3				✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				✓
CO 7		✓		
CO 8				✓





**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B.Sc. Psychology				
Course Title	<b>Psychology and Personal Growth</b>				
Type of Course	MDC 2				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	To understand the basic concept in psychology, knowledge about positive psychology, and to understand the concept self and personality.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will able to explain the basic concept in psychology and the concepts related to personality and self.	U	C,A,B	Instructor-created exams / Quiz
CO2	The student will be able to comprehend the process of self-discovery	An	A,B	Assignment/created exams
CO3	The student will be able to understand emotional, cognitive and interpersonal concept for personal growth	Ap,An	A,B	Seminar Presentation / Group Tutorial Work
CO4	The students will able to understand theoretical aspects in personal growth	An	C	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

## Detailed syllabus

Module	Unit	Content	Hrs (45)	50 Marks
<b>I</b>	<b>Introduction</b>		<b>8</b>	<b>10</b>
	1	Understanding Psychology: Definition, goals of psychology.	1	
	2	Themes related to psychology as a field of study, Common themes related to subject matter of psychology	1	
	3	Application of psychology: Application of psychology in personal and social life.	2	
	4	Branches of psychology.	1	
	5	Positive Psychology: definition, assumption, and goals.	2	
	6	Well-being: Definition, subjective well-being.	1	
<b>II</b>	<b>Understanding Self</b>		<b>10</b>	<b>14</b>
	7	Understanding the self: self -esteem, self-concept, self-efficacy.	3	
	8	Facilitating self-awareness: Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis.	4	
<b>III</b>	<b>Persona: Empirical and philosophical approaches</b>		<b>10</b>	<b>14</b>
	10	Foundation of human development: stages of personality development.	2	
	11	Nature of personality: Definition, personality traits, five factor model, ABCD personality types.	2	
	12	Personality and Self in the Indian thought: Contribution of Indian thought to the understanding of personality and self.	2	
	13	Empirical approaches to personality: Renewed interest in narcissism, Terror management.	2	
	14	Barriers to Personality Development: Managing anxiety shyness and fear, understanding shyness, self-blame, tolerating failure, persisting and celebrating success, mistakes and self-talk.	2	
<b>IV</b>	<b>Competencies of personality</b>		<b>8</b>	<b>12</b>
	15	Emotional Competence: Understanding and expressing emotions.	1	
	16	Managing difficult emotions; Applying emotional Intelligence, emotional regulation.	2	

	17	Cognitive Competence: Setting and achieving goals, Metacognitive strategies	2	
	18	Interpersonal Competence: Effective Interpersonal Communication (Conversational Skills, Listening Skills, Reading Non-Verbal Messages, Improving Communication Climates).	2	
	19	Intimacy and Self-Disclosure in Close Relationships; Managing Interpersonal Conflicts.	1	
V	<b>Conduct activity based on Personal growth</b>		<b>9</b>	
	20	Conduct group discussion based on the factors affecting and hindering self development of a person		
	21	Student should do a study on the self awareness and various techniques associated with it and submit report		

**Books and References:**

- Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in* (14th ed.). Boston, USA: B.Kuppuswamy. (1990). *Elements of Ancient Indian Psychology*. Konark publishers Pvt. Ltd, India.
- Weiten, W. (1998). *Psychology: Themes and variations (4th ed)*. Thomson books/colepublishing co.
- Misra, B.K. (2008). *Psychology :the study of human behaviour*. New Delhi: prentice Hall of India Wadsworth Cengage Learning
- Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy Use and Instruction*. New York: Guilford Press.

**Suggested Readings**

- Alan Carr (2011). *Positive Psychology: The Science of Happiness & Human strengths* (II edition). Routledge, London & New York.
- Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education Carr, Alan (2011). *Positive Psychology* (2nd Edn), New York: Routledge Taylor and Francis Group.
- Ciccarelli, S.K. & Meyer, G.E. (2010). *Psychology South Asian Edition*. New Delhi: Person Education.
- Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (8th ed.). Belmont, CA: Thomson Wadsworth.
- Sanghi, S. (2008). *Towards personal excellence*. New Delhi: Response books.

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed

modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	0	1	-	32	-	-	-	3	2
CO 2	3	3	-	1	-	-	-	-	3	-	-	-
CO 3	3	3	-	0	-	3	-	3	-	-	-	3
CO 4	3	2	-	1	-	-	-	-	-	-	3	-
CO 5	-	-	2	-	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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

## SEC COURSES



### CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Psychological First Aid and Competencies</b>				
Type of Course	SEC				
Semester	V				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	The goal of courses like Compassionate Communication and Psychological First Aid (PFA) is to provide people the information and abilities they need to help those who have experienced trauma or upsetting events right away.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the Fundamentals of Psychological First Aid (PFA) and Nonviolent Communication (NVC)	U	F	Test paper/ quiz/ assignment/ seminar
CO2	Develop Active Listening and Reflective Listening Skills	Ap	P	Practical sessions/ test paper
CO3	Evaluate the impact of diversity and culture on crisis response and recovery when administering psychological first aid	E	C	Group discussions/ assignments/ case studies
CO4	Establish Rapport and Trust through Compassionate Communication	A	C	Assignment/ test paper

CO5	Demonstrate Crisis Intervention Skills	Ap	P	Viva voce
CO6	Analyze Ethical Considerations in Crisis Intervention	An	C	Assignment, critical discussions, seminars and test papers
* - Remember I, Understand (U), Apply (Ap), Analyse (An), Evaluate I, Create I # - Factual Knowledge(F) Conceptual Knowledge I Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	<b>Introduction to psychological first aid(PFA)</b>		<b>12</b>	<b>15</b>
	1	Definition of PFA what is PFA and what not Objectives of PFA	2	
	2	The characteristics of people who need PFA	2	
	3	RAPID model	2	
	4	How to provide PFA-Prepare, Look, Listen, Link, Rest and Reflect	2	
	5	Definition of PFA what is PFA and what not Objectives of PFA	2	
	6	The characteristics of people who need PFA	2	
II	<b>Psychological first aid for children and groups</b>		<b>6</b>	<b>10</b>
	7	PFA for children-different reactions to trauma(emotional, mental, physical and behavioural),different reactions of children based on age.	2	
	8	PFA for groups-Look, listen and link pattern in groups	2	
	9	Ethical considerations-Dos and Don'ts of PFA Self-care after providing PFA	2	
III	<b>Non-violent communication(NVC)</b>		<b>9</b>	<b>10</b>
	10	NVC process, applying NVC in our lives and the world	3	
	11	Communication that blocks compassion-moralistic judgments, making comparisons, denial of responsibility,	2	
	12	Other forms of life alienating communication	2	
	13	The power of empathy	2	
IV	<b>The processes of NVC</b>		<b>9</b>	<b>15</b>
	14	Observation without evaluation and judgment	2	
	15	Identifying and expressing feelings	2	
	16	Taking responsibility for our feelings	2	

	17	Requesting in a NVC way	1	
	18	Receiving empathetically	1	
	19	How to express gratitude in NVC way	1	
	<b>Open Ended Module: PFA and Non-violent communication in practice</b>		<b>9</b>	
<b>V</b>		<ol style="list-style-type: none"> <li>1. Give the students case studies of people in upsetting circumstances and ask them to evaluate and suggest a Psychological First Aid strategy.</li> <li>2. Students should participate in role-playing activities where they alternate between being a distressed person and a PFA provider.</li> <li>3. Make a list of the local community services to provide assistance for those who are experiencing a crisis.</li> <li>4. Analyse the day to day conversation style and find the ways to convert to NVC way</li> </ol>		

### Books and References:

A short introduction to psychological first aid For Red Cross and Red Crescent Societies, Psychosocial center, International Federation of Red cross and Red Crescent societies

Psychological First Aid Field Worker's Guide Dr. Vinod Singaravelu

Jr., G. S., & Lating, J. M. (2022). *The Johns Hopkins guide to psychological first aid*. JHU Press.

Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: life-changing tools for healthy relationships*. PuddleDancer Press.

<https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>

### Suggested Readings

Trainers' guide: Psychological First Aid (PFA) and Mental Health and Psychosocial Support (MHPSS) Training Module for Sub-national Social Service Workforce in Lao PDR, UNICEF

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25marks ) are split between the open-ended module (5 marks ) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	2	-	-	3	-	-	-	-	-	-
CO 2	-	3	-	-	3	3	-	2	-	-	-	-
CO 3	-	-	-	-	3	-	-	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	-	-	-
CO 5	2	-	1	-	-	3	-	-	-	-	-	-
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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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





**CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Academic Digital Literacy</b>				
Type of Course	SEC III				
Semester	VI				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	This syllabus covers key aspects of academic writing including plagiarism, APA referencing, citation management software, online data collection and management, and presentation skills. Students engage in practical activities such as summarizing articles with proper headings and references, designing surveys, creating presentation slides, and preparing posters for seminars based on existing studies.				

**Course Outcomes (CO): .**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Exhibit basic understanding in academic writing, Online survey design and management, and requirements for effective presentation	U	F	Test paper/ quiz/ assignment/ seminar
CO2	Demonstrate skills in applying Citation management software	Ap	P	Practical sessions/ Assignment
CO3	Exhibit skills in designing an online survey	Ap	P	Practical sessions/ Assignment

CO4	Demonstrate skills in handling survey data	Ap	P	Practical sessions/ Assignment
CO5	Exhibit knowledge in preparing presentation slides for an effective presentation	Ap	P	Practical sessions/ Seminar
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	<b>Academic writing</b>		<b>6</b>	<b>15</b>
	1	Scientific writing characteristics: Accuracy, Objectivity, Values, Pronouns	2	
	2	<i>Writing styles</i> : Scholarly style, Usage of new words, Flaws in usage, Formality, Writing Vs Speech, Text books, Expressions, Individual preferences. Polish, Conventions, Editorial Style, Psychology Style	2	
	3	Plagiarism: Copying, Paraphrasing, defending plagiarism, detecting plagiarism, Avoiding plagiarism, Public domain. AI Plagiarism ( <i>Note</i> . General reading. Emphasis on exposure)	1	
	4	Academic Dishonesty: Joined work, Getting help, having another write paper, falsifying data, Citing sources.	1	
II	<b>Writing Using Software</b>		<b>10</b>	<b>10</b>
	5	Levels of Heading in APA writing <i>Activity</i> : Structuring heading with 'Styles' in 'Word'	2	
	6	APA Referencing: Intext citation and Referencing rules: Books, Journal, Newspapers, Websites; One author, Multiple authors. <i>Activity</i> : Using 'References' function of Word.	2	
	7	Citation Management Software: Mendeley, Zotero ( <i>Note</i> . General reading. Emphasis on exposure)	2	
	8	Table and Figures in APA presentations. Table of contents, List of tables, List of figures ( <i>Note</i> . General reading. Emphasis on exposure)	2	
	9	<i>Academic Writing and AI</i> : Consensus ai, Elicit ai etc. ( <i>Note</i> . General reading. Emphasis on exposure)	2	
III	<b>Online Data Collection and Management of Data</b>		<b>10</b>	<b>10</b>
	10	<i>Steps in development of an online survey</i> : Contact copy, Survey development, Pre test and revisions, Launch, Monitor.	1	
	11	<i>Conducting Online Surveys</i> : Coverage Error, Sampling Error,	1	

		Nonresponse Error, Measurement Error.		
	12	Online survey platforms: Survey Monkey, Qualtrics ( <i>Note. General reading. Emphasis on exposure</i> )	2	
	13	Handing Data sheet: Components of worksheet: Cell, Worksheet, Workbook ( <i>Note. General reading. Emphasis on exposure</i> )	2	
	14	Basic functions in worksheet: Sum, Count, Count IF, Average, Standard deviation; Auto filling, Sort, Filter ( <i>Note. General reading. Emphasis on exposure</i> )	2	
	15	Graphical presentations: Bar diagram, Pie chart, Line diagram ( <i>Note. General reading. Emphasis on exposure</i> )	2	
IV	<b>Art of presentation</b>		<b>10</b>	<b>15</b>
	16	<i>Effective presentations</i> , Characteristics: Careful planning and preparation, Good time management, Relevant and interesting content Clear structure, Good communication skills, Appropriate use of technologies, Clear supporting documentation, Suitable audience participation	2	
	17	<i>Verbal</i> : Voice, Silence, Listening to voices. <i>Non-Verbal</i> : Cultural setting, Non-verbal communication at start, Middle and end	2	
	18	<i>Body language</i> during presentation.	2	
	19	<i>Guidelines in preparation</i> : Content, Audience Factors, Diagram, Images	2	
	20	<i>Presentation Layout (APA)</i> : Scientific oral presentation, Poster presentation	2	
V	<b>Suggested Activities</b>		<b>9</b>	<b>15</b>
		Students are expected to submit a report of any one activity.  1. Type a summary based on a set of articles given by the instructor (5 – 6 journal articles based on a theme) in a word file. Consider, levels of heading using styles and Reference functions; Prepare table of content (Group activity. Max students in a group is 4). 2. Design a survey using any online platform. Prepare a report including frequency, percentage, Mean, standard deviation, and at least one diagrammatic representation. 3. Prepare presentation slides for a study available online 4. Prepare a poster for a hypothetical seminar based on an existing available study.		
<b>Books and References</b>				
American Psychological Association (2019). <i>Publication Manual (7th ed)</i> . DC: American Psychological Association				
Smyth, T. (2004). <i>The principles of writing in psychology</i> . N.Y. : Palgrave Macmillan				
Chivers, B. & Shoobred, M. (2007). <i>A student's guide to presentations: Making your</i>				

*presentations count*. California. Sage Publications Inc.

Emden, J.V., & Becker, L. (2004). *Presentation Skills for Students*. NY: Palgrave Macmillan.

Gosling, S. D., & Johnson, J. A. (Eds.). (2010). *Advanced Methods for Conducting Online Behavioral Research*. American Psychological Association.

### **Suggested Reading**

Silvia, P. J. (2018). *How to Write a Lot a Practical Guide to Productive Academic Writing*(2<sup>nd</sup> ed.). DC: American Psychological Association.

**Note:** The course is divided into five modules, with four modules together having total 20 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours. 36 hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### **Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	2	3	-	-	-	3	-	3	-	-	-
CO 3	-	-	3	-	-	-	-	-	3	-	-	1
CO 4	-	-	3	-	-	-	-	-	3	-	-	2
CO 5	-	3	3	-	-	-	-	-	3	-	-	1

### **Correlation Levels:**

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

### **Assessment Rubrics:**

- Quiz / Seminar/ Midterm Exam (10%)
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Quiz	Seminar	Mid semester	Assignments	External Examination
CO 1	✓		✓		✓
CO 2				✓	
CO 3				✓	
CO 4				✓	
CO 5		✓			

## MINOR COURSES

### GROUP 1-FOUNDATIONS OF BEHAVIOR



#### CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Gateways to Mind and Behaviour</b>				
Type of Course	Minor without Practicum				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	The course provides insights to understand the meaning of behaviour, and various perspectives of psychology. The students can have a comprehensive understanding of various aspects influencing human behaviour.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to develop an understanding on foundations of Psychology and research methods in Psychology	U	F	Quiz
CO2	The students will be able to describe the basic concepts of sensation and perception	U	F,C	Assignment/ created exams
CO3	The students will be able to explain the memory processes, types of memory and theoretical perspectives of memory	U	F,C	Assignment/ Quiz

CO4	The students will be able to explain the theoretical perspectives of learning and personality	A	F,C	Assignments/ Quiz/ Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs 48	Marks 70
<b>I</b>	<b>Introduction to Psychology</b>		<b>10</b>	<b>15</b>
	1	Psychology-Definition .	1	
	2	Goals of Psychology	1	
	3	A brief history of Psychology	1	
	4	Schools of Psychology- Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalytic psychology, Cognitive perspective, Humanistic perspective.	3	
	5	Methods in Psychology-Observation method, Interview method, Case study, Surveys, Correlation method ,Experimental Method	4	
<b>II</b>	<b>Memory</b>		<b>11</b>	<b>15</b>
	6	Key processes in memory-Encoding, Storage and Retrieval.	2	
	7	Atkinson Shiffrin models of memory -Sensory memory, STM, Working memory and LTM,	2	
	8	Types of memory-Declarative versus procedural memory,	2	
	9	Retrospective versus prospective memory, Semantic versus Episodic memory, Flashbulb memories.,Chunking	2	
	10	Forgetting-Encoding Fails, Retrieval fails, Memory storage fails, Interference, State Dependent learning, Strategies of remembering, Mnemonics	3	
111	<b>Motivation and Emotion</b>		<b>12</b>	<b>20</b>
	11	Motivation- Definition, Model of motivation	1	
	12	Types of motives-Biological, Psychosocial	2	
	13	Theories of Motivation- Drive theory, Incentive theory, Evolutionary theory	2	
	14	Hierarchy of needs theory	1	

	15	Emotion- definition, Nature of emotions, Physiology of emotion	2	
	16	Theories of emotion-James Lange theory, Cannon Bard theory, Schachter's theory, Evolutional theory, Emotional Appraisal theory and Facial feedback hypotheses, Assessment of emotion	4	
IV	<b>Learning and Personality</b>		<b>15</b>	<b>20</b>
	17	Learning-Definition , Nature and Determinants of learning	2	
	18	Associative learning-Classical conditioning-Basics of classical conditioning- Pavlov's experiment-	2	
	19	Principles of classical conditioning-Extinction, Acquisition, Generalisation, Discrimination and Spontaneous recovery	3	
	20	Operant conditioning- Basics of Operant Conditioning- Reinforcement and Punishment.	3	
	21	Social learning-Observational learning	1	
	22	Personality-Definition, Psychoanalytic theory and Humanistic theories of personality	4	
V	<b>Assessment of Personality &amp; Intelligence</b>		<b>12</b>	
	1	Critically analyse different theories of personality		
	2	Examine the Personality Assessment techniques and discuss its applications		
	3	Analyse the Theories of Intelligence		
	4	Describe the Assessment of Intelligence and discuss its applications		
<b>Books and References</b>				
Baron, R.A. (2018). Psychology, 5th ed. Pearson education.				
Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. Mc Graw HillInc.				
Coon,D.& Mitterer,J.O.(2013). Introduction to Psychology: Gateways to Mind and Behavior, 13th ed.Wadsworth, Cengage Learning				
Feldman, R. (2011). Understanding Psychology,10th edition. Tata McGraw Hill.				
Weiten, W. (1998). <i>Psychology: Themes and variations</i> (4th ed.). Thomson Brooks/Cole Publishing Co.				

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.



### Mapping of COs with PSOs and POs :

		PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	CO 1	2	2	1	1	1	3	1	2	1	3	3	-
CO 2	CO 2	3	3	2	2	2	3	2	2	2	2	-	3
CO 3	CO 3	3	2	2	2	1	2	1	2	1	2	-	-
CO 4	CO 4	3	2	2	2	1	2	2	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
- Programing Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Understanding Psychological Disorders</b>				
Type of Course	Minor without Practicum				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course aims to provide students with a comprehensive understanding of abnormal behaviour and various psychological disorders.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the meaning of Abnormal Behaviour.	U	F,C	Instructor-created exams / Quiz
CO2	Explain the clinical characteristics of Schizophrenia and Mood Disorders.	U	F,C	Assignment /Quiz
CO3	Recognize the symptoms associated with Somatic and Dissociative	U	F,C	Group discussion/test

	Disorders.			paper
CO4	Define and distinguish anxiety, obsessions, stress, and their respective disorders.	U	F,C	Seminar presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Abnormality and Schizophrenia 15 Hours</b>		<b>12</b>	<b>17</b>
	1	Meaning of Abnormality	2	
	2	DSM V and Definition of mental disorder.	2	
	3	Schizophrenia. Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behaviour,	2	
	4	Positive and Negative Symptoms	2	
	5	Schizoaffective Disorder	1	
	6	Schizophreniform Disorder	1	
	7	Delusional Disorder.	2	
<b>II</b>	<b>Mood Disorder</b>		<b>12</b>	<b>18</b>
	8	Unipolar disorder	1	
	9	Major depressive disorder, persistent depressive disorder,	3	
	10	Specifiers of MDD.	2	
	11	Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia	2	
	12	Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury	4	
<b>III</b>	<b>Anxiety, obsession, stress and their disorders</b>		<b>13</b>	<b>20</b>
	13	Anxiety disorder: fear and anxiety.	1	
	14	Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.	2	
	15	Obsessive, compulsive and related disorders	2	
	16	Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation.	4	
	17	Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; acute stress disorder.	4	
<b>IV</b>	<b>Somatic Symptoms and Dissociative disorders</b>		<b>11</b>	<b>15</b>
	18	Somatic Symptom and related disorders: somatic symptom disorder	2	

	19	Conversion disorder, illness anxiety disorder,	3	
	20	Factitious disorder	2	
	21	Dissociative Disorders - Depersonalization/ Derealisation Disorder,	2	
	22	Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID)..	2	
V	<b>Mental Health Stigma: Historical Misconceptions and Contemporary Challenges</b>		<b>12</b>	
	1	Examine historical perspectives on abnormality, highlighting prevalent misconceptions in society.		
	2	Explore sensitive topics concerning mental health, including recent news updates from social media platforms.		
	3	Encourage students to critically evaluate research studies, identify gaps in knowledge, and propose future directions for research in the field.		
	4	Explore how cultural, religious, and philosophical beliefs have shaped perceptions of abnormal behaviour throughout history, leading to stigmatization and discrimination against individuals with mental health conditions.		

**Books and References:**

Barlow, D.H. & Durand, V.M. (2015). (2015). Abnormal Psychology: An Integrative Approach (7th ed.). Cengage Learning , Canada.

Butcher, J. N.,Hooley, J. M.,&Mineka, S. (2014). Abnormal Psychology (16th ed.).U.S.A :Pearson Education, Inc.

Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10thed.). Newyork :Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P.,&Rosenhan , D. L. (2001). Abnormal Psychology (4thed.). New york: W. W. Norton & Company, Inc.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	1	-	1	1	2	-	1	-	1	1	1
CO 2	2	1	-	-	1	2	-	1	-	-	1	1
CO 3	2	1	-	-	1	2	-	1	-	-	1	1
CO 4	2	1	-	-	1	2	-	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychology in Society</b>				
Type of Course	<b>Minor Without Practicum</b>				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the fundamentals of social psychology, exploring the concept of social perception and influence, group behaviour, and learning social experiments.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basics actions and responsibilities of psychologist in social setting	U	C	Instructor-created exams / Quiz
CO2	Understand the influence of society on human behaviour	U	F	Discussion/Writing reflective journals/Assignments
CO3	Understand the psychological components of social phenomena	U	C	Assignment / Observation of social events
CO4	Demonstrate a few social experiments and conduct group and individual presentations on social issues	Ap, An	F, P	Discussion /Assignments/internal examination

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (48+12)	Marks (70)
<b>I</b>	<b>Basics of social psychology</b>		<b>10</b>	<b>17</b>
	1	What is social Psychology: Definition and nature Scope of social psychology	4	
	2	Applying social psychology to education (teacher-student interaction, improving student performances)	3	
	3	Applying social psychology to health(Promoting health, preventing illness and changing health behaviour)	3	
<b>II</b>	<b>Understanding of the fundamentals of social perception and influence</b>		<b>14</b>	<b>18</b>
	4	Introduction to social perception	1	
	5	Basics of attribution. Theories of attribution: correspondence inference theory, Kelly's theory	3	
	6	Attribution biases(fundamental attribution error, actor-observer effect, self-serving bias)	2	
	7	Formation of attitudes	1	
	8	Forms and channels of communication Impression formation and management	4	
	9	Types of social influences: compliance, conformity, obedience (obedience to authority), destructive obedience	3	
<b>III</b>	<b>Group behaviour and marginalization</b>		<b>14</b>	<b>20</b>
	10	Role of groups in our social life	2	
	11	Different types of groups (primary, secondary, in-groups, out-groups)	2	
	12	Effects of being in a crowd	1	
	13	Leadership styles (Autocratic, democratic, lasses-faire) Leadership theories- Great man theory, trait theory, transformational theory, contingency theory	4	
	14	How stereotypes, prejudice, and discrimination are developed	2	
	15	Techniques to counter prejudice and discrimination	2	
	16	Social facilitation and social loafing	1	

IV	<b>Interpersonal attraction and helping behaviour</b>		<b>10</b>	<b>15</b>
	17	Why do people help each other	1	
	18	Responding to emergencies/crises	1	
	19	Theories of prosocial behaviour(Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism)	3	
	20	Types of interpersonal relationships: Family, friendship, marriage, romantic relationships, work relationship	2	
	21	Factors contributing to interpersonal attraction (proximity, physical attractiveness, exposure effect, reciprocal liking)	2	
	22	Love- Triangular Model of Love.	1	
V	<b>Demonstration of social experiments and facilitation of individual and group interaction</b>		<b>12</b>	
	1	<b>Conduct any two of the following:</b> Conduct any social experiments and write a field report (any type of social influence, attribution, social loafing, or social facilitation)		
	2	Conduct group interaction on the impact of artificial intelligence on social behaviour		
	3	Presentation on social psychology in solving social problems (poverty, child abuse, communal violence, corruption, discrimination based on caste, religion, race, and gender)		
	4	Any activities based on any principles of social psychology		
<b>Books and References:</b>				
Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). <i>Social Psychology</i> (12 <sup>th</sup> ed.).Pearson Education.				
Baron, R.A., & Byrne, D. (2002). <i>Social Psychology</i> (10 <sup>th</sup> ed.).Pearson Education.				
Chaube, S.P., & Chaube, A. (2006). <i>Groundwork for Social Psychology</i> (Vol.1). Neelkamal Publications Pvt.Ltd.				
Feldman, R.S. (2001). <i>Social Psychology</i> (3 <sup>rd</sup> ed.). Pearson Education.				
Lepore S.J. (2012). Crowding: Effects on Health and Behavior. In: V.S. Ramachandran (ed.) <i>The Encyclopedia of Human Behavior</i> (pp. 638-643). Academic Press. <a href="https://doi.org/10.1016/B978-0-12-375000-6.00117-8">https://doi.org/10.1016/B978-0-12-375000-6.00117-8</a> .				
Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). <i>Social Psychology</i> .Thomson Wadsworth Publication.				
Myers, D.G. (1999). <i>Social Psychology</i> (7 <sup>th</sup> ed.). Pearson Education				
Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). <i>Applied social</i>				



**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	2	-	3	-	-	-	-	-	-
CO 2	3	2	-	-			2	-	-	2	-	-
CO 3	3	-		-	2		2	-	-	2	-	-
CO 4	3	2	2	-	2		2	2	-	2	2	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment/quiz/seminar	Discussion/Observation	Project/Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2		✓	✓		✓
CO 3		✓	✓		✓
CO 4	✓	✓	✓		

## MINOR GROUP 2-DEVELOPMENT AND WELL-BEING



### CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Growth and Development</b>				
Type of Course	Minor without practicum				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	This course titled Life span Development outlines the characteristic of lifespan perspective and nature of development It analyses various theories of development, stages of prenatal period, birth processes etc				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand the importance of life span development	U	F	Instructor-created exams / assignment/Quiz/seminar
CO2	The students will be able to explain the nature of development	U	F	Practical Assignment / Observation of Practical Skills/seminar
CO3	The students will be able to describe the theories of development	Ap	C	Viva/practical exam Report writing

CO4	The students will be able to explain the birth process, stages and hazards of prenatal period	An	F	Seminar/debate
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks 70
<b>I</b>	<b>Introduction to Life Span perspective</b>		<b>12</b>	<b>10</b>
	1	Human Development, Importance of studying life span development.	2	
	2	Characteristics of life span perspective	2	
	3	Domains of Development	2	
	4	Characteristics of Life span perspective	2	
	5	Influences on Development-Heredity, Environment and Maturation	2	
	6	Contexts of Development, Normative and Nonnormative influences	2	
<b>II</b>	<b>Nature of Development</b>		<b>10</b>	<b>15</b>
	7	Biological Development	2	
	8	Cognitive Development	2	
	9	Socioemotional Processes	2	
	10	Periods of Development.	2	
	11	Developmental tasks of each stage, The Significance of Age, Developmental Issues.	2	
<b>III</b>	<b>Theories of Development</b>		<b>16</b>	<b>25</b>
	12	Psychoanalytic theory	3	
	13	Behaviourist theory	3	
	14	Psychosocial theory	2	
	15	Cognitive theory-Piaget, Vygotsky Sociocultural cognitive theory	3	
	16	Information Processing theory	2	
	17	Ethological theory	1	
	18	Ecological theory	2	
<b>IV</b>	<b>Course of Prenatal period</b>		<b>10</b>	<b>20</b>
	19	Stages of Prenatal period, Prenatal diagnostic tests	3	

	20	Hazards to Prenatal development, Prenatal care	3	
	21	Birth Process	2	
	22	Post partum period	2	
	<b>V</b>	<b>Scope of Life span Development</b>		
		Discuss the scope of studying life span development Critically analyse different theories of development Discuss the different traditional beliefs associated with prenatal period and birth Discuss how conception naturally occurs and what causes multiple births Discuss nature and nurture issue on development	<b>12</b>	

**Books and References:**

Berk, L.E (2016) exploring lifespan development. New Delhi: Pearson Education Pvt Ltd  
 Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company  
 Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company  
 Santrock, J.E (2011) life span development (13<sup>th</sup> Ed) New Delhi: Tata McGraw Hill Publishing Company.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-		3	-	3	-	-	-	2	3	2
CO 2		3	-	-	-	-	2	-	-	-	-	-
CO 3	2	-	3		-	-	-	-	3	-	-	3
CO 4	2	-			-	--	3	3	-	-	3	-
CO 5		3	3	2	3	-	-	-	2	-	-	2
CO 6	-	-			3	-	-	-	-	3	-	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Minor project/experiments/Report writing / Practicals (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics**

	Internal Exam	Assignment	Project/ Practical Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		
CO 6	✓			



**CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Life Span Development</b>				
Type of Course	Minor Without Practicum				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic ideas on theories of development				
Course Summary	The course provides insights to understand the details of developmental psychology The course helps the students to explore the different aspects of development throughout the lifespan				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	The students will be able to develop an understanding on physical development from infancy to adolescence	U	F	Assignment/ Quiz
CO 2	The students will be able to describe the motor, sensory, perceptual and cognitive development throughout the lifespan	U	F,C	Assignment/ created exams
CO 3	The students will be able to explain the development of language, socioemotional processes and sexual behavior	U	F,C	Assignment/ Quiz
CO 4	The students will be able to explain the development of moral values and the different perspectives on of death and dying	A	F,C	Assignments /Quiz/Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks 70
I	<b>Physical Development from Infancy to Late adulthood</b>		<b>10</b>	<b>18</b>
	1	Patterns of Growth	1	
	2	Infancy	1	
	3	Early and Late childhood	2	
	4	Puberty	1	
	5	Early adulthood, Middle adulthood and Late adulthood	3	
	6	Biological theories of ageing	2	
II	<b>Motor, Sensory, Perceptual and Cognitive Development</b>		<b>10</b>	<b>18</b>
	7	Motor Development-Dynamic systems view, Reflexes, Gross motor skills, Fine Motor Skills	3	
	8	Sensory and Perceptual Development-Visual Perception-Infancy, Childhood and Adulthood, Intermodal perception	3	
	9	Cognitive changes in Adulthood-Piaget's views, Realistic and pragmatic thinking , Reflective and Realistic thinking	3	
	10	Cognition and Emotion	1	
III	<b>Language Development, Socioemotional processes and Development</b>		<b>15</b>	<b>18</b>
	11	Development of emotion- Infancy, Childhood and Adulthood	2	
	12	Temperament-Classifying temperament	2	
	13	Attachment and love- Infancy, Childhood and Adulthood	2	
	14	Career Development, Work and Retirement	3	
	15	Sexuality through Life span-Childhood, Adolescence and emerging adulthood, Adult Development and Aging	2	
	16	Peer relations in childhood and Adolescence	2	
	17	Role of friendships through the life span	2	
IV	<b>Moral Development, Death, Dying and Grieving</b>		<b>13</b>	<b>16</b>
	18	Moral thought, Moral behaviour, Moral feeling	3	
	19	Moral personality	1	
	20	Death Systems and its cultural variations, Issues in determining death	3	
	21	Developmental Perspectives on death, Facing one's own death	3	
	22	Coping with death of someone else	3	
V	<b>Families, Life styles and Parenting</b>		<b>12</b>	
		Describe some important family processes. Discuss the diversity of adult lifestyles and how they influence people's lives. Characterize parenting and how it affects children's	12	

		development. Discuss the main ways the self and understanding others are conceptualized and how they develop.		
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### Books and References

Berk, L.E (2016) Exploring lifespan development. New Delhi: Pearson Education Pvt Ltd

Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company

Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company

Santrock, J.E (2011) life span development (13<sup>th</sup> Ed) New Delhi: Tata McGraw Hill Publishing Company.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	1	1	1	3	1	2	1	3	2	2
CO 2	3	3	2	2	2	3	2	2	2	2	1	-
CO 3	3	2	2	2	1	2	1	2	1	2	1	3
CO 4	3	2	2	2	1	2	2	3	2	2	1	-

### Correlation Levels:

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



**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal examExam
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychology of Well-being</b>				
Type of Course	Minor Without Practicum				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the basics of wellbeing, happiness, gratitude, humour, its resilience aspects and how to enhance wellbeing through mindfulness, stress management, and emotional regulation.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of well-being	U	C	Instructor-created exams / Quiz
CO2	Understand different virtues for the psychological wellbeing	U	C	Discussion/ Seminar/Assignments
CO3	Understand the role of happiness in well-being	U	F,C	Assignment /Discussion/Debate
CO4	Apply the concept of well-being in tackling daily life problems	Ap, An	F, P	Discussion /Assignments/internal examination/infographics
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (48+12)</b>	<b>Marks (70)</b>
<b>I</b>	<b>Basics of psychology of well -being</b>		<b>14</b>	<b>20</b>
	1	Basic principle of positive psychology	2	
	2	What is well-being? Definition	1	
	3	Components of well -being- Subjective, psychological, emotional, and social well-being	3	
	4	Factors influencing well-being	3	
	5	Significance of well-being	1	
	6	Key theories of well-being: Hedonism, desire theories, objective list theories	3	
	7	Well-being and life satisfaction	1	
<b>II</b>	<b>Concept of happiness</b>		<b>11</b>	<b>18</b>
	8	Happiness: Significance	1	
	9	Happiness: causes of happiness	2	
	10	Happiness over the life span	2	
	11	Gender and happiness	1	
	12	Relationships and happiness: marriage, kinship, friendship, acquaintances	2	
	13	Happiness and life satisfaction	1	
	14	Happiness and culture	2	
<b>III</b>	<b>Understanding the concepts of gratitude, forgiveness, mindfulness, and intervention to enhance well -being</b>		<b>15</b>	<b>20</b>
	15	Gratitude- meaning Nonviolent way of expressing gratitude	3	
	16	How to express gratitude around the world? Why gratitude is important	4	
	17	Mental health through forgiveness.	3	
	18	Benefits of mindfulness	2	
	19	Interventions and exercises to increase well-being	3	
<b>IV</b>	<b>Understanding the concepts of humour and resilience</b>		<b>8</b>	<b>12</b>
	20	Humour and well -being Humour and anger management	3	
	21	Emotion regulations	2	
	22	Resilience: components and significance	3	

V	<b>Developing well-being through mindfulness, stress management, and emotional regulation</b>	12	
	<ol style="list-style-type: none"> <li>1. Find out the practical methods of emotional regulations and present them through infographics or video presentations.</li> <li>2. Observe in natural settings and report the relevance of emotional intelligence in day-to-day life</li> <li>3. Drawing of a gratitude tree to express appreciation of certain things and peoples in our life.</li> <li>4. Demonstration of any two stress management techniques (breathing exercise, yoga, meditation, or mindfulness exercises)</li> </ol>		

**Books and References:**

- Carr, A. (2011). *Positive Psychology: The Science of Happiness & Human strengths* (2<sup>nd</sup> Ed.). Routledge.
- Floyd, S., Rossi, G., Baranova, J., Blythe, J., Dingemanse, M., Kendrick, K. H., ... & Enfield, N. J. (2018). Universals and cultural diversity in the expression of gratitude. *Royal Society open science*, 5(5), 180391. <https://doi.org/10.1098/rsos.180391>
- Hupper, F. A., Baylis, N., & Keverne, B. (2005). *The science of well-being*. Oxford Scholarship.
- Raj, P., Elizabeth, C. S., & Padmakumari, P. (2016). Mental health through forgiveness: Exploring the roots and benefits. *Cogent Psychology*, 3(1). <https://doi.org/10.1080/23311908.2016.1153817>
- Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: life-changing tools for healthy relationships*. Puddle Dancer Press.
- Maddux, J. E. (2018). *Subjective Wellbeing and Life Satisfaction*. New York: Routledge.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE.
- Torres-Marín, J., Navarro-Carrillo, G., & Carretero-Dios, H. (2018). Is the use of humor associated with anger management? The assessment of individual differences in humor styles in Spain. *Personality and Individual Differences*, 120, 193-201. <https://doi.org/10.1016/j.paid.2017.08.040>
- Watkins, P. C. (2013). *Gratitude and the good life: Toward a psychology of appreciation*. Springer Science & Business Media.

**Suggested reading:**

- Buss, D. M. (2000). The evolution of happiness. *American Psychologist*, 55(1), 15-23. <https://doi.org/10.1037/0003-066X.55.1.15>
- Ghosh, M. (2014). *Health Psychology: Concepts in Health and Well-being*. Pearson Education India.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	-	3	-	-	-	-	-	-
CO 2	2	2	-	2		3	2	-	-	2	2	-
CO 3	2	-	-	-	-	3	-	-	-	2	-	-
CO 4	3	3	2	-	-		-	3	-	2	2	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment/ quiz/seminar	Discussion/ Observation	Project/ Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓	✓		✓
CO 4	✓	✓	✓		

## MINOR GROUP 3-AVENUES OF PSYCHOLOGY



### CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Psychology of Media</b>				
Type of Course	Minor Without Practicum				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	Nil				
Course Summary	It highlights the relevance of media psychology, the effects of media on diverse individual and group behaviour, and the role of media psychologists for social benefits.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles and theories of media psychology	U	C	Instructor-created exams / Quiz
CO2	Understand the psychological effects of media	U	C	Discussion/Writing reflective journals
CO3	Understand the techniques involved in media to get public attention	U	C	Assignment / Observation of social events
CO4	Propose the benefits of social media for the social cause	Ap	C	Discussion /Assignments

CO5	Initiate discussions and debates regarding the role of media psychologists in post-truth era	An	F, C	Discussion/assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
<b>I</b>	<b>Basics of media psychology</b>		<b>12</b>	<b>20</b>
	1	What is media: types and characteristics	2	
	2	Development of the field of media Psychology	2	
	3	Need for media Psychology	2	
	4	Practicing media psychology	2	
	5	Research methods in media psychology	2	
	6	Media psychology and related disciplines	2	
<b>II</b>	<b>Media on human behaviour</b>		<b>12</b>	<b>15</b>
	7	Media Violence and Consequences	2	
	8	Effects of Pornography	2	
	9	Media and prosocial behaviour	2	
	10	Social networking sites: pros and cons	2	
	11	Social media addiction: symptoms and effects	2	
<b>III</b>	<b>Media in group behaviour</b>		<b>11</b>	<b>20</b>
	13	Representation of different social groups in media-minority groups, disabled, gender, persons with mental illness	5	
	14	Psychology of the media audiences	2	
	15	Impact of entertainment industries: Understanding the basics of fan culture	2	
	16	Mass media and political campaign: exit poll, paid news	2	
<b>IV</b>	<b>Media and Advertising</b>		<b>13</b>	<b>15</b>
	17	Media and culture(cultural diversity)	2	
	18	Media and social norms	2	

	19	Media in marketing	2	
	20	Role of psychology in advertising	2	
	21	Cognitive and behavioural effects of advertisement (consumer behaviour, lifestyle, awareness, and attitude)	3	
	22	Use of psychological techniques in advertisements	2	
	<b>Open Ended Module: Role of media psychologist for the social benefits</b>		<b>12</b>	
V	1	Writing a report on the use of social media for the social benefits		
	2	suggesting the ways, strategies, and diverse applications of media psychology in social media		
	3	Practical solutions for social media addiction		
	4	Conduct discussion and debate on the role of media psychologists in post-truth era		

**Books and References:**

- Dill, K. E.(2012). *The Oxford Handbook of Media Psychology*. New York: Oxford University Press.
- Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. Bloomsbury Publishing USA.
- Giles, D. (2003). *Media Psychology*. London: Lawrence Erlbaum Associates, Publishers.
- Harris, R. J., & Sanborn, F. W. (2014). *A cognitive psychology of mass communication* (6th ed.). Routledge/Taylor & Francis Group.
- Lauzen, M.M., Dozier, D.M., Horan, N.(2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200- 214.
- Logan, R.K.(2010). *Understanding New Media. Extending Marshall McLuhan*. New York: Peter Lang Publishing
- Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of technology in behavioral science*, 5, 245-257.<https://doi.org/10.1007/s41347-020-00134-x>
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.

**Suggested readings**

- Bhatia, T. K. (2007). *Advertising & marketing in rural India: Language, culture, and communication*. Macmillan.



**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	3	-	-	2	-	-	-
CO 2	2	-	-	-	2	3	-	-	-	-	-	-
CO 3	3	2	1	-	2	2	-	-	-	-	-	-
CO 4	3	-	-	-	3		-	-	-	3	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/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychology of Advertising</b>				
Type of Course	Minor without Practicum				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	The course will address advertising from the perspective of the psychology seeking to understand it better through the lens of several classic and contemporary theories. This course helps to understand the basic psychological processes of advertising.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Articulate the Origin and Fundamentals of Advertising.	U	F	Instructor-created exams / Quiz
CO2	Develop the skills to evaluate the effectiveness of advertisements from psychological perspectives.	An	P	Practical Assignment
CO3	Analyze the role of attitudes in consumer behavior and their susceptibility to change through exposure to advertisements, considering cognitive, affective, and behavioral components.	An	C	Group discussion/test paper
CO4	Demonstrate knowledge and understanding of social psychological theories of persuasion in domain of advertising.	Ap	C	Seminar presentation

CO5	Understand the historical development and evolution of international advertising.	U	F	Test paper
CO6	Understand ethical issues and dilemmas faced by advertisers.	U	C	Test paper/Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
<b>I</b>	<b>Introduction to Advertisement Psychology 15 Hours</b>		<b>14</b>	<b>20</b>
	1	Definition of advertising.	1	
	2	Advertising's Basic Functions.	1	
	3	Key Components of Advertising.	2	
	4	Common Types of Advertising.	3	
	5	Changes in the Practice of Advertising.	2	
	6	The origins of modern day advertising.	2	
	7	Classic and contemporary approaches of conceptualizing advertising effectiveness.	3	
<b>II</b>	<b>Psychological Processes in Advertising</b>		<b>12</b>	<b>15</b>
	8	The effects of advertising: A psychological perspective	2	
	9	Dynamics of Attention, Comprehension, and Reasoning for advertisements,	3	
	10	Perceptual factors in Advertising.	3	
	11	Role of emotion and in advertising.	2	
	12	Role of motivation in advertising.	2	
<b>III</b>	<b>Changing Consumer Attitudes with Advertising</b>		<b>12</b>	<b>20</b>
	13	Attitudes and attitude changes with the influence of advertisements.	2	
	14	The attitude-behaviour relationship	1	
	15	Role of compliance; social influence and compliance without pressure	2	
	16	Principles of Reciprocity, Commitment, Social Validation, Liking, Authority, Scarcity and Confusion	3	
	17	Theories of persuasion: Yale reinforcement approach, McGuire's information processing model, Cognitive response model, Dual process theories of persuasion	4	

<b>IV</b>	<b>International Advertising and Creating Brand</b>		<b>10</b>	<b>15</b>
	18	Emergence of International Advertising	2	
	19	New media of advertising	2	
	20	Advertising in Multicultural Environment	2	
	21	Ethics in Advertising	2	
	22	Integrated marketing communication and marketing mix.	2	
<b>V</b>	<b>Exploring the Dynamics of Advertising</b>		<b>12</b>	
		<p>4. Advertising Analysis: Select a recent advertisement from various media platforms (e.g., television, print, digital, social media) and conduct a comprehensive analysis. Evaluate the use of psychological principles such as persuasion, attention, and emotion. Identify the target audience, message strategy, and effectiveness of the advertisement in achieving its objectives.</p> <p>5. Consumer Behavior Case Study: Choose a brand and investigate its advertising strategies over time. Analyze how these strategies influence consumer behavior, attitudes, and perceptions. Discuss the role of advertising in shaping brand identity and consumer loyalty.</p> <p>6. Critical Review of Advertising Literature: Select academic articles or books on the psychology of advertising and critically review their key arguments, methodologies, and findings. Synthesize insights from multiple sources to deepen the understanding of advertising psychology.</p>		

**Books and References:**

Fennis, B. M., & Stroebe, W. (2015). *The Psychology of Advertising*. New York: Psychology Press.

Andrew, A. Mitchell. (1993). *Advertising Exposure, Memory and Choice*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Linda, F. Alwitt & Andrew, A. Mitchell. (1985). *Psychological Processes and Advertising Effects: Theory, Research, and Applications*. Lawrence Erlbaum Associates. Hillsdale, NJ. London.

**Suggested Readings**

Roloph, M.E. & Miller, G.R. (Eds) (1980). *Persuasion: New Directions in Theory and Research*. Sage. N.Y.

Eddie. M. Clark, Timothy.C. Brock, & David W. Stewart. (1994). *Attention, Attitude and Affect in Response to Advertising*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Pospisil, Jan. (2009). Advertising and New Media. *Information, Communication & Society*. 12.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal

assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	2	1	-	1	2	-	-	-	1	1	-
CO 3	2	-	1	-	1	2	-	1	1	2	-	1
CO 4	2	-	1	-	3	2	1	2	-	-	-	-
CO 5	1	-	-	1	-	3	1	1	1	-	-	1
CO 6	-	-	-	3	-	1	-	-	-	-	3	-

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programing Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychological First Aid</b>				
Type of Course	Minor Without Practicum				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	The course explains the set of skills and knowledge that can be used to help people who are in distress. It also describes self care practices which help the students to apply in their own lives.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand key concepts related to PFA	U	F,C	Assignments/Quiz
CO2	The students will be able to understand the psychological consequences of trauma	U	F, C	Assignments/Quiz
CO3	The students will be able to understand the reactions of disasters	U	F,C,P	Assignments/Quiz/Internal Exams
CO4	The students will be able to learn and apply psychological first aid	Ap	F,C,P	Assignments/Quiz/Internal Exams
CO5	The students will be able to apply self-care strategies	Ap	F,C,P	Assignments/Quiz/Internal Exams

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

### Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks 70
<b>I</b>	<b>Introduction to Psychological first aid</b>		<b>10</b>	<b>18</b>
	1	Defining Psychological first aid	2	
	2	Core competencies of psychological first aid	3	
	3	Community Based Psychological first Aid	3	
	4	Art of Helping-Characteristics of helpers	2	
<b>II</b>	<b>Psychological consequences of trauma and reactions to disasters</b>		<b>12</b>	<b>18</b>
	5	Post-Traumatic Stress disorder	2	
	6	Substance abuse, Depression, Panic disorder, GAD	2	
	7	Types of disasters-Natural disasters,	2	
	8	Human made disasters	2	
	9	Technological disasters	2	
	10	War related syndromes	2	
<b>III</b>	<b>RAPID Model</b>		<b>15</b>	<b>18</b>
	11	When and how to refer- RAPID Model- Reflective Listening	3	
	12	Assessment	3	
	13	Psychological Triage.	3	
	14	Intervention Tactics to Stabilize and Mitigate Acute Distress	3	
	15	Disposition and Facilitating Access to Continued Care.	3	
<b>IV</b>	<b>Self-Care</b>		<b>11</b>	<b>16</b>
	16	<b>Need for self-care-</b> Vicarious Traumatization,	2	
	17	Secondary Traumatic Stress, Burn Out	2	
	18	Compassion Fatigue	1	
	19	Self-Care Practises-Organisational Practices	1	
	20	Basic Self-Care Behavioural Elements	1	
	21	Spiritual/Religious Care	1	
	22	Other Self-care Strategies	3	
<b>V</b>	<b>Self-care Practices</b>		<b>12</b>	
		Develop different plans for self-care Develop a module of psychological first aid in case of various emergencies with reference to Kerala context	12	
<b>Books and References</b>				
Everly G.S., Jr., & Lating, J.M (2017). The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press. Baltimore.				

Jacobs, G. A. (2016).Community-based Psychological First aid -A Practical Guide to Helping Individuals and Communities During Difficult Times. Butterworth-Heinemann ,Oxford OX5 1GB, UK

World Health Organisation(2013). Psychological first aid: Facilitator’s manual for orienting field worker

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed for practical exposure. The 20 marks for the evaluation of practicum will be based on Module V. Internal assessments (30 marks) are split between the vth module (10 marks) and the first four modules (20 marks).The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	3	1	1	3	3	1	2	1	3	2	2
CO 2	3	3	2	2	2	3	2	2	2	2	1	-
CO 3	3	2	2	2	1	2	1	2	1	2	1	3
CO 4	3	2	2	2	1	2	2	3	2	2	1	-
CO5	2	1	2	1	3	2	1	2	1	2	1	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal exam Exam
- Programming Assignments (20%)
- Final Exam (70%)



**Mapping of COs to Assessment Rubrics :**

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



**MINOR GROUP 4 -DYNAMICS OF BEHAVIOUR**

**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Psychology Unveiled: Understanding Human Behaviour(with practicum)</b>				
Type of Course	Minor with Practicum				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	The course provides insights to understand the meaning of behaviour, and various perspectives of psychology. The students can have a comprehensive understanding of various aspects influencing human behaviour.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to develop an understanding on foundations of Psychology and research methods in Psychology	U	F	Quiz
CO2	The students will be able to describe the memory processes, types of memory and theoretical perspectives of memory	U	F,C	Assignment/ created exams
CO3	The students will be able to explain the basic principles of motivation and emotion	U	F,C	Assignment/ Quiz
CO4	The students will be able to explain the theoretical perspectives of learning	A	F,C	Assignments/ Quiz/Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (45 +30 )</b>	<b>Marks 70</b>
<b>I</b>	<b>Introduction to Psychology</b>		<b>10</b>	<b>15</b>
	1	Psychology-Definition .	1	
	2	Goals of Psychology	1	
	3	A brief history of Psychology	1	
	4	Schools of Psychology- Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalytic psychology, Cognitive perspective, Humanistic perspective.	3	
	5	Methods in Psychology-Observation method, Interview method, Case study, Surveys, Correlation method Experimental Method	4	
<b>II</b>	<b>Memory</b>		<b>10</b>	<b>15</b>
	6	Key processes in memory-Encoding, Storage and Retrieval.	2	
	7	Atkinson Shiffrin models of memory -Sensory memory, STM, Working memory and LTM,	2	
	8	Types of memory-Declarative versus procedural memory,	2	
	9	Retrospective versus prospective memory, Semantic versus Episodic memory, Flashbulb memories, Chunking	2	
	10	Forgetting-Encoding Fails, Retrieval fails, Memory storage fails, Interference, State Dependent learning,	2	
<b>III</b>	<b>Motivation and Emotion</b>		<b>10</b>	<b>20</b>
	11	Motivation- Definition, Model of motivation	1	
	12	Types of motives-Biological, Psychosocial	2	
	13	Theories of Motivation-Drive theory, Incentive theory, Evolutionary theory	2	
	14	Hierarchy of needs theory	1	
	15	Emotion- definition, Nature of emotions	1	
	16	Theories of emotion-James Lange theory, Cannon Bard theory, Schachter's theory, Evolutional theory, Emotional Appraisal theory and Facial feedback hypotheses	3	
<b>IV</b>	<b>Learning and Personality</b>		<b>15</b>	<b>20</b>
	17	Learning-Definition , Nature and Determinants of learning	2	
	18	Associative learning-Classical conditioning-Basics of classical conditioning- Pavlov's experiment-	2	
	19	Principles of classical conditioning-Extinction, Acquisition, Generalisation, Discrimination and Spontaneous recovery	3	

	20	Operant conditioning- Basics of Operant Conditioning- Reinforcement and Punishment.	3	
	21	Social learning-Observational learning	1	
	22	Personality-Definition, Psychoanalytic theory and Humanistic theories of personality	4	
<b>V</b>		<b>Practicum</b>	<b>30</b>	
	1	Conduct an experiment to measure the effect of knowledge of result	2	
	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	2	
	3	Determine the level of aspiration of the subject	2	
	4	Each student is assigned to develop a mnemonic strategy to enhance memory	4	
	5	Conduct an experiment to measure Immediate memory span	2	
	6	Applications of learning principles: Instruct the students to analyse the practical applications of learning principles and submit a report.	6	
	7	Submit a report based on Research methods in Psychology: Assign the students to carry out any two or three research methods in psychology and submit reports	8	
	8	Discuss some of the Motivation enhancement strategies. Analyse the concept of self-actualisation and write a report on the biography of self actualized personalities	4	

#### **Books and References**

Baron, R.A. (2018). Psychology, 5th ed. Pearson education.

Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. Mc Graw Hill Inc.

Coon, D. & Mitterer, J.O. (2013). Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning

Feldman, R. (2011). Understanding Psychology, 10th edition. Tata McGraw Hill.

Weiten, W. (1998). *Psychology: Themes and variations* (4th ed.). Thomson Brooks/Cole Publishing Co.

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed for practical exposure. Internal assessments (30 marks) are split between the practicum module (20 marks) and the first four modules (10 marks). The end- semester examination for the theory part will be based on the 22 units in the first four

modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	1	1	1	3	1	2	1	3	2	-
CO 2	3	3	2	2	2	3	2	2	2	2	-	-
CO 3	3	2	2	2	1	2	1	2	1	2	3	3
CO 4	3	2	2	2	1	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Foundations of Abnormal Behaviour</b>				
Type of Course	Minor with Practicum				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	This course aims to provide students with a comprehensive understanding of abnormal behavior and various psychological disorders.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the meaning of Abnormal Behaviour.	U	F,C	Instructor-created exams / Quiz
CO2	Explain the clinical characteristics of Schizophrenia and Mood Disorders.	U	F,C	Assignment /Quiz
CO3	Recognize the symptoms associated with Somatic and Dissociative Disorders.	U	F,C	Group discussion/test paper
CO4	Define and distinguish anxiety, obsessions, stress, and their respective disorders.	U	F,C	Seminar presentation

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (45 +30)	Marks (70)
<b>I</b>	<b>Abnormality and Schizophrenia</b>		<b>11</b>	<b>17</b>
	1	Meaning of Abnormality	2	
	2	DSM V and Definition of mental disorder.	2	
	3	Schizophrenia. Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behaviour,	2	
	4	Positive and Negative Symptoms	1	
	5	Schizoaffective Disorder	1	
	6	Schizophreniform Disorder	1	
	7	Delusional Disorder.	2	
<b>II</b>	<b>Mood Disorder</b>		<b>12</b>	<b>18</b>
	8	Unipolar disorder	1	
	9	Major depressive disorder, persistent depressant disorder,	3	
	10	Specifiers of MDD.	2	
	11	Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia	2	
	12	Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury	4	
<b>III</b>	<b>Anxiety, obsession, stress and their disorders</b>		<b>11</b>	<b>20</b>
	13	Anxiety disorder: fear and anxiety.	1	
	14	Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.	2	
	15	Obsessive, compulsive and related disorders	2	
	16	Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation.	3	
	17	Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; acute stress disorder.	3	
<b>IV</b>	<b>Somatic Symptoms and Dissociative disorders</b>		<b>11</b>	<b>15</b>
	18	Somatic Symptom and related disorders: somatic symptom disorder	2	
	19	Conversion disorder, illness anxiety disorder,	3	
	20	Factitious disorder Conversion Disorder	2	
	21	Dissociative Disorders - Depersonalization/ Derealisation Disorder,	2	
	22	Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID)..	2	
<b>V</b>	<b>Practicum</b>		<b>30</b>	

1	Case Study Analysis: Provide students with a case study depicting an individual exhibiting symptoms of a specific psychological disorder (e.g., depression, anxiety disorder, schizophrenia).	8	
2	Encourage students to collaborate on a community outreach project aimed at raising awareness about mental health issues and reducing stigma associated with psychological disorders.	6	
3	Design and implement an awareness campaign focused on destigmatizing mental health issues related to abnormal psychology. This could include creating posters, informational brochures, social media campaigns, or organizing events such as panel discussions or guest speakers.	6	
4	Students can select and discuss movies, documentaries, or literature that portray characters dealing with mental health issues.	6	
5	Assessment of Anxiety of a subject	2	
6	Assess the personality type of a student	2	

### Books and References:

- Barlow, D.H. & Durand, V.M. (2015). (2015). Abnormal Psychology: An Integrative Approach (7th ed.). Cengage Learning , Canada.
- Butcher, J. N.,Hooley, J. M.,&Mineka, S. (2014). Abnormal Psychology (16th ed.).U.S.A :Pearson Education, Inc.
- Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10thed.). Newyork :Harper Collins College Publishers.
- Seligman, M. E. P., Walker, E. P.,&Rosenhan , D. L. (2001). Abnormal Psychology (4thed.). Newyork : W. W. Norton & Company, Inc.

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one.. The 20 marks for the evaluation of practicum will be based on Module V. Internal assessments (30 marks) are split between the practicum module (20 marks) and the first four modules (10 marks).The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	1	-	1	1	2	-	1	-	1	1	1
CO 2	2	1	-	-	1	2	-	1	-	-	1	1
CO 3	2	1	-	-	1	2	-	1	-	-	1	1
CO 4	2	1	-	-	1	2	-	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
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Social Behaviour</b>				
Type of Course	<b>Minor without practicum</b>				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the fundamentals of social psychology, exploring the concept of social perception and influence, group behaviour, and learning social experiments.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basics actions and responsibilities of psychologist in social setting	U	C	Instructor-created exams / Quiz
CO2	Understand the influence of society on human behaviour	U	F	Discussion/ Writing reflective journals/ Assignments
CO3	Understand the psychological components of social phenomena	U	C	Assignment / Observation of social events
CO4	Demonstrate a few social experiments and conduct group and individual presentations on social issues	Ap, An	F, P	Discussion / Assignments/ internal examination

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs	Marks
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		(48+12)	(70)	
<b>I</b>	<b>Basics of social psychology</b>		<b>10</b>	<b>17</b>
	1	What is social Psychology: Definition and nature Scope of social psychology	4	
	2	Applying social psychology to education (teacher-student interaction, improving student performances)	3	
	3	Applying social psychology to health(Promoting health, preventing illness and changing health behaviour)	3	
<b>II</b>	<b>Understanding of the fundamentals of social perception and influence</b>		<b>14</b>	<b>18</b>
	4	Introduction to social perception	1	
	5	Basics of attribution. Theories of attribution: correspondence inference theory, Kelly's theory	3	
	6	Attribution biases(fundamental attribution error, actor-observer effect, self-serving bias)	2	
	7	Formation of attitudes	1	
	8	Forms and channels of communication Impression formation and management	4	
	9	Types of social influences: compliance, conformity, obedience (obedience to authority), destructive obedience	3	
<b>III</b>	<b>Group behaviour and marginalization</b>		<b>14</b>	<b>20</b>
	10	Role of groups in our social life	2	
	11	Different types of groups (primary, secondary, in-groups, out-groups)	2	
	12	Effects of being in a crowd	1	
	13	Leadership styles (Autocratic, democratic, laissez-faire) Leadership theories- Great man theory, trait theory, transformational theory, contingency theory	4	
	14	How stereotypes, prejudice, and discrimination are developed	2	
	15	Techniques to counter prejudice and discrimination	2	
	16	Social facilitation and social loafing	1	
<b>IV</b>	<b>Interpersonal attraction and helping behaviour</b>		<b>10</b>	<b>15</b>
	17	Why do people help each other	1	
	18	Responding to emergencies/crises	1	
	19	Theories of prosocial behaviour(Empathy altruism model, negative state relief model, empathic joy	3	

		hypothesis, genetic determinism		
	20	Types of interpersonal relationships: Family, friendship, marriage, romantic relationships, work relationship	2	
	21	Factors contributing to interpersonal attraction (proximity, physical attractiveness, exposure effect, reciprocal liking)	2	
	22	Love- Triangular Model of Love.	1	
<b>V</b>	<b>Demonstration of social experiments and facilitation of individual and group interaction</b>		<b>12</b>	
	<b>Conduct any two of the following:</b> <ol style="list-style-type: none"> <li>1. Conduct any social experiments and write a field report (any type of social influence, attribution, social loafing, or social facilitation)</li> <li>2. Conduct group interaction on the impact of artificial intelligence on social behaviour</li> <li>3. Presentation on social psychology in solving social problems (poverty, child abuse, communal violence, corruption, discrimination based on caste, religion, race, and gender)</li> <li>4. Any activities based on any principles of social psychology can also be carried out by the respective teaching faculties</li> </ol>			
<b>Books and References:</b>				
Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). <i>Social Psychology</i> (12 <sup>th</sup> ed.). Pearson Education.				
Baron, R.A., & Byrne, D. (2002). <i>Social Psychology</i> (10 <sup>th</sup> ed.). Pearson Education.				
Chaube, S.P., & Chaube, A. (2006). <i>Groundwork for Social Psychology</i> (Vol.1). Neelkamal Publications Pvt.Ltd.				
Feldman, R.S. (2001). <i>Social Psychology</i> (3 <sup>rd</sup> ed.). Pearson Education.				
Lepore S.J. (2012). Crowding: Effects on Health and Behavior. In: V.S. Ramachandran (ed.) <i>The Encyclopedia of Human Behavior</i> (pp. 638-643). Academic Press. <a href="https://doi.org/10.1016/B978-0-12-375000-6.00117-8">https://doi.org/10.1016/B978-0-12-375000-6.00117-8</a> .				
Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). <i>Social Psychology</i> . Thomson Wadsworth Publication.				
Myers, D.G. (1999). <i>Social Psychology</i> (7 <sup>th</sup> ed.). Pearson Education				
Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). <i>Applied social psychology: Understanding and addressing social and practical problems</i> . Sage Publications, Inc.				

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules

(20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	2	-	3	-	-	-	-	-	-
CO 2	3	2	-	-			2	-	-	2	-	-
CO 3	3	-		-	2		2	-	-	2	-	-
CO 4	3	2	2	-	2		2	2	-	2	2	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment/ quiz/ seminar	Discussion/ Observation	Project/ Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2		✓	✓		✓
CO 3		✓	✓		✓
CO 4	✓	✓	✓		

## MINOR GROUP 5- RECENT TRENDS IN PSYCHOLOGY



### CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

#### BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	<b>Media Psychology</b>				
Type of Course	Minor Without Practicum				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	Nil				
Course Summary	It highlights the relevance of media psychology, the effects of media on diverse individual and group behaviour, and the role of media psychologists for social benefits.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles and theories of media psychology	U	C	Instructor-created exams / Quiz
CO2	Understand the psychological effects of media	U	C	Discussion/Writing reflective journals
CO3	Understand the techniques involved in media to get public attention	U	C	Assignment / Observation of social events
CO4	Propose the benefits of social media for the social cause	Ap	C	Discussion /Assignments

CO5	Initiate discussions and debates regarding the role of media psychologists in post-truth era	An	F, C	Discussion/assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
<b>I</b>	<b>Basics of media psychology</b>		<b>12</b>	<b>20</b>
	1	What is media: types and characteristics	2	
	2	Development of the field of media Psychology	2	
	3	Need for media Psychology	2	
	4	Practicing media psychology	2	
	5	Research methods in media psychology	2	
	6	Media psychology and related disciplines	2	
<b>II</b>	<b>Media on human behaviour</b>		<b>12</b>	<b>15</b>
	7	Media Violence and Consequences	2	
	8	Effects of Pornography	2	
	9	Media and prosocial behaviour	2	
	10	Social networking sites: pros and cons	2	
	11	Social media addiction: symptoms and effects	2	
	12	Social media and mental health: Benefits and risks	2	
<b>III</b>	<b>Media in group behaviour</b>		<b>11</b>	<b>20</b>
	13	Representation of different social groups in media-minority groups, disabled, gender, persons with mental illness	5	
	14	Psychology of the media audiences	2	
	15	Impact of entertainment industries: Understanding the basics of fan culture	2	
	16	Mass media and political campaign: exit poll, paid news	2	
<b>IV</b>	<b>Media and Advertising</b>		<b>13</b>	<b>15</b>
	17	Media and culture(cultural diversity)	2	

	18	Media and social norms	2	
	19	Media in marketing	2	
	20	Role of psychology in advertising	2	
	21	Cognitive and behavioural effects of advertisement (consumer behaviour, lifestyle, awareness, and attitude)	3	
	22	Use of psychological techniques in advertisements	2	
	<b>Open Ended Module: Role of media psychologist for the social benefits</b>		<b>12</b>	
V		<ol style="list-style-type: none"> <li>1. Writing a report on the use of social media for the social benefits</li> <li>2. suggesting the ways, strategies, and diverse applications of media psychology in social media</li> <li>3. Practical solutions for social media addiction</li> <li>4. Conduct discussion and debate on the role of media psychologists in post-truth era</li> </ol>		

**Books and References:**

Dill, K. E.(2012). *The Oxford Handbook of Media Psychology*. New York: Oxford University Press.

Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. Bloomsbury Publishing USA.

Giles, D. (2003). *Media Psychology*. London: Lawrence Erlbaum Associates, Publishers.

Harris, R. J., & Sanborn, F. W. (2014). *A cognitive psychology of mass communication* (6th ed.). Routledge/Taylor & Francis Group.

Lauzen, M.M., Dozier, D.M., Horan, N.(2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200- 214.

Logan, R.K.(2010). *Understanding New Media. Extending Marshall McLuhan*. New York: Peter Lang Publishing

Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of technology in behavioral science*, 5, 245-257.<https://doi.org/10.1007/s41347-020-00134-x>

Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.

**Suggested readings**

Bhatia, T. K. (2007). *Advertising & marketing in rural India: Language, culture, and communication*. Macmillan.

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed



modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	3	-	-	2	-	-	-
CO 2	2	-	-	-	2	3	-	-	-	-	-	-
CO 3	3	2	1	-	2	2	-	-	-	-	-	-
CO 4	3	-	-	-	3		-	-	-	3	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/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Understanding Psychological First Aid</b>				
Type of Course	Minor with Practicum				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	The course explains the set of skills and knowledge that can be used to help people who are in distress. It also describes self-care practices which help the students to apply in their own lives..				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand key concepts related to PFA	U	F,C	Assignments/ Quiz
CO2	The students will be able to understand the psychological consequences of trauma	U	F,C	Assignments/ Quiz
CO3	The students will be able to understand the reactions of disasters	U	F,C,P	Assignments/ Quiz/Internal Exams
CO4	The students will be able to learn and apply psychological first aid	Ap	F,C,P	Assignments/ Quiz/Internal Exams
CO5	The students will be able to apply self-	Ap	F,C,P	Assignments/ Quiz/Internal

	care strategies			Exams
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**Detailed Syllabus:**

Module	Unit	Content	Hrs (45 +30 )	Marks 70
<b>I</b>	<b>Introduction to Psychological first aid</b>		<b>10</b>	<b>18</b>
	1	Defining Psychological first aid	2	
	2	Core competencies of psychological first aid	3	
	3	Community Based Psychological first Aid	3	
	4	Art of Helping-Characteristics of helpers	2	
<b>II</b>	<b>Psychological consequences of trauma and reactions to disasters</b>		<b>12</b>	<b>18</b>
	5	Post Traumatic Stress disorder	2	
	6	Substance abuse, Depression, Panic disorder, GAD	2	
	7	Types of disasters-Natural disasters,	2	
	8	Human made disasters	2	
	9	Technological disasters	2	
	10	War related syndromes	2	
<b>III</b>	<b>RAPID Model</b>		<b>15</b>	<b>18</b>
	11	When and how to refer- RAPID Model- Reflective Listening	3	
	12	Assessment	3	
	13	Psychological Triage	3	
	14	Intervention Tactics to Stabilize and Mitigate Acute Distress	3	
	15	Disposition and Facilitating Access to Continued Care.	3	
<b>IV</b>	<b>Self-Care</b>		<b>8</b>	<b>16</b>
	16	<b>Need for self-care-</b> Vicarious Traumatization,	2	
	17	Secondary Traumatic Stress	1	
	18	Burn out	1	
	19	Compassion Fatigue	1	
	20	Self-Care Practises-Organisational Practices	1	
	21	Basic Self-Care Behavioural Elements,	1	
22	Spiritual/Religious Care	1		
<b>V</b>	<b>Practicum</b>		<b>30</b>	

	Demonstration of breathing technique, Demonstration of PFA (Relevant videos and practical session) RAPID model (Relevant videos and practical sessions) and prepare a self-report based on both PFA Develop different plans for self-care Develop a module of psychological first aid in case of various emergencies with reference to Kerala context	18       12	
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### Books and References

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

Jacobs, G. A. (2016). Community-based Psychological First aid -A Practical Guide to Helping Individuals and Communities During Difficult Times. Butterworth-Heinemann ,Oxford OX5 1GB, UK

World Health Organisation (2013). Psychological first aid: Facilitator’s manual for orienting field worker.

**Note:** The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one.. The 20 marks for the evaluation of practicum will be based on Module V. Internal assessments (30 marks) are split between the practicum module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination

### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	3	1	1	3	3	1	2	1	3	2	2
CO 2	3	3	2	2	2	3	2	2	2	2	1	-
CO 3	3	2	2	2	1	2	1	2	1	2	1	3
CO 4	3	2	2	2	1	2	2	3	2	2	1	-
CO5	2	1	2	1	3	2	1	2	1	2	1	2

### Correlation Levels:

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal exam Exam
- Programming Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

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



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Foundations of Psychological Well-being</b>				
Type of Course	Minor Without Practicum				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the basics of wellbeing, happiness, gratitude, humour, its resilience aspects and how to enhance wellbeing through mindfulness, stress management, and emotional regulation.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of well- being	U	C	Instructor-created exams / Quiz
CO2	Understand different virtues for the psychological wellbeing	U	C	Discussion/ Seminar/Assignments
CO3	Understand the role of happiness in well-being	U	F,C	Assignment /Discussion/Debate
CO4	Apply the concept of well-being in tackling daily life problems	Ap, An	F, P	Discussion /Assignments /internal examination / infographics

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)

Metacognitive Knowledge (M)

## Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
<b>I</b>	<b>Basics of psychology of well- being</b>		<b>14</b>	<b>22</b>
	1	Basic principle of positive psychology	2	
	2	What is well-being? Definition	1	
	3	Components of well -being- Subjective, psychological, emotional, and social well-being	3	
	4	Factors influencing well-being	3	
	5	Significance of well-being	1	
	6	Key theories of well -being:Hedonism, desire theories, objective list theories	3	
	7	Well-being and life satisfaction	1	
<b>II</b>	<b>Concept of happiness</b>		<b>11</b>	<b>18</b>
	8	Happiness: Significance	1	
	9	Happiness: causes of happiness	2	
	10	Happiness over the life span	2	
	11	Gender and happiness	1	
	12	Relationships and happiness: marriage, kinship, friendship, acquaintances	2	
	13	Happiness and life satisfaction	1	
	14	Happiness and culture	2	
<b>III</b>	<b>Understanding the concepts of gratitude, forgiveness, mindfulness, and intervention to enhance well -being</b>		<b>15</b>	<b>20</b>
	15	Gratitude- meaning Nonviolent way of expressing gratitude	3	
	16	How to express gratitude around the world? Why gratitude is important	4	
	17	Mental health through forgiveness.	3	
	18	Benefits of mindfulness	2	
	19	Interventions and exercises to increase well-being	3	
<b>IV</b>	<b>Understanding the concepts of humour and resilience</b>		<b>8</b>	<b>12</b>
	20	Humour and well -being Humour and anger management	3	
	21	Emotion regulations	2	
	22	Resilience: components and significance	3	

	<b>Developing well-being through mindfulness, stress management, and emotional regulation</b>	<b>12</b>	
V	<ol style="list-style-type: none"> <li>1. Find out the practical methods of emotional regulations and present them through infographics or video presentations.</li> <li>2. Observe in natural settings and report the relevance of emotional intelligence in day-to-day life</li> <li>3. Drawing of a gratitude tree to express appreciation of certain things and peoples in our life.</li> <li>4. Demonstration of any two stress management techniques (breathing exercise, yoga, meditation, or mindfulness exercises)</li> </ol>		

**Books and References:**

Carr, A. (2011). *Positive Psychology: The Science of Happiness & Human strengths* (2<sup>nd</sup> Ed.). Routledge.

Floyd, S., Rossi, G., Baranova, J., Blythe, J., Dingemane, M., Kendrick, K. H., ... & Enfield, N. J. (2018). Universals and cultural diversity in the expression of gratitude. *Royal Society open science*, 5(5), 180391. <https://doi.org/10.1098/rsos.180391>

Hupper, F. A., Baylis, N., & Keverne, B. (2005). *The science of well-being*. Oxford Scholarship.

Raj, P., Elizabeth, C. S., & Padmakumari, P. (2016). Mental health through forgiveness: Exploring the roots and benefits. *Cogent Psychology*, 3(1). <https://doi.org/10.1080/23311908.2016.1153817>

Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: life-changing tools for healthy relationships*. Puddle Dancer Press.

Maddux, J. E. (2018). *Subjective Wellbeing and Life Satisfaction*. New York: Routledge.

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

Torres-Marín, J., Navarro-Carrillo, G., & Carretero-Dios, H. (2018). Is the use of humor associated with anger management? The assessment of individual differences in humor styles in Spain. *Personality and Individual Differences*, 120, 193-201. <https://doi.org/10.1016/j.paid.2017.08.040>

Watkins, P. C. (2013). *Gratitude and the good life: Toward a psychology of appreciation*. Springer Science & Business Media.

**Suggested reading:**

Buss, D. M. (2000). The evolution of happiness. *American Psychologist*, 55(1), 15-23. <https://doi.org/10.1037/0003-066X.55.1.15>

Ghosh, M. (2014). *Health Psychology: Concepts in Health and Well-being*. Pearson Education India.



**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	-	3	-	-	-	-	-	
CO 2	2	2	-	2		3	2	-	-	2	2	-
CO 3	2	-	-	-	-	3	-	-	3	2	-	3
CO 4	3	3	2	-	-		-	3	-	2	2	-

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment /quiz/seminar	Discussion/ Observation	Project/ Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓	✓		✓
CO 4	✓	✓	✓		