THE MAHATMA GANDHI UNIVERSITY

UNDER GRADUATE PROGRAMMES
(HONOURS) SYLLABUS

MGU-UGP (Honours)

(2024 Admission Onwards)

Faculty: **Behavioural Science**

BoS: **Psychology**

Programme: **Bachelor of Science (Honours)**

Psychology

Mahatma Gandhi University
Priyadarshini Hills
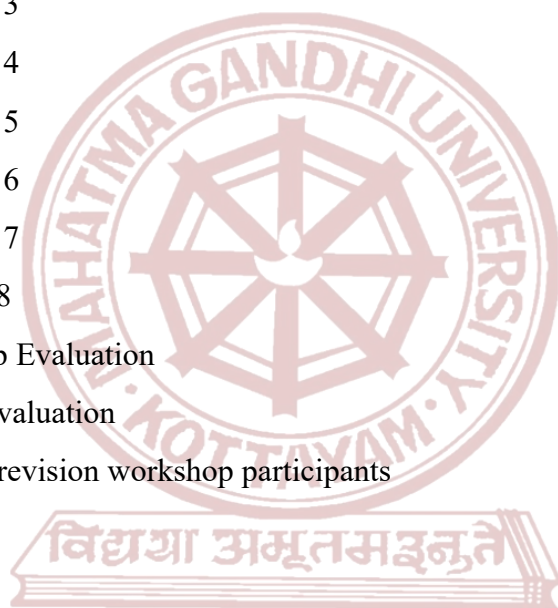**Kottayam – 686560, Kerala, India**

MGU-UGP (HONOURS)

Syllabus

Contents

Preface

This syllabus is crafted in alignment with the recommendations of National Education Policy (NEP) 2020, to initiate the transformative implementation of Four Year Under Graduate Programme (FYUGP) across colleges in Mahatma Ghandhi University, Kottayam. The NEP 2020 serves as the guiding framework for educational reform, emphasizing flexibility, multidisciplinary learning, and a holistic approach to knowledge acquisition. This psychology degree program is designed to embrace and incorporate the key tenets of the NEP 2020, ensuring that it resonates with the evolving landscape of higher education. Psychology as an Under Graduate (UG) Programme will be introduced for the first time in colleges under Mahatma Ghandhi University w.e.f. 2024-25.

The NEP 2020 envisions an education system that is broad-based, flexible, and seamlessly integrated across disciplines. In response to this directive, our psychology syllabus fosters a multidisciplinary approach, encouraging students to explore the intersections of psychology with other fields and disciplines. The curriculum incorporates diverse perspectives, drawing connections between psychological theories and insights from related disciplines to provide a holistic understanding of human behavior and cognition.

The NEP 2020 advocates for a flexible and learner-centric education system, promoting the personalization of learning pathways to cater to individual interests and aptitudes. This syllabus acknowledges and integrates this principle by providing elective modules and opportunities for Psychology Honors and Psychology with Research in the fourth year, allowing students to tailor their academic journey based on their unique interests within the expansive field of psychology. The syllabus is designed in such a way that an exit after three year is possible.

The syllabus places a strong emphasis on the development of critical skills, including analytical thinking, problem-solving, and effective communication. The syllabus is designed to nurture these skills through a combination of rigorous coursework, research projects, and collaborative endeavours, preparing students not only for academic success but also for the demands of a rapidly evolving professional landscape. It is our collective aspiration that this psychology syllabus, shaped by the principles of the NEP 2020, will serve as a catalyst for fostering a generation of well-rounded, adaptable, and critically reflective individuals, equipped to contribute meaningfully to society and address the challenges of the 21st century.

Board of Studies members

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2. Ms. Chinchu Rani Vincent
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6. Ms. Maya Menon
7. Dr. Sonia George

External Expert

Prof. (Dr.) Bindu P

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Syllabus Index

Name of the Major: **Psychology**

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG1DSCPSY100	Psychology for personal growth	DSC A	4	5	3	0	2	0
MG1MDCPSY100	Communicate with confidence	MDC	3	4	2	0	2	0
MG1MDCPSY101	Psychology of sports and exercise							

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Other

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG2DSCPSY100	Psychology as a profession	DSC A	4	5	3	0	2	0
MG2MDCPSY100	Psychology of friendship and love	MDC	3	4	2	0	2	0
MG2MDCPSY101	Psychology of advertisement							

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

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Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG3DSCPSY200	Foundations of psychology	DSC A	4	5	3		2	
MG3DSCPSY201	Child development	DSC A	4	5	3		2	
MG3DSEPSY200	Biopsychology	DSE	4	4	4			
MG3DSEPSY201	Positive psychology							
MG3DSCPSY202	Psychological First Aid	DSC B	4	5	3		2	
MG3MDCPSY200	The science of well-being	MDC	3	3	3			
MG3VACPSY200	Psychological wellness	VAC	3	3	3			

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG4DSCPSY200	Fundamentals of cognitive operations	DSC A	4	5	3		2	
MG4DSCPSY201	Self and social interactions	DSC A	4	5	3		2	
MG4DSEPSY200	Exploring health psychology	DSE	4	4	4			
MG4DSEPSY201	Community							
MG4DSCPSY202	Psychology of marketing and advertisements	DSC B	4	5	3		2	
MG4VACPSY200	Social values for enhancing human dignity	VAC	3	3	3			
MG4SECPSY200	Upskill self	SEC	3	3	3			
MG4INTPSY200	Internship		2					

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

Semester: 5

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG5DSCPSY300	Dynamics of research in psychology	DSC A	4	4	4			
MG5DSCPSY301	Individual behavior in organization	DSC A	4	5	3		2	
MG5DSCPSY302	Fundamentals of abnormal psychology	DSC A	4	5	3		2	
MG5DSEPSY300 MG5DSEPSY301	School psychology Blooming through adolescence	DSE	4	4	4			
MG5DSEPSY302 MG5DSEPSY303	Indian psychology Community psychology and development	DSE	4	4	4			
MG5SECPSY300	Writing and Formatting Skills	SEC	3	3	3			

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

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Semester: 6

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG6DSCPSY300	Applied social psychology: Diverse perspectives	DSC A	4	5	3		2	
MG6DSCPSY301	Foundations of counselling psychology	DSC A	4	5	3		2	
MG6DSEPSY300	Advance research methods of psychology	DSE	4	4	4			
MG6DSEPSY301	Psychology in health care administration and community well-being							
MG6DSEPSY302	Interpersonal dynamics in organization	DSE	4	4	4			
MG6DSEPSY303	Psychopathology beyond the fundamentals							
MG6SECPSY300	Becoming a skilled professional	SEC	3	3	3			
MG6VACPSY301	Ethical framework for Psychologists	VAC	3	4	2		2	

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

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Semester: 7

Course Code	Title of the Course	Type of the Course DCC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG7DCCPSY400	Experimental psychology (practicals)	DCC	4	5	3		2	
MG7DCCPSY401	Cognitive psychology	DCC	4	4	4			
MG7DCCPSY402	Personality	DCC	4	4	4			
MG7DCEPSY400	Applied positive psychology	DCE	4	4	4			
MG7DCEPSY401	Approaches in counselling psychology	DCE	4	4	4			
MG7DCEPSY402	Applications in school psychology	DCE	4	4	4			
MG7DSEPSY403	Beyond the binary dynamics of gender (Those who are opting Psychology as minor)	DSE-B	4	4	4			
MG7DSEPSY404	Forensic psychology (Those who are opting Psychology as minor)	DSE-B	4	4	4			
MG7DSEPSY405	Mind market: unveiling consumer psyche (Those who are opting Psychology as minor)	DSE-B	4	4	4			
MG7DSEPSY406	Exploring the depth of learning and memory (Those who are opting Psychology as minor)	DSE-B	4	4	4			

Semester: 8

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG8DCCPSY400	Psychology of intelligence, learning, motivation and emotion	DCC	4	5	3		2	
MG8DCCPSY401	Counselling in various setting	DCC	4	5	3		2	
MG8DCEPSY400	Athletic excellence through psychology	DCE	4	5	3		2	
MG8DCEPSY401	Psycho- social management of illness	DCE	4	5	3		2	
MG8DCEPSY402	Organization dynamics: the art of adapting	DCE	4	5	3		2	
MG8DCEPSY403	Psychology of greying world: the age of wisdom	DCE	4	5	3		2	
MG8DCEPSY404	Psychological management of mental disorders	DCE	4	5	3		2	
MG8PRJPSY400	Project/Dissertation		12					

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SEMESTER 1

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**PSYCHOLOGY FOR PERSONAL GROWTH**
Type of Course	DSC
Course Code	**MG1DSCPSY100**
Course Level	**100**
Course Summary	Course includes basic psychological concepts focusing on self-perception for personal growth. The happiness and well-being of individuals are presented in view of self-exploration. The psychological mechanisms for behavioural management for personal growth are presented.

Semester	1		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No

1	Understand and apply the basic psychological mechanisms behind personal growth	U, A	1,	
2	Generate interest in the academic pursuit of scientific learning of human behaviour	U	1	
3	Understand the basic concepts of self-confidence and self-development	U	1	
4	Identify and analyse how the states of consciousness and psychological competencies help one for personal growth	U, An	1	
5	Identify and apply the skills and techniques for personal growth and happiness	A, S	1,2,10	
6	Build a sense of self-worth through enhancing emotional, cognitive and social skills	C	4,6,10	
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT
Content for classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1: Self	**15**	
1	1.1	The self-concept and self-esteem - define the concepts. Explain the features of high and low self esteem	4	1, 2
	1.2	Facilitating self-awareness through reflective exercises, JoHari Window, Personal SWOT analysis- Self-assessment: administer self-awareness questionnaires/inventories	4	1, 2
	1.3	Self-development- Parameters to enhance self	4	1, 2
	1.4	Self Confidence, Self-worth, Self-control (Discuss the elements of each concept)	3	1, 2
2		**Module 2: Consciousness**	**15**	
	2.1	Levels of consciousness- altered states of consciousness	4	1, 2
	2.2	Sleep- Stages of Sleep, Sleep disorders (in brief),	4	1, 2

		Psychology of Dreams		
	2.3	Induced state: Hypnosis and Meditation	3	1, 2
	2.4	Mindfulness: Mindful breathing and body awareness-Mindful observation and non-judgmental awareness	4	1, 2
3		**Module 3: Emotional, Social and Cognitive Competence**	**15**	
	3.1	**Emotional Competence** Understanding and expressing emotions; Managing difficult emotions Emotional maturity -Applying emotional intelligence Setting and achieving goals; goal setting technique-SMART goals, Effective time management	6	1, 2, 4, 5
	3.2	**Social Competence** Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates) Intimacy and self-disclosure in Close Relationships Managing interpersonal conflicts Social Skills Assessment	5	1,2 4,5
	3.3	**Cognitive Competence:** Metacognitive strategies - Techniques for overcoming procrastination	4	1,2 4,5
4		**Module 4: Practicum**	30	
	4.1	Creating an activity for students to understand themselves and focus on self-development such as values exploration, strengths and weakness assessment (SWOT analysis), Goal Setting etc. and submit a report on it.	30	4,5
5		**Teacher Specific Content**		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Library work and Group discussion, Demonstration of skills such as hypnosis, different meditation methods,

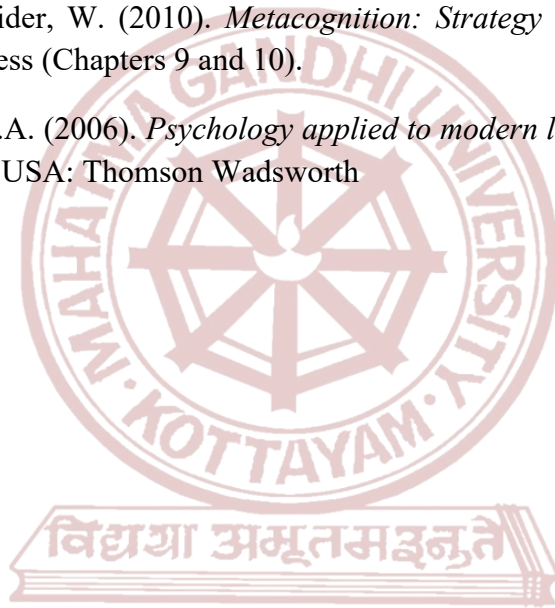|	
	mindfulness practices
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) 30Marks** Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. Assignment Assessment- The Assessment work should be demonstrated and monitored by the faculty. Records should be checked and lab exams need to be conducted. (Any two tasks must be submitted. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End Examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Myers, D. G., & DeWall, N. X. (2023). Psychology in Everyday Life (6th ed.). McMillan Learning.

Strongman,K.T.(2006). *Applying Psychology to Everyday Life: A Beginner's Guide.* University of Canterbury. John Wiley and Sons.

Snyder,C.R& Lopez, S.J.(2002).Handbook of Positive Psychology. New York: Oxford University Press.

Suggested Readings

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in.* (14th ed.). USA: Wadsworth Cengage Learning

Haddon, P. F. (1999). *Mastering personal and interpersonal skills.* London: Thorogood

Robbins, S.P. &Hunsaker, P. L. (2008). *Training in interpersonal skills: Tips for managing people at work.* (5th ed.). New Delhi: PHI Learning

Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26,*113-125.

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction.* New York: Guilford Press (Chapters 9 and 10).

Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life*: *Adjustment in the 21st century.* (8th ed.). USA: Thomson Wadsworth

	Mahatma Gandhi University
	Kottayam

Programme	
Course Name	**COMMUNICATE WITH CONFIDENCE**
Type of Course	MDC
Course Code	**MG1MDCPSY100**
Course Level	**100**
Course Summary	To equip the students to understand and apply communication skills in personal and professional settings

Semester	1		Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	0	1	0	60

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop communication skills; verbal and non-verbal	A	4, 10
2	Analyse components of effective interpersonal communication	An	2, 4
3	Understand the importance of using a visual aid in a Professional Presentation	U	1
4	Understand barriers in personal and professional communication	U	4 10 2
5	Demonstrate effective Professional presentation skills.	A	10 4
6	Enhance the communication and Professional skills of the students	S	10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	**Module 1: Understanding The Process of Communication**		**17**	
	1.1	Communication and communication cycle- The process of interpersonal communication- Components and features of communication process and Modes of communication	4	1,2
	1.2	Distortion in communication- Barriers to communication, Distortions through the stages of communication, distortions in presentation	3	1,4
	1.3	Non-verbal communication- general principles -Personal space, facial expression, eye contact, Body language, paralanguage	3	1,2

	1.4	Use of body language in personal and professional communication – postures, use of hands, eye contact, gestures Components of vocal variety -pronunciation, emphasis, pace, pitch, volume, pauses and fillers- Improving the effectiveness of the vocal channel	7	1,2
2	**Module 2: Developing Effective Communication and Professional Presentation Skills**		**13**	
	2.1	Conversational Skills, Listening Skills- Steps in active listening, Communication problems- Communication apprehension, Dealing constructively with conflict	4	1,4
	2.2	Developing an assertive communication style – the nature of assertiveness, steps in assertiveness training	3	1, 4, 5
	2.3	Structure of a presentation: Introduction – body-conclusion Objective of communication- Audience Analysis Visual Aids -Types of visual aids	4	3, 4, 5
	2.4	Communication Apprehension- Getting over nervousness – Reducing anxiety – Rehearsal and delivery	2	4,5
3	**Module 3: Practicum**		**30**	
	3.1	Role play Presentation by individual student using audio visual aids.		5, 6
4	**Teacher Specific Content**			

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	Direct instruction Brain storming Interactive instruction

	Group Assignments
	Presentation by students
Assessment Types	**MODE OF ASSESSMENT**
	A. Continuous Comprehensive Assessment (CCA) Total Marks= 30
	MCQ/Long answer type
	Seminar presentation
	Group discussion
	Review
	(Any of the tasks can be assessed by the faculty)
	B. Semester End examination (2 Hrs)
	Essay type question – 2out of 4 (15 marks each)
	Short answer type – any 10 out of thirteen (2 marks each)
	MCQ – 10 questions (1 mark each)
	One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each)
	Total marks – 70

References

Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st Century. Cengage Learning.

Ramesh,G & Ramesh,M. (2010). The Ace of soft skills- Attitude, communication and Etiquette for success. Pearson.

Suggested Reading

Sherfield,R.M.,Montgomery.RJ., & Moody,P.G. (2015) Cornerstone: Developing Soft Skills. Pearson.

Mahatma Gandhi University

Kottayam

Programme	
Course Name	**PSYCHOLOGY OF SPORTS AND EXERCISE**
Type of Course	MDC
Course Code	**MG1MDCPSY101**
Course Level	100
Course Summary	This course interplay between psychology and sports performance while examining the impact of physical activity on mental health. It provides a comprehensive understanding of the psychological factors influencing athletic prowess, the benefits of sports participation on mental well-being, the scientific basis of psychological techniques in sports, and the correlation between exercise and holistic health.

Semester	1	Credits			3	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		2	0	1	0	

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
CO 1	Identify factors that can affect athletic performance, including personality, motivation, emotion, communication, and attentional focus.	U	4, 10
CO 2	Develop skills to enhance communication, attentional focus and burnout through sports and exercise	S	3 4
CO 3	Analyse the scientific foundation of psychological techniques in sports.	An	1, 3
CO 4	Evaluate the connection between Exercise in Physical and mental health.	E	3, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: Psychology in sports	15	
1	1.1	Psychology in sports, present and future of sport and exercise psychology	3	1 3
	1.2	Understanding sports and exercise psychology as a science	4	1 3
	1.3	Factors affecting behavior – Biology and environmental factors	4	1 2
	1.4	Personality in sports- how different personality traits can influence an athlete's approach to training competition and teamwork	4	1 3 4
		Module 2: Motivation, Achievement, and Emotion in Sports	15	
	2.1	Define Motivation, Guidelines to build motivation, Pathological Motivation, Sports	3	1 2

		Building an effective motivation plan.		
2	2.2	Achievement Behavior, Achievement goal theory in sports activity Goal orientation, Motivational Implication of goal Orientation	4	2
	2.3	Define Emotion, Characteristics of emotional experiences, Situational emotion, and non-emotion experiences Emotion performance relationship- Explain individual differences	4	2
	2.4	Sports Fandom, Motivations for Fanship, Impact of fanship, Psychology of fan experience Understanding and managing fan behavior	4	2 3
3		**Module 3: Practicum**	30	
	3.1	What is the attentional focus, types, shifting attentional focus, attentional problems – Choking, overcoming the obstacles to focus-self-talk	3	2 3
	3.2	Assessing Attentional Skills- Performance Monitoring Tips to improve concentration, Exercise to improve concentration	3	2 3
4		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Library work and Group discussion, Presentation by individual student/ Group representation
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) 30 marks** MCQ/Long answer type Seminar presentation

	Group discussion Review Interview (Any of the tasks can be assessed by the faculty)
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of 4 (15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Jarvis, M. (2006). Sport Psychology. New York, Routledge.

Smith, J. (2022). Sports Psychology for Dummies (2nd ed.). Wiley.

Tenenbaum, G., & Ecklund, R. C. (2007). Handbook of Sport Psychology. New Jersey, John Wiley & Sons

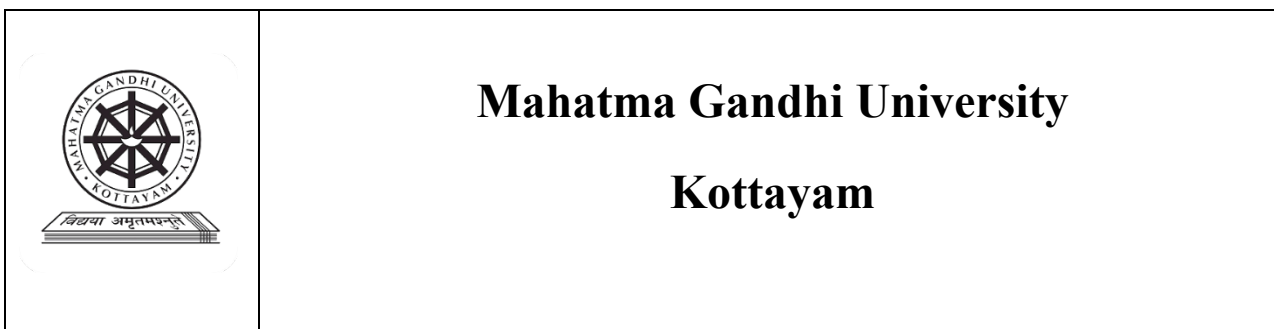Weinberg RS and Gould D (2006). Foundations of Sport and Exercise Psychology (4th En). Human Kinetics. USA.

SEMESTER 2

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**PSYCHOLOGY AS A PROFESSION**
Type of Course	DSC
Course Code	**MG2DSCPSY100**
Course Level	**100**
Course Summary	The course offers a comprehensive exploration of psychology's evolutionary framework as a science and acquaints students with the diverse professional avenues within the field. Additionally, it provides insight into navigating life's myriad challenges through evidence-based psychological approaches.

Semester	2	Credits			4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1		
Pre-requisites, if any						

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand various foundational theories and evolution of Psychology	U&I	1, 2
2	Understand and analyze Psychology as a scientific discipline	U, An	1, 2

3		Integrate knowledge from different modules to analyze and solve everyday problems using psychological principles	A & An	2
4		Understand and appreciate psychology from both theoretical and professional perspectives	U & Ap	1, 2, 8
5		Understand various life challenges and the role of psychologist to effectively handle those	U, An, C	1, 2, 6, 4
6		Comprehensive understanding of the psychological first aids and life skills to face daily life challenges	U, A, S	1, 2, 6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT
Content for classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: The Science of Psychology**	**15**	
	1.1	What is Psychology? Definition and Nature of psychology Goals of Psychology: Description, Explanation, Prediction and Control	3	1, 2
	1.2	Philosophical origin of Psychology Early western and Greek thoughts: Plato, Aristotle and Socrates. Major ideas of Descartes, Locke Structuralism, Functionalism, Behaviourism, Psychoanalysis, Gestalt psychology. Humanistic, Cognitive, Evolutionary, Biological, Sociocultural. Psychology in India: Philosophical origin; Personality psychology trigunas and tridoshas	8	1, 2
	1.3	What is not Psychology; Pseudo Psychology and critical thinking: Palmistry, Astrology, Graphology, Ouija board etc. Parapsychology: ESP, Telepathy, Precognition, Psychokinesis, Clairvoyance, Near Death Experience	4	1, 2
		Module 2: Psychology as a profession	**15**	
	2.1	Abnormal Psychology, Developmental Psychology (child, female and any other), Organizational Behaviour, Experimental Psychology, Comparative	10	3, 4

2		Psychology, Personality Psychology, Cognitive psychology, Evolutionary Psychology, Forensic Psychology, Military Psychology, counselling Psychology, Health Psychology, Neuropsychology, Community Psychology, Geriatric Psychology, Sports Psychology, Legal Psychology, Educational Psychology, Cross Cultural Psychology, Psycho oncology, Traffic Psychology (explain the various fields in detail)		
	2.2	Mention professions in the field of Psychology *(Each field has to be presented in detail such as its nature, employability, challenges etc.)*	5	3, 4
	Module 3: Life challenges and Handling life challenges		**15**	
3	3.1	Life challenges- Childhood (separation anxiety, stranger anxiety, entering the school), Adolescents (Change in body, relationships, sexual orientation), Adulthood (employability, marriage, relationships, childbirth), Old age (retirement, health, death of spouse)	5	5
	3.2	What is Psychological First Aid, 7 themes, for whom is PFA? How is PFA provided? Who delivers it? Do's and Don'ts in PFA Action principles - Look, Listen and Link.	5	5
	3.3	Life skills- WHO	2	6
	3.4	Helping skills- Core Condition of Helping Speaking and listening skills (Active listening - The importance of listening, Difference between listening and hearing, ROAR, Obstacles to listening) Nonverbal communication Professional ethics	3	6
	Module 4: Practicum		**30**	
4	4.1	Field visit reports – each student shall individually or in group visit an institution and identify the challenges in each field (minimum three fields) in discussion with the experts in the field.		5
5		**Teacher Specific Content:**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Group Assignments, Library work and Group discussion Presentation by individual student/ Group representative (of the field report)
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) 30 Marks** Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. Assignment Assessment- The Assessment work should be demonstrated and monitored by the faculty. (Any tasks must be submitted. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1.

Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.

Everly Jr, G.S. & Lating, J. M. (2017). The Johns Hopkins Guide to Psychological First Aid. Baltimore: Johns Hopkins University Press (1st, 2nd and 3rd Modules)

Lopez, S.J., Pedrotti, J.T. & Synder, C.R. (2015). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (3rd ed.). New Delhi: Sage Publications.

Sekhar, K. (2023). National Disaster Mangaement Training Module: Psychosocial First Aid. NIMHANS, NDMA. (1st and 4th Module)

SUGGESTED READINGS

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

Hoeksesma,S.N.,Fredrickson,B.L.,Loftus,G.R. and Lutz,C.(2015) Introduction to Psychology.New Delhi:Cenag Learning India Pvt.Ltd.

Jacobs, G. A. (2016). Community-Based Psychological First Aid. Amsterdam: Elsevier
Myers, D. G., & DeWall, N. X. (2023). Psychology in Everyday Life (6th ed.). McMillan Learning.

Strongman,K.T.(2006). *Applying Psychology to Everyday Life: A Beginner's Guide.* University of Canterbury. John Wiley and Sons.

Winch. G. (2013). Emotional First Aid. Australia: Exisle Publishing

MGU-UGP (HONOURS)

Syllabus

<table>
<tr><td colspan="2"></td><td>Mahatma Gandhi University

Kottayam</td></tr>
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Programme	
Course Name	**PSYCHOLOGY OF FRIENDSHIP AND LOVE**
Type of Course	MDC
Course Code	**MG2MDCPSY100**
Course Level	**100**
Course Summary	The course deals with different elements needed to maintain and manage long-lasting intimate relationships. It gives a brief understanding of different practices to build positive feelings in a relationship, nurture a conscious healthy relationship, handle gender similarities, develop strategies to foster meaningful relationships and effective management of relationship issues.

Semester			2		Credits		3	Total Hours

Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		2	0	1	0	

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Identify the key elements for building a close relationship	U	4, 10
2	Analyse strategies for maintaining ongoing relationships and understanding the principles of relationship	A	2, 4,

		satisfaction.		10
3		Develop skills to nurture and maintain long-lasting romantic relationships.	S	4, 7, 10
4		Develop skills to nurture and maintain long-lasting friendship	S	4, 7, 10
5		Determining strategies to challenge and redefine traditional gender roles for a more inclusive and equitable society.	An	4, 7, 8
6		Developing strategies to foster, maintain and manage meaningful relationships.	C	1, 2, 4, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT
Content for classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Dynamics of Relationships and Psychology of Friendship and Romantic Relationship**	**15**	
	1.1	Close Relationships- Concept of healthy and unhealthy relationships Relationship development: Initial Encounter- Proximity, Attraction, Familiarity, Physical attractiveness Getting Acquainted – Reciprocal liking, Similarity Established Relationship – Maintenance of ongoing relationships Relationship satisfaction and commitment	5	1,2,3,4
	1.2	Friendship – what makes a good friend, Making and keeping friends – Meeting and keeping friends, when it is hard to make friends, Gender and sexual orientation issues Conflict in friendship	3	1,4,5

	1.3	Romantic Love- Sexual orientation and Gender differences, Triangular theory of love- role of Passion, Intimacy and Commitment Romantic love as an attachment- Attachment Styles	3	1, 2,5
	1.4	The course of romantic Love- Why do relationships end, how do relationships end and help a relationship to last Conflict in relationships- rejection sensitivity, limit setting Internet and close relationships, Developing close relationships online, Building online intimacy, Technology and interpersonal communication	4	2,3
2	**Module 2: Empowering Close Relationships through Understanding Gender Differences and Flourishing Positive Relationship**		**15**	
	2.1	Gender stereotype, Gender similarities and differences in close relationships, Personality traits and social behavior – Self-esteem, Aggression, Sexual Attitudes and Behavior, Emotional expression And communication	4	5,6
	2.2	Role expectation for males- Problems with male role – pressure to succeed, emotional realm, sexual problems Role expectation for females- Problems with female roles- Diminished career aspirations, juggling multiple roles, Economic Discrimination, Ambivalence about sexuality. Sexism: A Special Problem for Female	4	5
	2.3	**Flourishing Positive Relationship**: Conversation Skills, Self-Disclosure, Effective Listening, Empathy, Altruism, Kindness and Volunteering, Forgiveness	3	3,4,6
	2.4	Building a mindful relationship connection, creating a culture of appreciation, Expressing fondness and appreciation, Capitalizing on positive events Managing interpersonal conflict, Managing conflicts and resolving solvable relationship problems	4	3,4,6

		Module 3: Practicum		
3	3.1	Every student has to review a work. (Book or film) on intimate relationship and submit a report under the supervision of a teacher.	30	6
4		**Teacher Specific Content:**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning. Interactive Instruction: Active cooperative learning, Library work and Group discussion,
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Group Discussion MCQ Movie Review Interview Observational report (Any tasks can be assessed by the faculty**)**
	B. Semester End examination Essay type question – 2out of 3 (15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Weiten, W., Dunn, D., & Hammer, E. (2018). Psychology applied to Modern life: Adjustment in the 21st Century (12th ed.). Wadsworth Cengage Learning.

Lopez, S. J., & Teramoto Pedrotti, J. N. (2015). Positive psychology: The scientific and practical explorations of human strengths (3rd ed.). SAGE Publications.

Krish, S., Duffy, K. G., & Atwater, E. G. (2014). Psychology for Living: Adjustment, Growth, and Behavior Today (11th ed.). Pearson.

Carr, A. (2022). Positive psychology (3rd ed.). Routledge.

SUGGESTED READINGS

Branscombe, N. R., & Baron, R. A. (2017). Social Psychology (14th ed.). Pearson.

Crisp, R. J., & Turner, R. N. (2020). Essential Social Psychology (4th ed.). SAGE Publications Ltd

MGU-UGP (HONOURS)

Syllabus

	Mahatma Gandhi University
	Kottayam

Programme	
Course Name	**PSYCHOLOGY OF ADVERTISEMENT**
Type of Course	MDC
Course Code	**MG2MDCPSY101**
Course Level	**100**
Course Summary	This course aims to provide students with a comprehensive understanding of the psychological principles and techniques used in advertisements to persuade and influence consumer behavior.

Semester	2		Credits		3	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		2	0	1	0	

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the basic concepts related to advertisement and its psychological perspective.	U	2
2	Determining the influence of advertisements in acquiring and processing information and respective attitude and behavioral changes of customers	A	1
3	Analyze different psychological techniques of advertisement that help to memorize and retrieve	An	2, 4

	information.		
4	Examine the necessity of adopting ethical standards of advertisement while attaining the company objectives.	An	6, 8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Module 1: Fundamentals of Advertising and Its Psychological Perspective**	**15**	
	1.1	Advertisement: Concept, Objectives, Scope, The AIDA Model, Integrated Advertising, Elements of Advertisement Classification of advertising – Television, Radio, Print, online, Billboard, In-store, Word of Mouth, Endorsement	8	1
	1.2	Advertisement: A Psychological perspective – Classical and Operant Conditioning in Advertising (Highlight examples for each concept)	7	1
2		**Module 2: Acquiring and processing information from advertisement**	**15**	
	2.1	Individual Determinants in the decision-making process – Motivation and Involvement – Attitudes – Personality and Self-Concept – Learning and Memory	5	2
	2.2	Processing of information from advertising – Re-attentive analysis, Focal attention, Comprehension, Elaborative reasoning.	5	2
	2.3	Effects of Advertising on Consumer Behavior - Highlighting product benefits, Entertainment, building trust and confidence, social perception, motivating to purchase, familiarizing brands	5	2

3		Module 3: Practicum	30	4
	3.1	Psychological analysis of advertisement in print and visual media – 3 each		4
4		**Teacher specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning. Case Studies: Dhathri ('false' hair advertisement), Volkswagen (false claims on 'Clean Diesel' vehicle), Red Bull ("give you wings."), Kellogg's (Rice Krispies boost our immune system), Interactive Instruction: Active co-operative learning, Seminar, Group Assignments facilitated by respective lecturer. Authentic learning: Library work and Group discussion, Presentation by individual student/ Group representative monitored by the teacher

Assessment Types	**MODE OF ASSESSMENT**
	    A Continuous Comprehensive Assessment (CCA) Total marks – 30
	    MCQ
	    Open book exam
	    Group discussion
	    Reviews
	    (Any tasks can be assessed by the faculty)

	C. Semester End examination Essay type question – 2 out of 4 (15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Belch, G.B., & Belch, A.M. (2017). *Advertising and Promotion: An Integrated Marketing Communications Perspective (SIE)*. McGraw Hill Education.
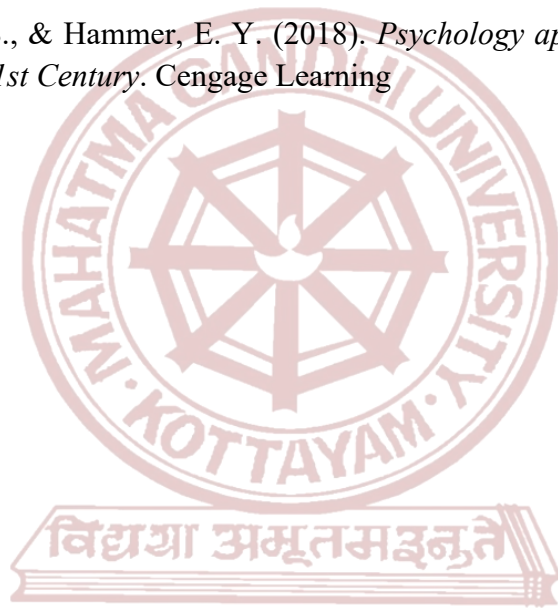
Dave, S. (2023). The power of memory in advertising - How the brain remembers ads. *Incivus - Perception Technology*. https://incivus.ai/blog/the-power-of-memory-in-advertising/

Fennis, B. M., & Stroebe, W. (2010). *The Psychology of Advertising*. Hove and New York: Psychology Press, Taylor & Francis Group.

Marilyn Y. Jones, Robin Pentecost, & Gabrielle Requena. (2003). Memory For Advertising and Information Content: Comparing the Printed Page to the Computer Screen. Advances in Consumer Research, 30.

Rani, M. N. (2021). Ethical issues in advertising. Business Studies Journal, 13(S4), 1-7.

Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). *Psychology applied to modern life: Adjustment in the 21st Century*. Cengage Learning

MGU-UGP (HONOURS)

Syllabus

SEMESTER 3

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	FOUNDATIONS OF PSYCHOLOGY
Type of Course	DSC A
Course Code	MG3DSCPSY200
Course Level	200
Course Summary	The course covers a broad range of topics that provide an introduction to the fundamental concepts, theories and methods within the field of psychology. In addition, the course provides an in-depth understanding of the psychological methods and psychological processes such as sensation and perception, personality, emotion and motivation.

Semester			3		Credits	4	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1		

Pre-requisites,if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamental psychological theories and processes in human behaviour.	U	1, 2

2	Demonstrate and apply various scientific methods used in Psychology.	A	1, 2
3	Explain different personality theories.	A	1, 9, 10
4	Analyse various theories of motivation and emotion.	An	1
5	Demonstrate the skill to assess various psychological processes and phenomena.	A	2, 8, 10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Module 1: Scientific Approach to Psychology; Sensation, Attention and Perception**	17	
	1.1	Psychology as a Science, Goals of psychology- Steps in scientific investigation	2	2
	1.2	Methods: Introspection, Observation method, Case Study, Survey, Correlation Method, Experimental method: variables; dependent, independent, extraneous. Experimental and control groups- Placebo effect, experimenter effect, double blind procedure, lab and field experiments Mixed Methods Strengths and limitations of each psychological method	6	1, 2
	1.3	Sensation: Psychophysics; Absolute threshold. Just Noticeable Difference (JND), Perceptual defense, Subliminal perception.	2	1, 5
	1.4	Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – set in attention, span of attention, division of attention, distraction of attention.	2	1, 5
	1.5	Perception: Top-down Vs. Bottom-up processes, Perceptual organization: Gestalt principles.	5	1, 5

		Depth perception: monocular and binocular cues. Perceptual constancies. Illusions of different types		
		Colour perception – colour theories (in brief), Perceptual styles, Habituation		
		Extra sensory perception and its critical analysis		
		Enhancing perceptual accuracy and its critical analysis		
2		**Module 2: Introduction to Personality Psychology**	**14**	
	2.1	Concept of personality. Determinants of personality – biological, cultural, social & situational	2	1,3
	2.2	Early approaches: Brief description of ancient Indian typology (Gunas), Greek typology on humours, somatotypes. Modern theories (In brief). Psychoanalytic approach. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early childhood experience, Psycho-sexual stages of development	5	1,3
	2.3	Neo Freudian Approaches- Jung, Adler, Horney (in brief) Trait theories- Allport, Cattell, Costa & McCrae, Eysenck (in brief) Humanistic theories – Rogers, Maslow Self – self-concept, self-efficacy, self-control, self-regulation	5	1,3
	2.4	Assessment of Personality: Self reports – questionnaires, inventories, interviews, projective tests	2	3,5
3		**Module 3: Emotion and Motivation**	**14**	
	3.1	Motivation: Definition, Types of motivation – hunger, sexual, aggressive, achievement, intrinsic & extrinsic motivation. Primary and secondary motives. Role of instincts.	2	1,4
	3.2	Approaches to understanding motivation: instinct, drive reduction, arousal approach, incentive approach, Self determination	3	1,4
	3.3	Theories – drive theory, arousal theory (Yerkes-Dodson law), expectancy theory, goal setting theory,	3	1,4

		Maslow's hierarchy of need theory		
	3.4	Emotion: Definition, nature and expression and impact of emotions, Biological basis of emotions, external expression of emotions – nonverbal cues, culture & emotion – Rasa & Bhava theory of emotions (sage Bharat of Natyasasthra).	3	1, 4
	3.5	Theories of emotion- James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis.	3	1, 4
4		**Module 4: Practical** (*Complete the conduct of any five practicals with full procedure and record. The rest of the practicals can be demonstrated in the class*)	**30**	
	4.1	Two Point Threshold	3	1,2, 5
	4.2	Muller Lyer Illusion	3	1,2, 5
	4.3	Horizontal Vertical Illusion	3	1,2, 5
	4.4	Span of attention	3	1,2, 5
	4.5	Division of Attention	3	1,2, 5
	4.6	Distraction of attention	3	1,2, 5
	4.7	Set in Attention	3	1,2, 5
	4.8	Depth Perception	3	1,2, 5
	4.9	Colour blindness	3	1,2, 5
	4.10	Localization of Sound	3	1,2, 5
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)
	
	    Practical- Total 15 Marks
	
	    1. Record
	
	    2. Viva
	
	    3. Procedure (Each Assessment- continuously monitor)
	
	    4. Lab performance (Attendance, punctuality etc)
	
	Theory-Total Marks 25
	    1. Record
	    2. Introduction submission
	    3. Viva
	    4. Examination

	B. Semester End examination (2 Hrs. Exam) **Theory Total marks – 50** Essay type question – 2out of three (15 marks each) Short essay type – any 2out of 3(5 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Practical Total marks – 35** Record-10 Administration and procedure-7 Result and discussion- 8 Viva-10

References

Baron, R. A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education

Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. New Delhi: Pearson.

Coon, D. (1998). *Introduction to psychology: Exploration and application*. USA: Brooks/Cole Publishing Co.

Suggested Reading

Bootzin, R., & Bower, G.H.(1991). *Psychology today- An Introduction*, 7[th]ed. New York: McGraw Hill Inc.

Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.

Lee, J. A. (2010) *The Scientific Endeavour.* New Delhi. Pearson

Lefrancois, G.R. (2000). *Theories of human learning*, 4th ed. London: Wadsworth.

Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.

Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (1993).*Introduction to psychology*, 7[th]ed. New Delhi: Tata McGraw Hill.

MGU-UGP (HONOURS)

Syllabus

	Mahatma Gandhi University
	Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**CHILD DEVELOPMENT**
Type of Course	DSC A
Course Code	**MG3DSCPSY201**
Course Level	**200**
Course Summary	Course provides an introduction to the field of Developmental Psychology focusing on all aspects of child development and its theoretical basis. The course focuses on the domains of physical, psychological, social and cognitive developments in the pre- and post-natal periods, infancy and childhood. Understanding the development of child is essential to understanding the development of human behavior and application of behavior modification techniques.

Semester	3		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	**75**
		3		**1**		
Pre-requisites, if any	An introductory course in psychology with a difficulty level of 100					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basics of child development.	U	1, 2
2	Analyze the importance of pre- and post-natal factors	An	2, 8

	influencing development.		
3	Discuss various theoretical explanations of physical, cognitive, social, emotional, linguistic and moral development in children.	U	1, 2, 4, 6
4	Apply knowledge regarding child development in daily interactions with children.	A	4, 6, 9, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Module 1: Introduction to Child Development**	**9**	
	1.1	Define development, domains of development, and periods of development, Basic issues, and significant facts about development.	3	1
	1.2	Stages of prenatal development: Germinal period-embryonic period-Fetal period. Prenatal diagnostic tests. Child birth, New born reflexes.	3	2
	1.3	Effects of teratogens, maternal factors, environmental toxins, Pre-term and low birth-weight infants, Neonatal health and responsiveness.	3	2
2		**Module 2: Theories of Development**	**12**	
	2.1	Psychoanalytic perspective: Theories by Freud and Erikson	3	3
	2.2	Learning Perspective: Behaviorism and social learning theories Cognitive Perspective: Theory of Cognitive development; Piaget (in detail), Information processing theory,	6	3

	2.3	Socio-Cultural Perspective: Ethological theory, Vygotsky's Socio-cultural theory Contextual theory- ecological system theory	3	3
		To Read: new directions in theoretical approach.		
3	**Module 3: Psychomotor, Temperament and Moral Development**		**24**	
	3.1	Physical and Motor Development: Brain development, Handedness, Patterns of growth; Sequence of Motor Development; Gross and Fine Motor Development. Height and weight in childhood; Nutrition and food habits in childhood (2 to 12 years)	5	2
	3.2	Perceptual development: touch, taste, smell, hearing, vision and intermodal perception (in brief). Play: types, their functions and peer interactions (infancy to childhood)	4	
	3.3	Language: Components of Language, bilingualism, language development during infancy to childhood	3	3
	3.4	Temperament, structure of temperament, Models of temperament: Thomas & Chess; Rothbart.	3	3
	3.5	Emotional development: identity development, Development of emotional expression, Basic emotions and self-conscious emotions, developing self-regulation from infancy to childhood Development of attachment, Bowlby's theory, Attachment security, Ainsworth attachment style Styles of parenting	6	3
	3.6	Moral development theories by Piaget and Kohlberg. To read- Gilligan's theory	3	3
4	**Module 4: Practicum minimum 5 to be done**		30	
	4.1	HOME (Home Observation Measurement of the Environment) Reading Writing Skills for Pre-Primary School Children	6	4

	4.2	Children's Curiosity Test, Spatial Perception Ability Test	6	4
	4.3	General Mental Ability Test for Children, Children's Intelligence Scale	6	4
	4.4	Cognitive capabilities Test for Transition Period, Pandey's Cognitive Development Test for Preschooler's	6	4
	4.5	Brigance Developmental Schedule, VSMS	6	4
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Lectures, Explicit Teaching, Seminar (ppt), Group Assignments, Peer tutoring, video presentations Assessment- The Assessment work should be demonstrated and monitored by the faculty. Records Can be maintained.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks -30** 1. Internal Test – One MCQ based and one extended answer type 2. Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. 3. Assignment on the basis of moral dilemma stories (Stories can be developed by teachers) 4. Observe play activity of a child in a peer group, analyze the type of play engaged in and submit a report. (Any two tasks must be submitted. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)

Total marks – 70

References

Berk, L. E. (2017). Child Development (8th Ed.). Prentice Hall.

Keenan, T., & Evans, S. (2016). An introduction to Child development (3rded). Sage Publications

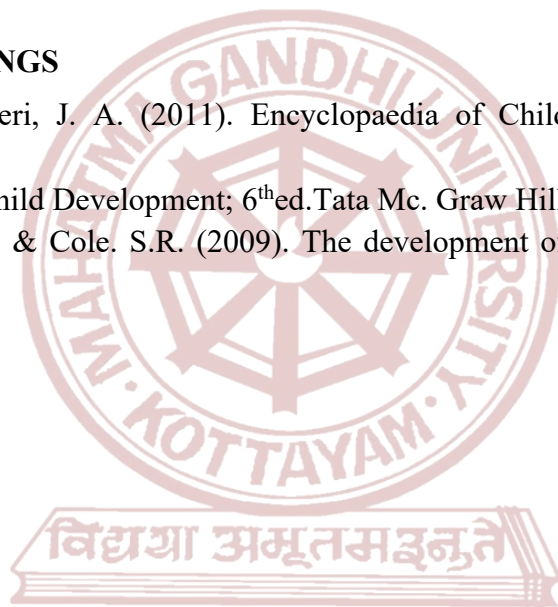Papalia, D.E., & Olds, S.W. (2017) Human Development (9th Ed.) Tata Mc Graw Hill.

Santrock, J.W. (2013) Child Development (14th Ed.) Tata Mc Graw Hill.

SUGGESTED READINGS

Goldstein, S., & Naglieri, J. A. (2011). Encyclopaedia of Child Development. Springer Reference

Hurlock, E.B. (2009). Child Development; 6thed.Tata Mc. Graw Hill.

Lightfoot, C., Cole, M., & Cole. S.R. (2009). The development of children (6th ed.) Worth publishers

	# Mahatma Gandhi University # Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**BIOPSYCHOLOGY**
Type of Course	DSE
Course Code	**MG3DSEPSY200**
Course Level	**200**
Course Summary	To understand the biological foundations of behaviour including nervous system communication, endocrine functioning and the basis of heredity.

Semester	3		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4				
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

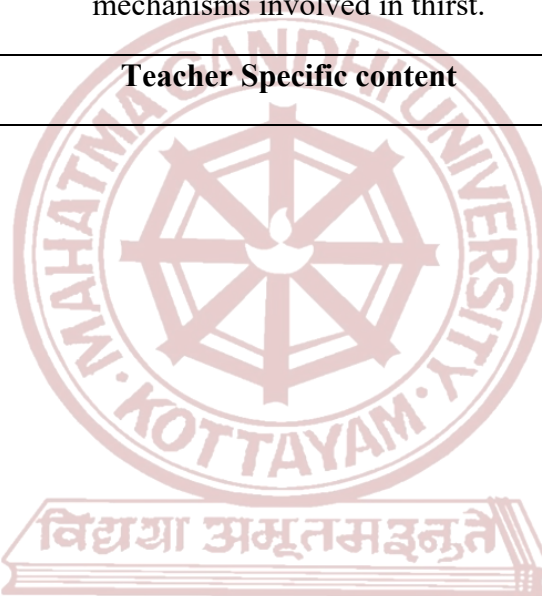| CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the neural communication.	U	1,2
2	Analyse the influence of the endocrine system on behaviour.	An	1,2
3	Understand the basics of cell biology.	U	1,2,6
4	Develop effective stress management strategies based on the understanding of physiological processes associated with stress, such as the activation of the sympathetic nervous system and the hypothalamic-pituitary-adrenal axis.	A	1,2,6
5	Apply biopsychological concepts related to Hunger, Thirst and sexual motivation and behavior to comprehend and address issues related to sexual health, sexual orientation, and relationships.	C	1,2,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT Classroom transaction (Units)

Module	Units	Course Description	Hrs.	CO No.
		Module 1: Nervous System	18	
1	1.1	Basic description on the nervous system Central nervous system, Brain, subdivisions of the brain, Spinal cord.	6	1,3
	1.2	Peripheral nervous system, structure of the peripheral nervous system. Neurons, structure of neuron, classification of neurons, properties of neurons, Neuroglia.	3	1,3
	1.3	Synapse- Types of synapses, Nerve impulse transmission, Membrane potential, Resting membrane potential, Depolarization, action potential and hyperpolarization,	5	1,3

		Propagation of action potential, Conduction of impulses in a nerve fiber.		
	1.4	Neurotransmitters - Role of neurotransmitters in the transmission of impulses, mechanism of action of neurotransmitters, classification of neurotransmitters.	4	1
		Module 2: Introduction To Endocrine System	16	
2	2.1	Introduction to Endocrinology Overview of the endocrine system, Comparison between endocrine and nervous systems, Major endocrine glands and their hormones: Pituitary gland, Thyroid gland, Adrenal glands, Pancreas, Gonads (testes and ovaries), Pineal gland, Parathyroid glands	6	2
	2.2	Hormonal Regulation Mechanisms of hormone action-Feedback mechanisms: Negative feedback, Positive feedback, Hypothalamic-Pituitary-Thyroid Axis (HPT axis), Hypothalamic-Pituitary-Adrenal axis (HPA axis).	5	2
	2.3	Endocrine Disorders Disorders of hormone overproduction: Hyperthyroidism, Hypercortisolism (Cushings syndrome), Hyperglycemia (diabetes mellitus), Gigantism and acromegaly Disorders of hormone underproduction: Hypothyroidism, Hypocortisolism, (Addisons disease), Hypoglycemia	5	2
3		**Module 3: Sleep And Stress Physiology**	12	
	3.1	Circadian rhythm, Sleep and arousal, types of sleep, significance of sleep, Electroencephalogram (EEG), Waves of EEG, brain areas involved in sleep and wakefulness, factors affecting sleep.	4	4
	3.2	Stress and health, phases of stress, types of stress, hormonal, anatomical and physiological indicators of stress	4	4
	3.3	Regulation of stress- sympathetic regulation of stress, regulation of stress through HPA-axis, Fight-or-Flight response, stress, emotionality and endorphins.	4	4

		Module 4: Human Sexual Behavior, Hunger and Thirst	14	
4	**4.1**	The biology of sexual characteristics in human beings and human sexual behavior, sex hormones, human sexual response cycle, brain and sexual behavior, role of neurotransmitters in sexual behavior, sexual dimorphism of the brain, sexual orientation in human beings	7	5
	4.2	Physiological basis of hunger. factors influencing eating behavior, disorders related to eating behavior	4	5
	4.3	Physiological basis of thirst, hypothalamus and neural mechanisms involved in thirst.	3	5
5		**Teacher Specific content**		

MGU-UGP (HONOURS)

Syllabus

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, Interactive Instruction: Active co-operative learning, Seminar, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. Assessment- The Assessment work should be demonstrated and monitored by the faculty (Any tasks must be submitted. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks - 70**

References

Ahluwalia, K. B., 1994, Genetics. 4th Print, Wiley Eastern Ltd. Gardner; Eldon J. S, Michael J.S., & Peter; Principles of Genetics (4th ed. Wiley Eastern Ltd.

Guyton & Hall, Textbook of medical physiology: second south asia edition, any edition.

Levinthal, C.F. 1996, Introduction to Physiological Psychology (3rd ed.) Prentice-Hall of India Pvt. Ltd.

Pinel,J.P., 2007, Biopsychology, India: Dorling Kindersley Pvt. Ltd.

Saunders W. B. & Leukal, F., 1985, An Introduction to Physiological Psychology. (1sted.). New Delhi: CBS Publishers and Distributors.

Additional references

Devi.N.P., Textbook of Biophysiology, 2021, 1st Edn. Shanlax Publications.

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	POSITIVE PSYCHOLOGY
Type of Course	DSE
Course Code	MG3DSEPSY201
Course Level	200
Course Summary	This course helps the students to learn the foundations of positive psychology. The objective of this course is to impart knowledge in the development of positive psychology and its related constructs. The course also emphasises the role of happiness, wellbeing, life satisfaction, helping behaviour and the ability to take others' perspective. The course also aids to apply emotional approaches of positive psychology for improving the personal and social competencies.

Semester			3		Credits		4	Total Hours
Course Details	Learning Approach		Lecture	Tutorial	Practical		Others	
			4					60
Pre-requisites, if any								

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain various key concepts and the development of positive psychology.	U	1, 2
2	Understand the role of different positive psychological	U	2,10

			concepts in everyday life.		
3		Apply the various approaches of positive psychology for improving the personal and social competencies.	A	2
4		Develop skills and abilities to achieve psychological well-being.	S	1, 4, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Unit	Course Description	Hrs	CO No.
1		**Module 1: Introduction to Positive Psychology**	**11**	
	1.1	Psychology's Forgotten Mission	3	1
	1.2	Concept, History and nature	4	1
	1.3	Dimensions and scope	4	1
2		**Module 2: Science of Happiness**	**19**	
	2.1	Seligman's PERMA	4	1, 2, 3
	2.2	Happiness: Types of happiness- Eudemonic and Hedonic Traits associated with Happiness Setting goals for life and happiness	6	1, 2, 3
	2.3	Wellbeing and mental health	4	1, 2, 3
	2.4	Life satisfaction and Life Enhancement Strategies, applications	5	1,3
3		**Module 3: Self and Positive Emotional States**	**19**	
	3.1	Self-Related Concepts- Self-concept, Self –esteem, Self-efficacy, Self-regulation	3	1, 2, 3
	3.2	Positive Emotions and affect Cultivating positive emotions (flow & savoring)	4	1, 2, 3

	3.3	Emotional Intelligence and its application	4	1, 2, 3, 4
	3.4	Broaden-and-build model of positive emotions	4	1, 2, 3
	3.5	Socioemotional Selectivity and Emotional Storytelling and its application	4	1, 2, 3, 4
	Module 4: Prosocial behaviour		**11**	
4	4.1	Altruism and empathy	5	1, 2, 3, 4
	4.2	Gratitude: Definition, and application	6	1, 2, 3, 4
5	**Teacher Specific content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, Interactive Instruction: Active co-operative learning, Seminar, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total Marks-30** i. Submit self-reports of wellbeing, happiness, life satisfaction, self-esteem, self-efficacy, emotional intelligence or gratitude. ii. Assignment-Prepare gratitude journal and report the advantage of emotional story telling iii. Internal Test – One MCQ based and one extended answer type test (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)

Total marks – 70	

References

Carr,A.(2004).*Positive psychology. The science of Happiness and human strength*. Routledge/Taylor &Francis Group.

Lopez, S.J. & Snyder, C.R. (2011). *The Oxford Handbook of Positive Psychology (2nd Ed.)*. Oxford University Press.

Lopez, S. J, Pedrotti, J. T & Snyder, C.R. (2019). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (4th ed). Sage Publications, Inc.

Snyder, C.R & Lopez, S.J.(2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths.* Sage Publications, Inc

SUGGESTED READINGS

Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden – and - build theory of positive emotions. American Psychologist, 56, 218-226.

Lyubomirsky, S., King, L., &Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? Psychological Bulletin, 131, 803-855.

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

Martin Seligman (2018): PERMA and the building blocks of well-being, The Journal of Positive Psychology, DOI: 10.1080/17439760.2018.143746

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	PSYCHOLOGICAL FIRST AID					
Type of Course	DSC B					
Course Code	MG3DSCPSY202					
Course Level	200					
Course Summary	Studying psychological first aid equips individuals with essential skills to provide immediate and compassionate support to those experiencing acute stress or trauma.					
Semester	3		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Understand the basic concepts of psychological reaction to trauma.	U	1
2	Understand the basic principles used in psychological first aid.	U	1, 2

3	Analyse the role of psychological first aid in real life situations.	A	2, 6
4	Apply stress reduction strategies in traumatic situations.	A	1, 2
5	Develop the skills to function as psychological emergency care units.	S	6, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Unit	Course description	Hrs.	CO No.
1		**Module 1: Introduction to Psychological First Aid**	**10**	
	1.1	Concept of Psychological First Aid, Use of Psychological First Aid, Basic Objectives of Psychological First Aid,	5	1
	1.2	Core Competencies of PFA, Dos and Don'ts of Psychological First Aid	5	1
2		**Module 2: Psychological Trauma and Disaster**	**17**	
	2.1	Psychological Consequences of Trauma: PTSD, Depression, Generalized Anxiety, Panic Disorder, Substance Use, Psychophysiological stress syndromes.	8	1, 2
	2.2	Disasters: Types of Disasters, Natural Disasters. Human-made Disasters, War-Related Syndromes. Factors that increase severity, Loss and grief.	9	1, 2
3		**Module 3: Assessment & Intervention in Psychological First Aid**	18	
	3.1	Screening & appraisal of traumatic events- Cognitive, emotional, behavioural, spiritual, physiological Assessment demonstration through **RAPID Model- R**apport and Reflective Listening, **A**ssessment, **P**sychological Triage, **I**ntervention Tactics to stabilize and mitigate acute distress, **D**isposition and Facilitating access to continued care.	9	2, 3

	3.2	**Psychological first aid with vulnerable groups** Psychological first aid strategies (PFA) with children, PFA Strategies to help the elderly, PFA strategies to help with persons with disabilities Arousal reduction Procedures, When and How to refer, Caring for the carers.	9	2,3
4		**Module 4: Practicum**	**30**	4,5
	4.1	1.Journal article review –review a seminal work on psychological first aid and submit a report. 2.Develop a psychological first aid intervention strategy for any of the vulnerable groups based on a hypothetical case scenario provided by the teacher. 3.Case study discussion- In the presence of the faculty, identify a case from the newspaper and discuss appropriate psychological first aid strategies. 4.Collaborate with local disaster management authority and submit a detailed report. (Any two tasks must be completed under the guidance of the faculty. It must be selected from the above-mentioned assessments) The practicum should be monitored by the faculty. Reports should be verified and valued for internal marks.		
5		**Teacher- specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Assignments, Seminars, Case studies, Role Play, Flipped Classroom, Brain storming lecture, Explicit teaching, E learning
Assessment Types	**MODE OF ASSESSMENT** C. Continuous Comprehensive Assessments (CCA) Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)

	B. Semester End examination Essay type question – 2 out of three (10 marks each) Short essay type – any 4 out of seven (5 marks each) Short answer type – any 5 out of seven (3 marks each) MCQ/One word/ Match the following/Fill in the blanks – 15 questions (1 mark each) **Total marks – 70**

References

Everly Jr, G.S. & Lating, J. M. (2017). The Johns Hopkins Guide to Psychological First Aid. Baltimore: Johns Hopkins University Press (1st, 2nd and 3rd Modules)

Sekhar, K. (2023). National Disaster Management Training Module: Psychosocial First Aid. NIMHANS, NDMA. (1st and 4th Module)

SUGGESTED READINGS

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

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

Winch. G. (2013). Emotional First Aid. Australia: Exisle Publishing

https://youtu.be/UUY33MKQ4tk?si=UHhX49FfbTLhwvxo

https://youtu.be/uS_SvkbqxMo?si=Sni7XgTcrES_kQqn

https://youtu.be/laCBmFUJwrQ?si=L--AWPgyWC2LCsOR

	Mahatma Gandhi University
	Kottayam

Programme	
Course Name	**THE SCIENCE OF WELLBEING**
Type of Course	MDC
Course Code	**MG3MDCPSY200**
Course Level	**200**
Course Summary	To equip graduate students in attaining wellbeing through the practice of mindfulness and other positive psychology interventions.

Semester	3		Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the PERMA theory- the concepts of wellbeing and its components.	U	2, 4
2	Apply basic principles of flow, savouring and mindfulness practice.	A	1, 2

3	Develop skills to enhance emotional intelligence, empowering individuals to apply principles for personal happiness and improved well-being.	S	1, 10	
4	Evaluate the role of self-esteem in overall well-being and positive self-development	E	4, 10	
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Concept of wellbeing and positive self**	**20**	
	1.1	PERMA Theory of wellbeing- Exploring positive emotions, engagement, relationships, meaning, and accomplishments	4	1
	1.2	Varieties of wellbeing -Hedonic and eudaimonic wellbeing, Subjective wellbeing, Psychological wellbeing, Social wellbeing, Quality of life, Flourishing, Benefits of wellbeing	4	1
	1.3	Positive Emotions Neuroscience of positive emotions	4	1
	1.4	Self, Self as object and agent Self-Concept- The nature of the self-concept, self-discrepancies, factors shaping the self-concept	4	3,4
	1.5	Self-Assessment: What Is Your Happiness Profile? Self-Reflection: thinking about how you construe happiness Self-esteem Application: Improving Self-esteem	4	3,4
2		**Module 2: Savouring, Flow and Mindfulness**	**13**	
	2.1	Flow - Finding Flow, Does Everyone Find Flow?	2	2
	2.2	Savoring: Deliberately Making Pleasures Last, The Savoring Scale	4	2

	2.3	Mindfulness- Assessment of mindfulness, Mind wandering, Mindfulness meditation, How does mindfulness work, being mode and doing mode, Neurobiology of mindfulness	7	2
3		**Module 3: Emotional Intelligence**	**12**	
	3.1	Emotional Intelligence- nature, concept and components	4	3
	3.2	Enhancing Emotional Intelligence	4	3
	3.3	Application: Emotional regulation	4	3
4		**Teacher-Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct instruction Brain storming Interactive instruction Group Assignments Presentation by students Role play Demonstration Skill training
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination Essay type question – 2out of 4 (15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Carr, A. (2022). Positive Psychology: The Science of Wellbeing and Human Strengths (3rd ed.). Routledge.

Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st Century. Cengage Learning.

SUGGESTED READINGS

Snyder, C. R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications, Inc.

Mahatma Gandhi University

Kottayam

Programme	
Course Name	**PSYCHOLOGICAL WELLNESS**
Type of Course	VAC
Course Code	**MG3VACPSY200**
Course Level	**200**
Course Summary	This course will help the learner to develop self-analytic, problem focused attitude and take steps to promote own psychological wellness as well as promote social harmony. The learner would be able to develop an empathetic appreciation of uniqueness and diversity of individuals.

Semester	3		Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0			45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the uniqueness and diversity of persons and develop an empathetic attitude towards oneself and others	U	1, 2, 6, 7
2	Analyse one's own and others personality traits, help people to understand each other and thus contribute to social harmony.	An	2, 6, 7, 8

| 3 | Create and apply a strategic plan to promote one's own psychological well being | C | 1, 8, 10 |
| 4 | Develop skills to analyse oneself and enhance personal and social competencies. | A | 4, 6, 10 |

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1: Towards a Balanced Personality	18	
1	1.1	Introduction to health and mental health. Definition (WHO). Mental health as a dynamic Continuum affected by biological, psychological and sociocultural influences	4	1
	1.2	Identifying and Analysing personality traits through analysis of movies	6	2, 4
	1.3	Identifying characteristics of healthy personality. Perspectives – Indian tradition – Patanjali (ashtangayoga), Gandhian thought, Humanistic -Maslow, Rogers & Allport	8	1, 4
		Module 2: Diversity in Personality	12	
2	2.1	Understanding diversity in personality characteristics (based on DSM - Cluster A, B, C) Personality dominated by odd or eccentric traits.	4	1, 4
	2.2	Personality dominated by - dramatic, emotional erratic behaviour	4	1, 4
	2.3	Personality dominated by anxious or fearful behaviour	4	1, 4
3		**Module 3: Enhancing Positive Mental Health**	15	

	3.1	Personality assessment (P) any two approaches: trait / type / Indian. (online assessment and report)	5	2
	3.2	Self-reflective thinking – shift from emotion focused to problem focused thinking – Using role play & focus group discussion Indian approach Yoga – using concepts of yama, niyama Rogers-unconditional positive regard Using narrative exercises - retelling, externalizing, deconstruction, unique outcomes	10	2, 3, 4
4		**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Unit 1.1 – Lecture Unit 1.2 – Lecture-Discussion on character analysis from movies / videos / biographies Unit 1.3 – Lecture Module 2– Lecture-Group Presentation on diverse personality characteristics Unit 3.1 - Practical – assessment of personality characteristics of students for self-awareness. Online / paper pencil – Lecture, evaluation Unit 3.2 – Lecture-Practicum-Training session on self-reflection techniques using role play, focus group discussion and Yoga Practice of Minimum 5 hours each.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer type Character analysis from movies / documentaries / biographies (eg; Gandhi, Daya Bai, Abraham Lincoln, APJ Abdul Kalam) Group Presentation; cases based on own observation, stories & movies. Personality assessment-Practical

	Attend training programs for self–reflection techniques and Yoga based meditation

Problem based assignment

Creating an action plan for self-development based on unit 3.1 & 3.2

Create an action plan for each student based on the reports of 3.1 & 3.2

Open book written test

Case based analysis and evaluation - Module 1 & 2

Situational analysis and creating action plan - Module 3

(Minimum of four tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.) |
| | **B. Semester End examination**

Essay type question – 2out of 4 (15 marks each)

Short answer type – any 10 out of thirteen (2 marks each)

MCQ – 10 questions (1 mark each)

One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each)
Total marks – 70 |

References

Abhyankar, R., (2015) Psychiatric thoughts in ancient India. National Center for Biotechnology Information (module 1.3 & 3.2)

Butcher, J.N., Hooley, J. M., &Mineka, S. (2019). Abnormal Psychology (17th ed.). Pearson Education Ltd. (Module 1.1, Module 2)

Fadiman, J., & Frager, R. D. (2012). Personality and personal growth (7th ed.). (module 1.3, 3.2)

Rao, K. R. & Paranjpe, A. C. (2016). Psychology in the Indian Tradition. ISBN 978-81-322-2440-2 (e-book) (module 1.3 & 3.2)

Schultz, D.P., & Schultz, S.E. (2015). Theories of Personality (11th ed.). (module 1.3, 3.2)

White, M. (2001). Narrative practice and the unpacking of identity conclusions. Gecko: A Journal of Deconstruction and Narrative Ideas in Therapeutic Practice, (1), 28-55. (Module 3.2)

SUGGESTED READINGS

Hall, S.C., Lindsey, G. & Campbell, J.B. (1998) Theories of personality. Wiley India(P) Ltd

SEMESTER 4

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**					
Course Name	**FUNDAMENTALS OF COGNITIVE OPERATIONS**					
Type of Course	DSC A					
Course Code	**MG4DSCPSY200**					
Course Level	**200**					
Course Summary	Course explores the foundational principles and processes that underlie cognitive operations, encompassing a range of mental functions involved in human information processing.					
Semester	4	Credits			4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		4		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO No
1	Understand basic concepts of human cognitive process	U	1, 2
2	Apply the fundamental principles of cognition and identifying the psychological process in behaviour	Ap	1, 2, 10
3	Develop familiarity with basic concepts of information processing and to elaborate the cognitive distortion and enhancement processes	C	1, 10

4	Demonstrate and evaluate the psychological abilities by using various psychological measures	C	1, 2, 8, 10	

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: Cognition: Thinking, and Language	15	
	1.1	Cognition: Definition, Components of thought: Mental imagery, concepts	1	1
	1.2	Reasoning- deductive and inductive. Basic sources of error in reasoning: mood, beliefs, confirmation bias, hind sight Problem solving - Steps, Barriers to effective problem solving, Strategies of Problem solving: Algorithms, Heuristics, means-end analysis, backward search Culture, cognitive style and problem solving	4	1, 2, 3, 4
1	1.3	Creativity: Convergent and divergent thinking. Stages of Creativity Decision making Language and Thought: theories of language acquisition - Behaviourist theory, nativist theory, interactionist theory Language- thought relationship	4	1, 2, 4
	1.4	Intelligence-Definition. Determinants of Intelligence-Role of heredity and environment Theories-Two Factor Theory: Spearman, Primary Mental Abilities: Louis Thurstone, Multi-factor Theory (Thorndike), Gardner: Multiple Intelligence, Sternberg: Triarchic Theory, Guilford: Structure of Intellect Cattle: Fluid and Crystallized	4	
	1.5	Assessment of Intelligence: Stanford Binet, Wechsler, Group Test	2	

		Concept of IQ- Extremes of Intelligence: Intellectual disability and giftedness		
2		**Module 2: Learning**	15	
	2.1	Definition and Nature	1	1, 2
	2.2	Classical conditioning- elements, principles- Acquisition, generalization, discrimination, Extinction, second order conditioning	4	1,2
	2.3	Operant conditioning- Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement Premack principle	3	1, 2
	2.4	Observational Learning-process and principles- Bandura and Bobo Doll Cognitive Learning-Tolman's latent learning, Seligman's learned helplessness, Kohler's Insight learning	4	1, 2, 4
	2.5	Trial and error learning Transfer of Learning: Negative, positive transfer and zero transfer	3	1, 2, 4
3		**Module 3: Memory**	15	
	3.1	Definition- Encoding, Storage and Retrieval Processes- The Atkinson and Shiffrin Model-sensory memory, STM, LTM	2	1, 2, 3
	3.2	Neural Networks Models- Levels of processing Types of information in memory: Implicit and explicit memory, Semantic, Episodic; autobiographic memory, Procedural memory Retrieval cues: state dependent and context dependent Measuring Memory: Recall, recognition, relearning, redintegration- priming	5	1, 2, 3

	3.3	Other Phenomena related to Memory: Eye witness testimony, False memory, Childhood amnesia, Flash bulb memory, memory reconstruction	2	1, 2
	3.4	Forgetting: Curve of forgetting Theories- Trace Decay, interference, distortion, repression, amnesia, absence of stimulation Factors that prevent forgetting- Rate of original learning, over learning, periodic reviews, meaningfulness, intention to learn, spaced versus massed learning	4	1, 2, 3
	3.5	Strategies for remembering: recitation, rehearsal, elaboration, organization, Mnemonics. Method of loci, peg word method, key word, SQ3R, chunking	2	1, 3
4.		**Module 4: Practicum**	30	
	4.1	**Psychology Practicals (20 Hours)** *(Choose any five for conducting practicals. Demonstrate the rest of the practicals)* Cognition: Problem solving, Concept Formation, Multiple Choice, Stroop Effect Learning: Massed Vs Spaced, Rote Vs Meaningful, Trial and Error, Maze Learning, Rational Learning, Bilateral, Habit Interference, Knowledge of Result Memory: Immediate Memory, **Intelligence**: SPM, Bhatia Battery, Seguin Form Board		1, 2, 4
5		**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative

	MODE OF ASSESSMENT
Assessment Types	**A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (Any two tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End Examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Baron, R. A. & Misra, G. (2014). *Psychology*, 5th ed. New Delhi: Pearson Education

Ciccarelli, S. K., & Meyer, G. E. (2022). *Psychology*, South Asian ed. New Delhi: Pearson.

Coon, D. (1998). *Introduction to psychology: Exploration and application*. USA: Brooks/Cole Publishing Co., Ch.

Suggested Reading

Bootzin, R., & Bower, G.H.(1991). *Psychology today- An Introduction*, 7th ed. New York: McGraw Hill Inc.

Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.

Lee, J. A. (2010) *The Scientific Endeavour*. New Delhi. Pearson

Lefrancois, G.R. (2000). *Theories of human learning*, 4th ed. London: Wadsworth.

Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.

Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to psychology*, 7[th]ed. New Delhi: Tata McGraw Hill.

MGU-UGP (HONOURS)

Syllabus

	Mahatma Gandhi University
	Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**SELF AND SOCIAL INTERACTIONS**
Type of Course	DSC A
Course Code	**MG4DSCPSY201**
Course Level	**200**
Course Summary	This course intends to provide knowledge in social psychology to conceptualize the subject matter of the social individual in its deepest sense. Building from the preliminary knowledge of social psychology at the undergraduate level, this course offers learners hands-on experience in social behaviour dynamics. The course also helps students understand the nature of how the self and identity develop in a social and cultural context and how individuals engage in the processes of social phenomena like attitude formation, change, engagement in pro-social behaviour and altruism.

Semester						
	4		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	**75**
		3		**1**		
Prerequisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the historical and cultural context of social psychology as a discipline internationally and in India.	E	1, 2, 10

2	Appraise self in the context of social situations and its relationship to social identity.	E	1, 2, 4, 5, 6, 8
3	Apply Social Psychological principles for personal, emotional and social development	I	1, 2, 4, 5, 10
4	Understand and improve the relationship between self and others.	I	1, 2, 4, 5, 6, 9
5	Analyze the nature, dynamics and dimensions of intra and inter personal behaviour.	Ap	1, 2, 3, 4, 5, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	**Module 1: Historical Foundations and Conceptual Issues in Social Psychology**		13	
	1.1	Definition, Scope, Factors affecting social behaviour	2	2, 3, 5
	1.2	Development of social psychology as an independent discipline, Current status of the discipline; Indigenization of social psychology	3	1, 2, 5
	1.3	Social problems, human cognition and behaviour, Correspondence between basic and applied social psychology. Basic and applied social psychology as science	4	1, 3, 4, 5
	1.4	Features of applied social psychology: The role of personal values, The use of multiple theories, intervention techniques and research methods, Interdisciplinary research, Field settings, Social utility.	4	3, 4, 5
2	**Module 2: Intra-personal Dynamics in Social Behaviour; Attitude formation and Change**		18	
	2.1	Culture and development of self, social identity, diverse identities, self and gender Self-perception: Self-concept, Self-Awareness, Personal and social Factors affecting self-perception, maintaining positive Self-concept.	6	2, 3, 4, 5

		Cognitive and behavioral Aspects of self: Self-monitoring, Self-regulation, Self-destruction, Self-deception		
	2.2	Self-presentation: How do people present themselves to others? Role of self-confidence, self-efficacy, and culture, impression management	3	3, 4, 5
	2.3	Attitudes, Structure, functions, formation of attitudes, Attitude-behavior link Strategies for Attitude Change, Process of persuasion, related factors, Theories of attitude change: Strategies of promoting attitude and behavior change in India-illustrative case studies in Indian context.	6	3, 4, 5
	2.4	The fine art of persuasion, Resistance to change Application of persuasion in diverse areas: Advertising, Marketing and political behaviour, Fear appeals.	3	4, 5
3		**Module3: Pro-social Behaviour and Altruism**	**14**	
	3.1	Definition, Motives of prosocial behaviour, Steps to respond to an emergency	3	2, 3, 4
	3.2	Biological determinants of Pro-social behavior: mirror neurons, evolution	2	2, 5
	3.3	Personal and Situational factors affecting pro-social behavior: Empathy, Altruism, Mood states, Gender differences, Competence, Living in big cities, Scrooge effect	2	2,5
	3.4	Social Cognition and Pro-social behavior: Bystander effect, Latane and Darley's Cognitive model, Case of Kity Genovese.	3	3, 4
	3.5	Factors increasing Prosocial Behaviour-Helping people similar to ourselves, Exposure to prosocial models, Playing prosocial videogames, Feelings that reduce our focus on ourself, social class. Factors decreasing Prosocial behavior- Social exclusion, feeling of anonymity, Putting economic value on time.	4	4, 5
4		**Module 4: Practicum**	**30**	3, 4, 5
	4.1	Take data using a questionnaire on any aspect of social behavior, related to the course contents in Indian setting, such as domestic violence, relationship questionnaire, self-esteem questionnaire or any other and make a report.	7	3, 4, 5

	4.2	Design an experiment to assess any aspect of social behavior.	8	2, 3, 5
	4.3	Assessing self, such as self-concept, self-identity, Self-esteem, Self -efficacy, Self-confidence, self-monitoring in relation to conflicts	8	3, 4, 5
	4.4	Prepare a case study on attitude change and behavior in the Indian context, such as a case study of change in attitude and behavior toward sanitation, corruption, cleanliness or any other Training and adopting strategies of change.	7	3, 4, 5
5.		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecture, Video clippings**,** Discussion**,** Interactive learning, Comparison method**,** Real life examples, case discussions, Interactive Instruction, Seminar and Discussions**,** Role play, TED talks**,** Lecture, Character analysis**,** case study analysis**,** Advertisements, political campaigns**,** Direct instruction, Library work**,** Assignment, Experiment
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report. Practicum should be submitted as instructed by faculty (Any two tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each)

	MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)
	Total marks - 70

References

Module 1:

Baron, R.A. & Branscombe, N.R. (2017). Social Psychology (14th ed.) Delhi: Pearson.

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2012). Fundamentals of Social Psychology (12th ed.) Delhi: Pearson.

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Singh, A. K. (2019). Social Psychology (2nd ed). Delhi: PHI learning Pvt. Ltd.

Steg, L., Buunk, A.P. & Rothengatter, T. (2008) Applied Social Psychology: Understanding and Managing Social Problems (1st ed). New York: Cambridge University Press

Module 2:

Baron, R.A. & Branscombe,N.R. (2017). Social Psychology (14th ed.) Delhi: Pearson.

Baumeister, R. G., & Bushman, B. J. Social Psychology & Human Nature. (3rd ed.). Cengage. Belmont, CA.

Crisp, R.J & Turner, R.N (2007) Essential Social Psychology. New Delhi: Sage Publications

Misra, G. (1990) Applied Social Psychology in India. New Delhi: Sage Publications.

Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.

Module 3:

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2012). Fundamentals of Social Psychology (12th ed.) Delhi: Pearson.

Baron, R.A. & Branscombe,N.R. (2017). Social Psychology (14th ed.) Delhi: Pearson.

Crisp, R.J & Turner, R.N (2007) Essential Social Psychology. New Delhi: Sage Publications

Steg, L., Buunk, A.P. & Rothengatter, T. (2008) Applied Social Psychology: Understanding and Managing Social Problems (1st ed). New York: Cambridge University Press

Module 4:

Baron, R.A. & Branscombe,N.R. (2017). Social Psychology (14th ed.) Delhi: Pearson.

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2012). Fundamentals of Social Psychology (12th ed.) Delhi: Pearson.

Heinzen, T & Goodfriend, W., (2022) Case Studies For Teaching Social Psychology (2nd ed.) New Delhi: Sage Publications

Hogg, M.A. & Vaughan, G.M., (2018) Social Psychology (8th ed.) New Delhi: Pearson

Suggested Reading:

Albarracín, D. (2015). Appealing to fear: A meta-analysis of fear appeal effectiveness and

Aronson, E.,Wilson, T.D., Akert, R.M. &Somers, S.R. (2017). Social Psychology (10th ed.) Indian adaptation. India: Pearson Education Pvt. Ltd.

Baumeister, R. F., & Bushman, B. J. (2013). Social Psychology & Human Nature, Wadsworth.

Misra, G. (2009). Psychology in India: Social and Organizational Processes. Delhi. Pearson.

Mongeau, P. A. (2013). Fear Appeals. In The Sage Handbook of Persuasion Thousand Oaks, CA: Sage.

Tannenbaum, M. B., Hepler, J., Zimmerman, R. S., Saul, L., Jacobs, S., Wilson, K., &

theories. Psychological Bulletin.

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY				
Course Name	EXPLORING HEALTH PSYCHOLOGY				
Type of Course	DSE				
Course Code	MG4DSEPSY200				
Course Level	200				
Course Summary	This course enables students to understand the basic concepts of health Psychology and gain different perspectives on the broader determinants of health.				
Semester	4	Credits		4	
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours
		4		0	0	60
Pre-requisites, if any	Nil				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the foundations of Health psychology.	U	1, 2, 3
2	Apply the preventive aspects to develop a better life style for self and others.	A	4, 6, 7, 9, 10
3	Analyze the sources of stress.	An	1, 2, 4, 5
4	Practice techniques of coping.	S	1, 10
5	Make use of health care services and improve patient-doctor communication.	C	1, 2, 3, 4, 5
Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Unit	Course description	Hrs.	CO No.
1		**Module 1: History and Current Trends in Health Psychology**	15	
	1.1	Origins of Health Psychology: Definition-history of health psychology: Mind-body relationships-biopsychosocial model- Indian Approaches in Health: concept of health and illness in Ayurveda, yoga	6	
	1.2	Contemporary Perspectives in Health Psychology: nature of health-wellness- illness; Need & significance of health psychology- Advances in technology-Expanded Health care services.	5	1
	1.3	Portraying the importance of Health and wellness through visual-Medias: students shall take any movies or documentaries portraying the importance of health, how the compromising behaviours influence their social and personal life and how and should society approach them.	4	
2		**Module 2: Adaptive and Maladaptive Health Behaviors**	23	
	2.1	Health Promotion: health behaviors- Health habits- practicing and changing Health behaviours- Barriers to	8	

		modifying poor health behaviours; changing health habits: Health belief model- Theory of planned behaviour- Self Determination theory- Self regulation and Health behaviour change- transtheoretical model.		2
	2.2	Health Compromising Behaviors: Obesity- eating disorder- Alcoholism – Smoking (include use of E-cigarette/ vape or new mode of smoking)- increased screen time/binge watching.	8	
	2.3	Health Promoting Behaviors: Exercise- Accident prevention, Vaccination and Screening, Diet, Sleep, Importance of water consumption, Importance of timely body checkup.	2	
	2.3.1	Practicum work based on health promoting behaviors: Students shall take any of the health promoting behaviours and apply it in any daily life setting	5	
3		**Module 3: Stress and Coping**	**12**	
	3.1	Stress and Health: Stress- Types of stress; Appraisal of stressors; contribution of stress to illness; daily stress.	5	3
	3.2	Chronic stress and PTSD: Chronic stress- Sources of chronic stress: PTSD	2	
	3.3	Management of stress: coping style; Coping with stress and resilience; techniques in stress management- relaxation techniques- Mindfulness- expressive writing- self-affirmation.	5	
4		**Module 4: Society and Health**	**10**	
	4.1	Health Care Systems: Patient consumerism- structure of health care delivery system-Types of health care system	3	4
	4.2	Patient-Provider Communication: Provider behaviors that contribute to faulty communication-Poor -patient- provider communication-improving patient-provider communication	4	
	4.3	Social Relationships: effect of social support- social networking- friendship service available.	3	
5		**Teacher-specific content**		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	**Module 1:** Brain storming lecture, Explicit Teaching, Discussions. **Module 2:** Active co-operative learning, Presentation and assignment by individual student, Community interactive learning. **Module 3:** Explicit Teaching, Seminar, assignment by individual student, E-learning, Training session. **Module 4:** Library work and Group discussion, Presentation and assignment by individual student, Community interactive learning**.**
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. Report– each student shall individually or in group visit an institution/community with demonstrated experience of alternative thoughts and prepare a report. Individual or group assignment/ any awareness program in the community. Movie review (Suggestions: Spirit, Vellam (Malayalam), Udta Punjab (Hindi), Fashion (Hindi), Dum la-ga Aysha- Bala) A case study analysis on any health compromising behavior and suggest suitable health promoting strategies (Any two tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)

	Total marks – 70

References

Taylor, S. E. (2018). *Health Psychology* (10th ed.). McGraw-Hill.

Sarafino, E. P., Smith, T. W. (2011). *Health psychology: Biopsychosocial interactions* (7th ed.). John Wiley & Sons.

SUGGESTED READINGS

Iyengar, B. K. S., Evans, J. J., & Abrams, D. (2005). Light on life: The yoga journey to wholeness, inner peace, and ultimate freedom. Rodale Press.

Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York

Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation

Sarafino, E. P., Smith, T. W. (2012). *Health psychology: Biopsychosocial interactions* (8th ed.). John Wiley & Sons.

Mahatma Gandhi University
Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	COMMUNITY
Type of Course	DSE
Course Code	MG4DSEPSY201
Course Level	200
Course Summary	This course provides the learner a glimpse of the idea of 'community' by introducing them to a few of the fundamental theories and terminologies pertaining to the concenpt of community. The course helps the learner to begin understanding the relevance of community psychology in the context of the idea of commuity and community studies. This is further achieved through the discussion of the core principles and other central concepts pertaining to community psychology. The course proceeds to educate the learner about social issues, the education system and the social justice system in the context of community and sheds light upon some of the critical intervention strategies that can be implemented for social change in a community.

Semester	4		Credits		4	Total Hours	

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4				

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Understand the idea of community, the conventional frameworks of a traditional community and the future of the idea of community.	U	1

2	Learning to appreciate the need for the discipline of community psychology through knowledge about its history, core principles and concepts.	Ap	4	
3	Analyze the diverse social issues and social processes that occur and are perpetuated in the community.	An	4	
4	Apply one's knowledge about individualism and collectivism to understand how these reflect differently in different communities especially through the perception of power and control.	A	1	
5	Evaluate the different community intervention strategies such that an informed decision about the most suitable one can be taken at the time of a social need for urgent effective action.	E	4	

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: The Idea of Community and Community Studies	**14**	
1.	1.1	Classical Social Theory and the Idea of Community Introduction to the Concept of 'Community'; Durkheim's idea of Social Solidarity; Weber's and Tonnies' ideas about 'Gemeinschaft' and 'Gesellschaft';	4	1
	1.2	Theory's Twentieth Century Legacy and the Threat faced by Community 'Ideal-type' concept of Community; Loss of community	3	1
	1.3	Future and the Return of the Community Finding ways to create social bonds between urban fragmentized societies; Resorting to modes of togetherness to feel a sense of security and protection	4	1
	1.4	The Outlines of Traditional Community Small town sociology; Village Life; Wholeness and	3	1

		Particularity in Traditional Community		
2.		**Module 2: Fundamentals of Community Psychology**	**13**	
	2.1	Historical Background Social Movements; Swampscott	2	2
	2.2	What is Community Psychology Definition; Four broad principles guiding community research and action	2	2
	2.3	Fundamental Principles A Respect for Diversity; The Importance of Context and Environment; Empowerment; The Ecological Perspective/ Multiple Levels of Intervention;	4	2
	2.4	Other Central Concepts Prevention rather than Treatment; Social Justice; Emphasis on Strengths and Competencies; Social Change and Action Research; Interdisciplinary Perspectives; A Psychological Sense of Community; Training in Community Psychology	5	2
3.		**Module 3: Different Domains and the Community**	**20**	
	3.1	Social and Human Services in the Community Specific Social Issues and Social Services: Child Maltreatment, Intimate Partner Violence, Teen Pregnancy, The Elderly, Homelessness	4	3
	3.2	Schools, Children and the Community The Early Childhood Environment: Child Care, Enrichment Education and Early Intervention; Self-Care Children; The Public Schools: Desegregation, Ethnicity and Prejudice in Schools, The Schools and Adolescents	5	3
	3.3	Law, Crime and the Community The Traditional Justice System: Crime and Criminals, Jails and Prisons, Victims and Fear of being Victimized, Enforcement Agencies; Addressing Justice System Issues: Primary Prevention, Secondary Prevention	5	3

	3.4	Individualism, Collectivism and Community Psychology Individualism and Collectivism; Individualism in Psychological Research; Consequences of Individualistic Assumptions; Challenging Individualistic Assumptions: Control and Conceptions of the Person, A Feminist Critique of Power as Domination, Control and the Western Ideal, Individualism in Measures of Control, Incorporating Collectivistic Perspectives in Community Psychology	6	4
4.		**Module 4: Community Intervention Strategies**	**13**	
	4.1	Creating Planned Change & Citizen Participation Community Participation and Prevention; Who Participates; Advantages and Disadvantages of Citizen Participation	2	5
	4.2	Networking/ Collaboration Issues Related to Networks, Advantages and Disadvantages of Networks	2	5
	4.3	Consultation Issues related to Consultants; Advantages and Disadvantages of Consultants	2	5
	4.4	Community Education and Information Dissemination Information Dissemination; Community Education; Issues related to Information Dissemination; Issues related to Community Education	4	5
	4.5	Public Policy Issues related to the Use of Public Policy; Advantages and Disadvantages of Public Policy Changes; A Skill Set for Practice	3	5
5		**Teacher-specific content**		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	**Module 1** 1.1 Lecture 1.2 Lecture 1.3 Lecture & Group Discussion 1.4 Lecture **Module 2** 2.1 Lecture 2.2 Lecture 2.3 Lecture 2.4 Lecture **Module 3** 3.1 Lecture & Student Seminars 3.2 Lecture & Students Seminars 3.3 Lecture & Student Seminars 3.4 Lecture **Module 4** 4.1 Lecture & Case Discussion 4.2 Lecture 4.3 Lecture 4.4 Lecture & Case Discussion 4.5 Lecture & Case Discussion
Assessment Types	**MODE OF ASSESSMENT** A. **Continuous Comprehensive Assessment (CCA) Total marks - 30** 1. Internal Test – One MCQ based and one extended answer type 2. Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. 3. Write a brief report on an indigenous community with distinct traditional community practices of its own and have a class discussion on all the communities reported 4. Visit a Community Care Establishment such as a Child Care Home or Old Age Home and interact with the residents and prepare a report on the same. 5. Develop a Community Action Framework for a relevant Community Issue

	based on the Intervention Strategies discussed. ANY RELEVANT TASKS SUITS CAN BE TAKEN UP BY FACULTY
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Day, G. (2006). *Community and Everyday Life*. (1ˢᵗ ed) Routledge.

Moritsugu, J., Vera, E., Wong, F.Y., & Duffy, K. (2019). *Community Psychology* (6th ed.). Routledge.

Rappaport, J., & Seidman, E. (Eds.) (2000). *Handbook of community psychology*. Kluwer Academic/ Plenum Publishers.

Suggested Readings

Bell, C., & Newby, H. (1971). *Community Studies: An Introduction to the Sociology of the Local Community* (1st ed.). Routledge.

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY				
Course Name	**PSYCHOLOGY OF MARKETING AND ADVERTISEMENTS**				
Type of Course	DSC B				
Course Code	**MG4DSCPSY202**				
Course Level	**200**				
Course Summary	This course highlights the phenomenon of advertisement from the perspective of the psychology of attitude, persuasion and behavior change, endeavoring to understand it through certain theories and examples informed by empirical evidence.				
Semester	4	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75 Hrs
		3	0	1	0	
Prerequisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the basic concepts related to advertisement and its psychological perspective.	U	2
2	Determine the influence of advertisements in acquiring and processing of information and respective attitude changes of customers.	A	1
3	Examine different psychological techniques of advertisement that can be used to influence the behavior of audience.	An	2, 4
4	Illustrate different strategies used in advertisement that help customers to memorize and retrieve information.	An	4
5	Examine the necessity of adopting truth and high ethical standards of advertisement while attaining the company objectives.	An	6, 8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Unit	Course description	Hrs	CO No.
1		**Module 1: The Concept of Advertisement and Its Psychological Perspective**	**15**	1
	1.1	Advertisement: Concept, Objectives, Scope, The AIDA Model, Classification of advertising – Television, Radio, Print, online, Billboard, In-store, Word of Mouth, Endorsement	3	1
	1.2	Elements of Advertisement, Effects of Advertising on Consumer Behavior - Highlighting product benefits, Entertainment, building trust and confidence, social perception, motivating to purchase, familiarizing brands	4	3

	1.3	Advertisement: A Psychological perspective – Psychology in food Advertisement, Classical Conditioning in Advertising (Highlight examples for each concept) Color Psychology in Advertising – Importance, Psychology of using colors to win customers (Highlight Examples for each color)	4	1
	1.4	Psychological techniques used in advertising – Music, Humor, Fear, Fun and Pleasure, Sadness, love- (animals, families, pets, newborns and mothers, or happy couples) – Excitement, Vanity, Persuasion language of Advertisement (Highlight examples for each). (Discuss how each factor influences the audience) Compliance beyond Persuasion: Reciprocity Principle, Commitment/consistency Principle, Social validation, liking & authority, Scarcity and confusion	4	2
2	**Module 2: Acquiring, processing of information & Attitude change from advertising**		**15**	
	2.1	The Model of Atkinson and Shiffrin (Memory process)	2	2
	2.2	The Cognitive response model, Tri-component model of attitudes	3	2
	2.4	Cognitive dissonance – Definition Measuring the effectiveness of Cognitive dissonance in advertisement- identify the target audience, create a dissonance trigger, provide a solution, Test and measure the advertisement. (Eg: Ads of Shampoo, Fast Food, Snickers Ads etc.)	10	3
3	**Module 3: Ethical Issues in Advertising**		**15**	
	3.1	Ethics in Advertisement: Principles of Advertisement, Social Responsibility of Advertising (Earl.W.Kinter)	5	5
	3.2	Principles of Advertisement Aiming Children by National Association of Broadcasters, USA	5	5

	3.3	Ethical issues in advertising with specific reference to TV advertising (Marilyn, Y. Jones, Robin Pentecost, and Gabrielle Requena)	5	5
		Module 4: Practicum	30	
	4.1	Identify and evaluate the strategies used by 5 different companies in building Print and Television advertisement and submit a report.	6	5
4	**4.2**	Case Studies • Dhathri ('false' hair advertisement), • Volkswagen (false claims on 'Clean Diesel' vehicle), • Red Bull ("give you wings."), • Kellogg's (Rice Krispies boost our immune system), • Hyundai and KIA (over-advertised its cars' horsepower), • Wal-Mart (falsely advertised the price of Coke in New York)	18	4
	4.3	Regaining Consumer Confidence: Case Study: Cadbury's Worm Infestation Controversy and Amitabh Bachchan Campaign	6	5
5		**Teacher-specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer type

		Seminar Presentation – Theme of seminar is to be discussed and identified with teacher.
		(Any one task must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
		B. Semester End examination Essay type question – 2 out of three (10 marks each) Short essay type – any 4 out of seven (5 marks each) Short answer type – any 5 out of seven (3 marks each) MCQ/One word/ Match the following/Fill in the blanks – 15 questions (1 mark each) **Total marks – 70**

References

Belch,G.B., & Belch, A.M. (2017). *Advertising and Promotion: An Integrated Marketing Communications Perspective (SIE).*McGraw Hill Education.

Dave, S. (2023b, February 15). *The power of memory in advertising - How the brain remembers ads*. Incivus - Perception Technology. https://incivus.ai/blog/the-power-of-memory-in-advertising/

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Mahatma Gandhi University

Kottayam

Programme	
Course Name	**SOCIAL VALUES FOR ENHANCING HUMAN DIGNITY**
Type of Course	VAC
Course Code	**MG4VACPSY200**
Course Level	**200**
Course Summary	This course will help the learner to understand human and constitutional rights, appreciate diversity in interpersonal interactions, develop strategies to enhance quality of social engagements and to initiate proactive measures to foster social harmony.

Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others (practicum/ assignment)	
		3				45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate a comprehensive understanding of social behaviour that contribute to building an equitable and inclusive society.	U	1, 7, 8
2	Discover relevant human rights and constitutional rights for divergent social groups.	An	6, 7, 5
3	Examine the suitability of specific social interactions to achieve social equity.	An	7, 5, 8
4	Propose strategies to enhance social consciousness and social responsibility for oneself.	C	6, 2, 5, 7, 8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1		**Module 1- Relationship Styles**	**14**	
	1.1	Foundations of relationship- Psychodynamic approach – basic trust, basic anxiety, attachment styles	4	1
	1.2	Diverse behaviours in intimate relationships – Compassionate passionate and companionate, convenient, co-dependent, enabling relationships Conflict resolution strategies-acceptance, trust, forgiveness responsiveness.	5	1, 3, 4
	1.3	Relationship dynamics – power & control, authority & resources, Social exchange dynamics- patriarchy, gender roles, social and cultural - structures in defining relationships	5	1, 3, 4
2		**Module 2 - Diversity in social interactions**	**16**	
	2.1	Human rights and fundamental rights & violations. Domestic violence Act, POCSO Act, dowry prohibition act, Juvenile Justice Act, IT Act, sexual harassment of women at	3	1, 2

		workplace Act		
	2.2	Violations in intimate relationships –- incest, marital rape, intimate partner violence, economic abuse, psychological abuse. Impact of domestic violence- violation of trust, effect on self-esteem and identity, cycle of violence.	6	1, 3,
	2.3	Dignified human interactions in diverse settings: cyber space- mutual respect v/s defamation, fishing, baiting. workplace- cooperation v/s competition bullying, emotional manipulation- gas lighting, belittling, isolation, sexual harassment. Public behaviour- Consensus v/s Coercion and grooming in sexual relationships.	7	3
3		**Module 3: Managing social interactions**	**15**	
	3.1	Social & interpersonal skills assessment – Communication skill, gender attitude scale	4	3, 4
	3.2	Training for -communications, listening skills - using techniques in assertiveness training and/or Transactional Analysis	8	4
	3.3	Assessing quality of own relationships and interactions apply theories – power dynamics, Relationship structure.	3	4
4		**Teacher-centric content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Unit 1.1 – Lecture Unit 1.2 – Lecture and open Group Discussion on personal experiences and observation Unit 1.3 - Lecture Unit 2.1 – Lecture Unit 2.2 – Group Case study and poster making - teacher & peer evaluation Lecture

	- Acts
	Unit 2.3 – Role Play and presentation - teacher & peer evaluation Lecture – Acts
	Unit 3.1 –Online assessment and report any 2- discussions of reports
	Unit 3.2 – Lecture & role play.
	Unit 3.3 – Assignment – reflection on the quality of personal relationships & strategies to improve
Assessment Types	**MODE OF ASSESSMENT** A. **Continuous Comprehensive Assessment (CCA)** Total marks – 30 Group discussion on characteristics of healthy relationship and submit report Group case study & poster presentation on domestic abuse Group role play & peer evaluation on forms of abuse Online Social & interpersonal skills assessment (Communication skill, gender attitude scale) and report Reports on Training participation Assignment on Self-evaluation and action plan. Internal Test – One MCQ based and one extended answer type Seminar Presentation – Theme of seminar is to be discussed and identified with teacher. Open book written test Situational analysis/ case analysis - module 1& 2 Creating action plan - module 3 (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)
	B. Semester End examination Essay type question – 2 out of 4 (15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks - 70**

References

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Rao, N. & Sahajapal, P. (2013). Counselling and Guidance. (Unit 3.2)

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	
Course Name	**UPSKILL SELF**
Type of Course	SEC
Course Code	**MG4SECPSY200**
Course Level	**200**
Course Summary	This course will encourage students to reflect on their self and understand themselves. It focuses on essential helping skills which will enable a student to provide support and acceptance to others. The course also aims to develop a readiness in students to attend to psychological needs in an emergency situation. In addition to these, a student is provided with tips to manage stress at individual and interpersonal levels to navigate effectively through life.

Semester	4	Credits			3	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	45
		3	0	0	0	
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the concept of skills in everyday life.	U	1, 2
2	Apply appropriate skills to intra-personal, inter-personal and crisis related situations.	A	4, 5, 6
3	Create strategies to meet skill demands in individual and social life.	C	2, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Unit	Course description	Hrs.	CO No.
1		**Module 1: Self and extending oneself**	15	1, 2, 3
	1.1	Self-understanding - The self-concept, Self-esteem, The importance of self-esteem, Methods of self- enhancement (activities)	5	
	1.2	Helping skills- Core Condition of Helping- -Empathy -Active listening - The importance of listening, Difference between listening and hearing, ROAR, Obstacles to listening -Unconditional positive regard -Congruence -Accepting individual differences	10	
2		**Module 2: Psychological First Aid**	15	1, 2, 3

	2.1	What is Psychological First Aid, 7 themes, Who is PFA for? How is PFA provided? Who delivers it? Do's and Don'ts in PFA Action principles - Look, Listen and Link.	5	
	2.2	Normal response to grief Defining crisis, phases of a disaster, expectable reactions to disasters and crisis	6	
	2.3	Effective disaster and crisis intervention	4	
3		**Module 3: Navigating Change and Individual Differences**	15	1, 2, 3
	3.1	Stress- what is stress, types, causes, symptoms (brief) Stress from Exam anxiety- Controlling exam anxiety- predicting exam questions, helpful reminders for reducing exam anxiety 3 types of responses, strategies- matching, true-false, multiple choice, short answers and essay question -Stress from Relationship- management -Stress from Digital/online sources- management Activities- Am I stressed?	8	
	3.2	Issues related to individual differences - Body image- what is body image, body perception, beautyism, changes in body perception, explore your own body image -Aggression & Bullying- define aggression, types, aggression and violence, forms of violence in the social world, bullying, types of bullying	7	
4		**Teacher-centric content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Activity, worksheets** Direct Instruction: Brain storming lecture, interactive instruction, Active co-operative learning, Authentic learning, Presentation by individual student/Group representative.

Assessment Types	MODE OF ASSESSMENT
	A. Continuous Comprehensive Assessment (CCA) Total marks - 30 Internal test using Scenario- based questions and appropriate application of PFA Classroom participation (based on involvement in activities) Submission of an analytical report on any massive disaster/traumatic event published in the newspaper Any relevant tasks suits subject
	B. Semester End examination Essay type question – 2 out of 4(15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks - 70**

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SEMESTER 5

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY				
Course Name	DYNAMICS OF RESEARCH IN PSYCHOLOGY				
Type of Course	DSC A				
Course Code	MG5DSCPSY300				
Course Level	300				
Course Summary	This course serves as an introduction to the foundational principles of psychological research, equipping students with the essential skills and knowledge needed to progress to advanced levels of inquiry within the field of psychology.				
Semester	5	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practicum	Others	60
		4			
Pre-requisites , if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand research and its significance.	U	1, 2
2	Foster a basic understanding of concepts related to research.	U	1, 2
3	Acquire understanding of the steps in scientific research and its direct application to enhance proficiency in conducting psychological research.	A	1, 2
4	Differentiate between qualitative and quantitative methods of research for producing high quality research works.	C	1
5	Identify various relevant research areas in Psychology.	U	6, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO No
1	Module 1: Introduction to research in Psychology		**10**	
	1.1	Meaning and characteristics of scientific research	2	1
	1.2	Scientific research- Goals, Objectives, Significance Difference between method and methodology	2	1, 2
	1.3	Types of research- descriptive/analytical, fundamental/ applied, quantitative/qualitative, conceptual/empirical, exploratory, experimental, longitudinal, historical, other relevant types.	4	2, 4
	1.4	Criteria of a good research Characteristics of a good researcher Steps in research (brief introduction)	2	1, 2

		Module 2: Research problem	**10**	
2	2.1	Review of literature- importance and methods Developing theoretical and conceptual framework Identifying the research gap Need and significance	4	2, 3, 4, 5
	2.2	Defining a research problem- need, significance, techniques, sources, steps	3	CO3, CO5
	2.3	Formulating research problems in qualitative and quantitative research	3	CO3, CO4, CO5
3		**Module 3: Variables and Sample**	**11**	
	3.1	Variables- definition, types, converting concepts into variables. Measurement scales-nominal, ordinal, interval, ratio	4	2, 3, 4
	3.2	Sampling frame-probability/non-probability, sampling (involves qualitative sampling procedures also) size estimation, sampling error	7	2, 3
4		**Module 4: Methods of Research**	**29**	
	4.1	Hypothesis- definition, functions, significance, errors, testing Hypothesis formulation in qualitative research	4	2, 3, 4
	4.2	Research design- Definition, need, significance, features of good design, Types of research designs Selecting a research design Research designs in qualitative research (brief introduction) Methods of data collection- selection, types, sources (primary & secondary)	6	2, 3
	4.3	Tools used for data collection- types, construction-reliability & validity (brief introduction) Data collection in qualitative research Tool construction in qualitative research (steps in brief)	8	2, 3, 4

		Data Analysis techniques- Qualitative and quantitative		
	4.4	- brief introduction to the tests, NVivo, SPSS, R	8	2,3,4
	4.5	Ethical considerations in data collection and assessment in clinical, education and organization settings. Ethical practice in research.	3	2,3,4
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module 1** 1.1- Lecture 1.2- Lecture 1.3- Lecture 1.4- Lecture **Module 2** 2.1- Lecture 2.2- Lecture 2.3- Lecture and discussion **identification of the research problem and its seminar presentation** **Module 3** 3.1- Lecture 3.2 – Lecture **Identification of variables from articles** **Module 4** 4.1- Lecture 4.2- Lecture 4.3- Lecture
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total -30 Marks** Seminar presentation Internal test- MCQ- 3 sets of question papers Assignment -identification of the research problem, Identification of variables from articles Formulating suitable hypotheses based on the problem identified Identifying suitable tool for the problem identified in the second module (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit

	the course).
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

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Singh, A. K. (2016). Tests, measurements and research methods in behavioral sciences. (5th ed.). BharatiBhawan Publishers

Suggested Readings

Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches (4th ed). SAGE Publications.

Flick, U. (2010). Introduction to Qualitative Research (4th ed.) Sage Publications.

Murphy, K.R., & Davidshofer, C.O. (1998). Psychological testing: Principles and Applications. (4th ed) prentice Hall International.

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	INDIVIDUAL BEHAVIOR IN ORGANIZATION
Type of Course	DSC A
Course Code	MG5DSCPSY301
Course Level	300
Course Summary	Individual Behavior in Organizations is a fundamental course designed to provide students with a thorough understanding of individual behavior within the context of organizational settings. The course examines psychological theories and its application elaborating the concepts of motivation and decision making, within the framework of organizational behavior. A glimpse into organization behaviour in the 4th semester will give the student a base to understand their internship experiences. This course will also equip the student with some of the skills required to be employed in an HR department.

Semester	5	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3	1			
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Explain the psychological processes in the organizational setting and understand the interdisciplinary nature of the field.	U	1, 3
2	Appreciate the need for diversity and inclusivity in an organization.	U	7
3	Assess individual differences and apply it in several organizational situations.	A	1, 2
4	Design applications of psychological processes in organizational settings.	C	2, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1: Introduction to Organizational behavior	10	
1	1.1	Definition of organization and organizational behavior, Brief history of OB Interdisciplinary fields to OB, Importance and Application of OB, Model of OB	5	1
	1.2	Challenges and opportunities of OB- Globalization, Workforce diversity, economic pressures, people skills, customer service, ethical behavior.	5	1
		Module 2: Individual Differences and Assessment	13	
2	2.1	Individual differences in organization of various kinds- demographic, personality, ability- cognitive and physical, attitude, skills, knowledge. Diversity and its advantages and disadvantages	5	2
	2.2	Assessment of individual differences (attitudes, knowledge, skills, abilities for personnel selection, promotion procedure, job satisfaction, exit procedure)	8	2

		Methods for assessment- Interview method, Psychological Testing, well known tests used, Assessment Centers Brief overview of recruitment types, selection process, job analysis- uses and process		
	Module 3: Motivation and Decision Making in Organization		22	
3	3.1	Definition. Meaning and importance in organization, Theories of motivation: Classic Approaches (Maslow, reinforcement, equity and Vroom's) Modern approaches (Goal Setting, Control theories, action Theory, Job redesign)	7	1
	3.2	Application of theories in Performance appraisal system, and determining salary and financial & non-financial benefits.	5	1
	3.3	Definition, Types of decisions, Individual and Group decision making Process of Decision making- Rational Model, Bounded Rationality and Behavioural model, Intuitive Model	6	1
	3.4	Heuristics, Errors and Biases in Decision Making and how to overcome them	4	1
4	**Module 4: Practicum**		30	
	4.1	Using job analysis, arrive at the job description of two simple jobs, find out the knowledge, skills and abilities (KSA) required for the job and devise assessment methods to select them. Interact at least with two HR managers and find out How their organizational performance appraisal is designed. How their compensation and benefits (financial and non-financial) are linked to it to improve motivation.		1,4
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, Field visit and presentation, Library work and Group discussion, Presentation by individual student.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and one extended answer type Case study Analysis – every student should analyze a case and submit a report applying the techniques of OB. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

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Luthans, F., Luthans B.C., Luthans, K.W. (2015). Organizational Behavior-An evidence- based approach. New York: McGraw Hill International.

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<table>
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Kottayam</td></tr>
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Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**FUNDAMENTALS OF ABNORMAL PSYCHOLOGY**
Type of Course	DSC A
Course Code	**MG5DSCPSY302**
Course Level	**300**
Course Summary	This course contains an overview of abnormal behaviour. It consists of signs and symptoms of various disorders and an understanding regarding causal factors of disorders. It will equip students with the knowledge and skills to distinguish normal and abnormal behaviour.

Semester	Credits				
5				4	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical (practicum)	Others	75
		3		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify and describe major mental disorders, including their symptoms, etiology, and prevalence	A	1
2	Gain an understanding of different theoretical perspectives used to explain abnormal behaviour	U	1,3
3	Recognize how cultural factors can influence the expression and interpretation of abnormal behaviour, and be aware of ethical guidelines in the assessment and treatment of mental disorders	U	7,8
4	Development of critical thinking skills to evaluate and analyse research studies, treatment approaches, and historical perspectives in abnormal psychology	An	1,2
5	Understanding the administration and interpretation of psychological assessments, interviews, and other tools used to assess and diagnose mental disorders	A, S	2,8
6	To communicate effectively about abnormal psychology concepts and be able to articulate complex ideas related to abnormal behaviour, mental health, and treatment approaches	S, Ap	4,5,9, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Abnormal behaviour: an overview**	12	1, 2,4
	1.1	Indicators of abnormality, historical views of abnormality, current perspectives – biological, psychological, social and cultural views	5	2, 4
	1.2	Risk factors and causes of abnormal behaviour: necessary, sufficient, and contributory causes. Feedback and bidirectionality, diathesis stress model	4	4

	1.3	Classification system: DSM 5 TR and ICD 11, Brief history of evolution of DSM 5 TR, Need for classification system	3	1, 2
2	colspan	**Module 2: Anxiety-related, Somatic and Stress related disorders**	20	1,2,3
	2.1	Specific phobia, social anxiety disorder, panic disorder, agoraphobia, generalized anxiety disorder Causes of anxiety disorders: Biological, Psychological and sociocultural factors	6	1, 2
	2.2	Obsessive compulsive and related disorders: OCD, Body dysmorphic disorder, Trichotillomania Causes of Obsessive compulsive and related disorders related disorders: Etiology	6	1, 2
	2.3	Somatic Disorders: Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder. Etiological factors	4	1, 2
	2.4	Stress: Stress response, mind-body connection, immune system, Adjustment disorder, Acute Stress Disorder, Post Traumatic Stress Disorder. Etiological factors	4	1, 2
3		**Module 3: Dissociative, Substance-Related and Addictive Disorders**	13	1,2,3
	3.1	Dissociative Disorders: Derealization/Depersonalisation Disorder, Dissociative Amnesia, Dissociative Identity Disorder. Etiological factors	3	1,2,3
	3.2	Alcohol related disorders: Alcohol use disorder, Alcohol intoxication disorder, Alcohol withdrawal disorder. Etiological factors	5	1,2,3
	3.3	Sedatives, Stimulants, Opium, Hallucinogens, Consequences of abuse Gaming disorder (ICD-11)	5	1,2,3
4		**Module 4: Practicum**	30	
		Basic elements in assessment: Relationship between assessment and diagnosis, importance of trust and rapport, Psychosocial assessment: Clinical interview, Case history, Mental Status Examination, and clinical Observation Visit a mental health centre and submit minimum 2 cases study.		4,5

| 5 | **Teacher specific Module** | | |

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	Direct Instruction: Brain storming lecture, E-learning, interactive Instruction: Active co-operative learning, Seminar, Assignments Authentic learning, case study discussions, Library work and Group discussion, Presentation by individual student
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total marks – 30** Internal Test – One MCQ based and on extended answer type Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar Assignments Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report on one Case history and MSE. (Or any other tasks to suit the course) (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Ahuja, N. (2010). *A short textbook of psychiatry* (7th ed.). Jaypee.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology* (17th ed.). Pearson Education India.

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Suggested Readings

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders: DSM-5-TR* (5th ed., TR.). Arlington VA.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry (11th ed.). LWW.

World Health Organization. (2022). *ICD-11: International classification of diseases* (11thed.).

Mahatma Gandhi University

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Programme	BSc (Hons) PSYCHOLOGY
Course Name	SCHOOL PSYCHOLOGY
Type of Course	DSE
Course Code	MG5DSEPSY300
Course Level	300
Course Summary	This course aims to equip students with the necessary knowledge and skills to meet the diverse needs of students in educational settings. It offers a thorough exploration of School Psychology, emphasizing psychologists' role in addressing current mental health challenges among students. The curriculum encompasses essential life skills development, guidance services, and the implementation of school-based mentoring programs. Special attention is given to special education guidance, parental involvement, and legal considerations in school settings. Ultimately, participants will be well-prepared with the knowledge and skills required for effective school-based psychological support and mentoring.

Semester	5	Credits		4	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4				

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Apply the knowledge, skills, and ethical understanding in addressing the needs effectively for the well-being and academic growth of students	A	2, 6
2	Understand the role of a school psychologist in offering guidance and career counselling services to assist students in navigating educational and career paths.	U	6, 3
3	Critically analyze the current mental health challenges faced by students, emphasizing the importance of integrating mental health support within the school environment.	An	1, 2
4	Acquire advanced skills for guiding students through complex decision-making, fostering resilience, nurturing responsible behavior, and instilling habits that contribute to a healthy and well-balanced life.	S	3, 4
5	Equip to provide educational, personal, and vocational guidance to all students and to create a supportive and inclusive learning atmosphere that specifically caters to the needs of differently-abled individuals.	C, S	2, 1, 8
6	Develop practical skills to engage in effective mentoring relationships, and acquire the knowledge needed to navigate ethical considerations in the mentoring context	S,C	2, 8

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 2:**	**13**	
	1.1	Defining School Psychology, Need and Relevance of School Psychology, Domains of School Psychology	3	1, 2

	1.2	Current mental health challenges faced by students. Significance of incorporating mental health support within the school environment.	4	1, 3
	1.3	Roles and Functions of a School Psychologist -Assessment, Consultation and Interventions, Individual and group counselling, Mentoring, guidance and career counselling Traits Required for a School Psychologist	6	2, 1
2		**Nurturing Fundamental Life Skills in School-Aged Children**	**16**	
	2.1	Decision-Making Abilities: how to make informed decisions. Strategies for resolving conflicts peacefully. Introducing relaxation and coping techniques. Recognizing and managing emotions.	4	4, 1
	2.2	Promoting a positive self-image. Fostering resilience amidst challenges Healthy Lifestyle Choices: Importance of nutrition and exercise. Instilling habits for a healthy lifestyle	4	4, 1
	2.3	Encouraging responsibility and self-sufficiency. Basics of money management: Introducing the concept of saving and budgeting. Digital Literacy and Online Etiquette: Safe and responsible use of technology.	4	4, 1
	2.4	Reflective Practices for self-reflection and self-awareness. Journaling and other reflective exercises.	4	4, 1
3		**Module 3: Guidance in the School Setting**	**16**	
	3.1	Meaning, Nature, Need and Functions of Guidance in the context of the school setting Guidance Services in the School Environment: Academic Guidance, Career Guidance, Personal and Social Guidance	5	1, 5
	3.2	Special Education Guidance: Guidance of the Differently - Abled Students - Gifted, Slow Learners Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) – Identification, Addressing the unique needs of students with disabilities Inclusion and providing support services to Differently - Abled Students.	7	1, 5
	3.3	Parental Involvement in Guidance: Engaging parents in the guidance process. Communicating effectively with parents about student	4	1, 5

		progress. Collaborative efforts to support students' needs Legal and Ethical Considerations in School Guidance		
4		**Module 4: School based Mentoring Programs**	**15**	
	4.1	Concept and definition of mentoring, Mentoring phases Fostering successful mentor-mentee relationships The qualities, skills, and competencies of an effective mentor	5	1, 6
	4.2	Diverse forms and approaches to mentoring that cater to different needs and contexts. Structured Mentorship Activities; Monitoring and Evaluation process in Mentoring	6	1, 6
	4.3	The etiquette of mentoring Mentoring and ethics	4	1, 6
5		**Teacher centric module**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: **Brain storming, lecture,** Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and **Group discussion,** **Presentation by individual student**
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)- Total marks - 30** **Internal Test – One MCQ** based and on extended answer type **Seminar Presentation** – Develop a paper and present it at the seminar focusing on the theme 'Essential Life Skills for School-Aged Children'. **Assignment:** Prepare an observation report that recognizes the specific challenges students encounter, outlining their support needs, and emphasizing the diverse responsibilities undertaken by school psychologists to address these challenges. (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).

	C. Semester End examination(2 Hrs) • Essay type question – 2 out of three (15 marks each) • Short essay type – any 4 out of six (5 marks each) • Short answer type – any 5 out of seven (2 marks each) • MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) • **Total marks – 70**

References

Fagan, T.K., & Wise, P.S. (2007). School psychology: Past, present, and future. (3rd ed.). Washington, DC: National Association of School Psychologists.

Gibson, R. L., & Mitchell, M. H. (2015). Introduction to Counselling and Guidance (7th ed.). Pearson India.

Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). School psychology for the 21st century: Foundation and practices (2nd Ed.). New York, NY: Guilford Publications.

Suggested Readings

Jacobs, S., Decker, D. M., & Hartshorne, T. S. (2016). Ethics and Law for School Psychologists (7th Ed.). New York: Wiley.

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	**BLOOMING THROUGH ADOLESCENCE**					
Type of Course	DSE					
Course Code	**MG5DSEPSY301**					
Course Level	**300**					
Course Summary	This course provides an introduction to the physical, social, emotional and cognitive developmental changes that occur during adolescence, as well as their relationships and cultural influences. Understanding different transitions in adolescents will enable the learner better equip themselves in interaction with adolescents as part of their career.					
Semester	5		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4				
Pre-requisites, if any	An introductory course in psychology with a difficulty level of 100					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the stage of adolescence.	Understand	1, 2 & 10
2	Analyse the transition of adolescent across cognitive, emotional, behavioural and social domains	Analyse	1, 2, 6 & 8
3	Evaluate the challenges faced by adolescents with respect to current social context	Evaluate	4, 6, 7, 8, 9 & 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Key aspects of adolescence**	12	
	1.1	Adolescence, historical view, stereotyping of adolescents, a positive view of adolescence, characteristics, global and Indian view.	4	1
	1.2	Periods of development, theories: psychoanalytical, psycho-social, behavioural, cognitive and ecological,	4	2
	1.3	Challenges in development: physical, cognitive, psychosocial, moral and spiritual	4	3
2		**Module 2: Physical and behavioural development**	17	
	2.1	Puberty and sexual development: determinants, physical changes, early and late sexual development, growth spurt	4	1
	2.2	Risk taking behaviour, alcohol and drug abuse, pregnancy and sexually transmitted diseases, school failure and dropping out, delinquency, crime and violence.	5	3
	2.3	Enhancing physical and mental health: Behavioural protecting factors and resilience: stable positive relationship, religious and spiritual anchors, realistic academic expectation, positive family environment,	8	2, 3

		emotional intelligence to cope with stress, exercise and nutrition		
3		**Module 3: Cognitive, Emotional, and moral development**	15	
	3.1	The neuro constructive view, brain structure and cognition, brain plasticity, attention and memory, cognitive control, decision making, critical thinking, creative thinking, Role of parenting in cognitive development – a global view	5	2
	3.2	Emotional development: emotional regulation and competence, developing a Sense of Identity (Erikson), Raising Self-Esteem Group Differences in Emotional Development: Gender Differences, Ethnic Diversity, Gay, Lesbian, and Bisexual Youth	6	2
	3.3	Moral behaviour: basic process, Kohlberg's stages, moral identity, moral character, context of moral development	4	2
4		**Module 4: Social development**	16	
	4.1	Peers, romantic relationships, and lifestyles: Adolescent Groups, Exploring Peer Relations and Friendship, Dating and Romantic Relationships Emerging adult Emerging Adult Lifestyles – single adult, cohabiting adult, married adult Activity: pros and cons of online dating/dating apps (group discussion/debate)	4	3
	4.2	Family Relationships: process, attachment style Adolescents' and Emerging Adults' Relationships with Their Parents - Parenting Styles Mothers, Fathers, and Co- parenting, Parent-Adolescent Conflict Sibling Relationships The Changing Family in a Changing Society	4	3
	4.3	Achievement formation: The Importance of Achievement in Adolescence, Achievement Processes, motivation and self esteem Work in Adolescence, Working During College, Work/Career-Based Learning, Work in Emerging Adulthood Career Development: Changes Cognitive Factors,	4	3

		Identity Development		
	4.4	Community The Influence of Neighbourhood -Characteristics, migration Faith Institutions – religion, ethnicity, The Media – music, television social media platforms	4	1, 3
5		**Teacher centric module**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Lectures, Explicit Teaching, Seminar (ppt), Group Assignments, Peer tutoring, video presentations
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)-Total marks - 30** Internal Test – One MCQ based and on extended answer type Seminar Presentation – on practicum Assignment: Reflect on your journey towards adolescence focusing on emotional social, cognitive development Service-learning report (Or any other tasks to suit the course) (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Developing Adolescence: A reference for professionals. (2002) American

Psychological Association.

Ingersoll, G.M. (1989). Adolescence. New jersey: Prentice Hall

Rice,F.P. (2007). The adolescent development, relationship and culture.

Pearson private limited.

Sandrock, J.W. (2016). Adolescence. USA: McGraw-Hill Companies.

Suggested Readings

Lerner, R. M., & Steiberg. L. (2009). Handbook of adolescent psychology.

John Wiley and sons, inc.

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Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**INDIAN PSYCHOLOGY**
Type of Course	DSE
Course Code	**MG5DSEPSY302**
Course Level	**300**
Course Summary	This course delves into ancient wisdom, exploring diverse perspectives on personality, consciousness, and well-being. It examines the role of Ayurveda, Sufism, Buddhism, and Jainism in understanding the human mind and emphasizing self-awareness. By integrating these rich traditions, Indian psychology offers a unique lens for comprehending the human experience.

Semester		5	Credits		4	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others (practicum)	60
		4				

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the various concepts of Indian Psychology	U	1,10
2	Examine different perspectives in Indian Psychology	An	1,10
3.	Utilise the knowledge from different perspectives in Indian psychology to get an insight about one's personality and other psychological processes	Ap	1, 2,10
4	Discuss the contributions of Indian psychology to the field of psychology	An	1,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Indian Psychology: An Introduction**	**15**	
	1.1	Introduction to Indian Psychology (specify)	3	1,2,3
	1.2	The changing perceptions of Indian Psychology	3	1,2,3
	1.3	Some distinguishing Features of Indian Psychology	3	1,2,3
	1.4	What is Not the Core of Indian Psychology?	3	1,2,3
	1.5	Two worlds of Indian psychologists	3	1,2,3,4
2		**Module 2: Consciousness And Personality: Indian Perspective**	**20**	
	2.1	Levels of consciousness: Sri Aurobindo	2	1,2,3

	2.2	Higher planes of consciousness in Integral Yoga	2	1,2,3
	2.3	Four planes of consciousness in Buddhism	2	1,2,3
	2.4	State of consciousness and Three types of Personality-Bhagavatgita	4	1,2,3,4
	2.5	Trigunas (include personality types based on trigunas) and Tridoshas	5	1,2,3,4
	2.6	Pancha kosha personality theory	5	1,2,3,4
3		**Module 3: Ayurveda And Psychology**	10	
	3.1	Elements of Ayurvedic Psychology in Charaka Samhitha	3	1,2,3
	3.2	Signs of Mental Health as per Ayurveda	3	1,2,3,4
	3.3	Manas Vikriti (briefly), Three characteristics of Manas Vikriti	4	1,2,3
4		**Module 4: Sufism, Buddhism, Jainism In Indian Psychology**	15	
	4.1	Sufism: Four stages of Sufi Practice, Paths of Sufism, The self (nafs).	5	1,2,3
	4.2	Buddhism: Four noble truths, Eight-fold paths, Buddhist concept of Ideal Human Being Zen Budhism	6	1,2,3,4
	4.3	Jainism: Meaning of Karma; Determinism and Freedom of Will.	4	1,2,3
5		**Teacher Specific Content**		

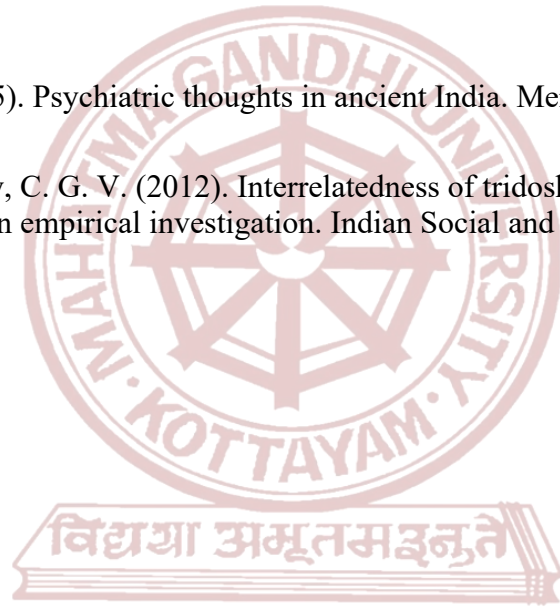|	
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)- Total marks – 30** Internal Test – One MCQ based and one extended answer type. Assignment on any relevant topic. Discuss and identify personality, concept of ideal human being based on the concepts of Indian psychology (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Andrabi, S. D. A. (2015). Sufism: Origin and basic concepts. International Journal of Culture and History, 2(1), 30-36. (Module 4)

Cornelissen, M., Misra, G. (2013). Foundations and Applications of Indian Psychology. India: Pearson Education India. (Module 1)

Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Psychology and developing societies, 22(1), 121-155. (Module 1)

Kumar, M., & Singh, H. (2018). AYURVEDA AND PSYCHOLOGY. World Journal of Pharmaceutical Research, 7(12), 10.20959/wjpr20182-9636. (Module 3)

Mehta, M. L. (1955). Jaina psychology. Sohanlal Jainadharma Pracharak Samiti, Amritsar. (Module 4)

Pandey, R., Chaturvedi, S., & Shukla, U. (2022). Principles of Ayurvedic Psychiatry in Caraka Samhita: Review article. Ayurline: International Journal of Research in IndianMedicine,6(04),8. Retrieved from https://www.ayurline.in/index.php/ayurline/article/view/684 (Module 3)

Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi: Springer India. (Module 2)

Satpathy, B. (2018). Pancha Kosha theory of personality. The International Journal of Indian Psychology, 6(2), 33-38. (Module 2)

Srivastava, K. (2012). Concept of personality: Indian perspective. Industrial Psychiatry Journal, 21(2), 89. (Module 2)

Suggested Readings

Abhyankar, R. (2015). Psychiatric thoughts in ancient India. Mens sana monographs, 13(1), 59.

Shilpa, S., & Murthy, C. G. V. (2012). Interrelatedness of tridoshas and trigunas in personality an empirical investigation. Indian Social and Psychological Studies, 5(1), 32-40.

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Programme	**BSc (Hons) PSYCHOLOGY**					
Course Name	**COMMUNITY PSYCHOLOGY AND DEVELOPMENT**					
Type of Course	DSE					
Course Code	**MG5DSEPSY303**					
Course Level	300					
Course Summary	This course attempts to present unique insights to the learner to be able to comprehend each individual in relation to their environment which also inevitably includes the larger social systems that inluence their lives and social decisions and the way they perceive and navigate through social challenges. The course will equip the learner with better skills to render intervention programs for the community as well as effectively plan and conduct research on social phenomena within the community.					
Semester	5	Credits			4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4				
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the role played by the society and the impact it creates on each individual's lives through theoretical perspectives	U	1
2	Train to evaluate an individual's problems through a societal lens	E	1
3	Develop knowledge about the problems that humans face, which does not solely lie in universities or laboratories but largely lies within the humans facing the problems itself	Ap	4
4	Incorporating the understanding of one's respective cultural and societal context to comprehend the individual's problems	U	4
5	Develop the ability to deeply understand the phenomenon of Disempowerment at the root of its multiple causal factors	U	1
6	Train to analyse the areas with potential for Community Development through Program Evaluation and Program Development	An	4

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1.		**Module 1: Introduction to Community Psychology**	**15**	
	1.1	*What is Community Psychology?* Learning to define the discipline *Community Psychology: A shift in perspective* Learning to look at a problem from a structural/ecological	3	1

		perspective rather than solely from an individual perspective; First-Order and Second-Order changes		
	1.2	*Ecological Levels of Analysis in Community Psychology* Individuals, Microsystems, Organizations, Localities, and Macrosystems	3	1
	1.3	*Core Values of Community Psychology* Individual and family wellness, Sense of community, Respect for human diversity, Social justice, Empowerment and citizen participation, Collaboration and community strengths, and Empirical grounding	4	2
	1.4	*Understanding Individuals within Environments* Conceptual models of ecological context: ecological principles, social climate dimensions, social regularities, ecological psychology, activity settings, and environmental psychology; Importance of understanding contexts for intervention; Creating and Altering Settings	5	1
2		**Module 2: Understanding Communities**	**12**	
	2.1	*Understanding Community* What is a community; Sense of Community; The Importance of Community; Complex Realities of Communities; Trying to understand if Communities are Declining; Building Communities	2	1
	2.2	*Understanding Human Diversity in Context* Key Dimensions of Human Diversity for Community Psychology; Experience of Culture and Dimensions of Diversity: Socialization in Cultural Communities; Concepts of Liberation and Oppression; Attending to Diversity in the Practices of Community Psychology	5	1
	2.3	*Understanding Stress and Coping in Context* Stress and Coping: An Ecological-Contextual Model; Social Support; Mutual Help Groups; Spirituality and Coping	5	2, 3

		Module 3: Understanding Inequality and its Effects on Health	23	
3	3.1	*Social Position and Inequalities in Health* Evidence of Health being related to Social Position; Social Class: Complexities and Controversies; Inequality of Income Distribution; Psychosocial Versus Materialist Explanations	3	4
	3.2	*Place and its Influence on Health and Well-Being* Evidence for the Influence of Area on Health and Well-Being; How Neighbourhoods may (fail to) meet Local Health needs Two Concepts for Understanding Inequalities by Position and Place Social Capital; Sense of Community	5	4
	3.3	*Disempowerment by War, Immigration, Homelessness, or Unemployment* Communities caught up in War and its Consequences; Groups of People Adjusting to a New Country; Experiencing Homelessness; The Unemployed and the Under-Employed *Disempowerment because of Income, Gender, or Sexual Orientation* The Poor and Socially Excluded; Women; Lesbian, Gay, Bisexual, and Transgendered People	8	3, 4
	3.4	*Empowerment and Citizen Participation* What is Empowerment; Multiple Forms of Power; How do Citizens become Empowered Leaders in their Communities; Empowering Practices and Settings *Community and Social Change* Why should we attempt Social Change; Examples of Community Organizing; Community Organizing Techniques; Elements of Effective Community Change Initiatives; Public Policy	7	5

4		**Module 4: Applying Community Psychology**	10	6
	4.1	Evaluation in Everyday Life; The Logic of Program Evaluation; A Four-Step Model of Program Evaluation; Mentoring: a Program Evaluation Perspective; Linking Program Evaluation to Program Development; Empowerment Evaluation; Getting to Outcomes	7	6
	4.2	*Future Directions for Active Pursuit* Emerging Trends in Community Psychology; Promoting Community and Social Change; Signs for Hope and Examples of Change	3	6
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module 1** 1.1 Lecture 1.2 Lecture 1.3 Lecture 1.4 Lecture & Group Discussion **Module 2** 2.1 Lecture 2.2 Lecture 2.3 Lecture 2.4 Lecture **Module 3** 3.1 Lecture 3.2 Lecture 3.3 Lecture & Student Seminars **Module 4** 4.1 Lecture & Case Discussion 4.2 Lecture & Case Discussion

	MODE OF ASSESSMENT
Assessment Types	**A. Continuous Comprehensive Assessment (CCA)- Total marks – 30** Internal Test – One MCQ based and on extended answer type Seminar Presentation Assignment: Developing a Research Proposal for an Action Research based on a relevant Community Issue, Conducting a Community Awareness Program on a Relevant Community Issue Group discussion on the Historical Timeline of Community Psychology (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Community psychology: Linking individuals and communities.

   Wadsworth Cengage Learning.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H.

   (2012).

Orford, J. (2008). *Community psychology: Challenges, Controversies and Emerging*

   Consensus. John Wiley & Sons.

Suggested Readings

Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2014). *Community psychology.* Routledge.

Rappaport, J. & Seidman, E. (Eds.). (2000). *Handbook of community psychology.* Plenum Publishers.

Mahatma Gandhi University
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Programme	BSc (Hons) PSYCHOLOGY				
Course Name	WRITING AND FORMATTING SKILLS				
Type of Course	Skill Enhancement Course (SEC)				
Course Code	MG5SECPSY300				
Course Level	300				
Course Summary	This course will help psychology students gain skills related to researching and developing academic content required for the profession. This course uses a practical learning approach that will equip students to write academic material in relevant formats. The course utilizes a transdisciplinary approach wherein students are introduced to computer tools and software that will aid production of appropriately formatted academic material and its delivery.				
Semester	5		Credits	3	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	45 hours
		3				
Pre-requisites, if any	Nil				

MGU-UGP (HONOURS)

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Demonstrate skills in researching and writing academic material.	U	1, 2, 4
2	Utilize basic computer tools and software for effective academic writing and delivery.	A	1, 3, 8
3	Compile and design suitable content to meet academic and professional demands.	C	4, 6, 8
4	Develop a comprehensive resume.	C	1, 4, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1: Developing Academic Content	15	
1	1.1	Art of reading a research article What is academic writing, Kinds of academic writing Planning and structuring content		1, 2
	1.2	Description, features and merits and demerits of online resources (AI tools, Search engines & softwares) Introduce any 3 relevant AI tools for academic writing Introduce any 3 relevant search engines Introduce software packages (1 each) for the following categories- grammar and vocabulary, Referencing & citations, anti-plagiarism and data analysis (SPSS, Jamovi) (Student must be able to list and demonstrate knowledge and functions of the above-mentioned tools and software.) (Suggested assignment/activity- complete MOOC/SWAYAM courses to gain more expertise)		

		Module 2: Writing Academic Content		
2	2.1	Nature of academic writing, Elements of academic writing Writing assessment reports, discussions (for experiments & research results). Writing research articles Introduce various referencing styles- APA, MLA, Chicago etc Resume writing- Principles of writing a resume, drafting a resume, structure and content of resume	15	1, 2, 3
	2.2	Writing proposals for social development project Finding research problem Proposal outline Major funding agencies		
3		**Module 3: Formatting Academic Content**		
	3.1	Formatting using Microsoft program- word, excel and power point. Basic features Common tasks (open, close, save, print functions) Short keys Functions related to APA formatting (Suggested assignment/activity- Student has to edit an unformatted text into a formatted one using APA 7 guidelines)	15	1, 2, 3
	3.2	Formatting and preparing academic posters & brochures Academic posters presentation- Planning and preparation, poster designing, subject matter and main headings, use of right letters, transporting poster material, method of fixing, during the meeting Brochures (activity based) (Suggested mode of transaction- peer teaching, e-learning)		
4		**Teacher specific Module**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Demonstration, practical learning and lecture.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)- Total marks – 30**

	Activity based assessment- Identify relevant online resources related to academic writing research (other than those discussed in class) and write a report on it (in 300 words) Mini projects- write a social project proposal satisfying requirements of funding organization Prepare a brochure/poster for a relevant campaign using Canva Prepare a resume-Any tasks or relevant to subject can be added
	B. Semester End examination Essay type question – 2out of 4 (15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Hartley, J. (2010). Academic writing and publishing: A practical guide. Routledge.

M. H. Alvi (2016): A Manual for Referencing Styles in Research

Montgomery, R. M., & Moody, R. J. (2015). Developing Softskills (4th ed.). Pearson.

Publication manual of the American Psychological Association: The Official Guide to APA style. (2020). American Psychological Association.

Ramesh, G., & Ramesh, M. (2010). The Ace of Soft Skills: Attitude, communication and etiquette for Success. Pearson Education India.

Schneider, W. J. (2018). Essentials of assessment report writing. Wiley.

Thomas, C. G. (2018). Research methodology and scientific writing (2nd ed.). Ane Books.

Wilson, J. R. (2022). Academic writing- the do's and don'ts. Wiley.

Suggested Readings

Search engines- https://www.sciencedirect.com/book/9781843347910/academic-search-engines

Art of reading a research article- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3687192/#:~:text=The%20cardinal%20rule%20is%3A%20Never,end%20of%20the%20article%20first

SEMESTER 6

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY				
Course Name	**APPLIED SOCIAL PSYCHOLOGY: DIVERSE PERSPECTIVES**				
Type of Course	DSCA				
Course Code	**MG6DSCPSY300**				
Course Level	**300**				
Course Summary	This course intends to provide knowledge in applied social psychology to conceptualize the subject matter in its deepest sense. This course offers learners an opportunity to understand the social origin of personal problems from different perspectives and apply that knowledge to different social problems, thereby facilitating social change.				
Semester	6	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practicum	Others	75
		3		1	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand social origin of personal problems from different perspectives.	U	1,2, 6, 10
2	Appreciate the interdisciplinary approach to various social problems.	U, Ap	1,2,4,5,6
3	Analyze the influence of cultural diversities and their relationship with certain social problems.	A, E, I	1,2,7,9,10
4	Develop critical thinking and perspective taking skills to solve various social problems.	A, An, S	1,2,5,6,7,8
5	Apply psychological principles and methods to reduce human rights violations	A, C	1,2,7,8, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: Prejudice and Discrimination	**15**	
1	1.1	Definition, nature and origin	2	1
	1.2	Personal determiners of prejudice: Authoritarian Personality, social dominance orientation, Attitudes.	3	1, 4
	1.3	Social cognition and prejudice: Stereotyping, Negativity bias, Confirmation bias, Over confidence barrier, Halo effect, Horns effect	3	1, 3,4
	1.4	Group behaviour and Prejudice: Norms, Intergroup theories, Realistic conflict theory, Minimal group paradigm, Category differentiation, Social identity, self categorisation, Social influence and conformity	4	1,3,4
	1.5	Combating Prejudice: learning not to hate, Recategorization, Contact hypothesis, Common ingroup	3	3,4,5

		identity model, Social influence, Collective guilt		
2		**Module 2: Aggression**	**16**	
	2.1	Definition, Nature, Types, Roots of aggression; Instincts to evolutionary perspective, Drive theories, Social Learning Perspective and General Aggression Model.	3	1,3
	2.2	Forms of aggression; Domestic violence, Abuse, Terrorism	2	1
	2.3	Personal & environmental factors: Gender differences, Personality; TASS model, Type A, Narcissism, Ego threat, Alcoholism, Physical environment, Social disadvantage, cultural influences	3	1,3,4
	2.4	Socio-cultural determiners: Exposure to media violence, Pornography, Culture of honour and sexual jealousy.	3	1,3,4
	2.5	Social perception and aggression; Conveying inappropriate emotions, intentions and power dynamics using Nonverbal communication like Facial expressions, Stares, Body language, Attributions; Hostile attributional bias as a source of provocation, attribution errors: Fundamental attribution errors, self-serving bias, Actor- observer effect.	3	3,4,5
	2.6	Preventing Aggression: Punishment (external mechanism), Self-regulation (internal mechanism), forgiveness, Networking, Catharsis, Non-Violence (Indian perspective), Promoting empathy, Peace studies, School-based programs	2	1,3,4,5
3		**Module 3: Application of Social Psychology in Law and Sustainable Behaviour**	**14**	
	3.1	Legal procedures in India and social psychological principles Social cognition and perception- Blank line-up, memory distortion, eye witness testimony, pre-trial publicity, weapon focus	2	1,2,3
	3.2	Group influence, decision, Prejudice and discrimination in judgement, Errors in decision making; Risky shift and group polarization. Social influence and legal system – Conformity, compliance, obedience, Eliciting confession	2	1,4
	3.3	Applying Social Psychology in daily life: Social psychology and immigration: relations between	3	1,4

		immigrants and host societies- enculturation & acculturation, Influence of globalization on host-immigrant relationship. Migration: causes and consequences (Indian/Kerala context). Discuss NRI/ NRKs and migrant unskilled laborers in Kerala.		
	3.4	Applied Social Psychology and cyber world: The use and abuse of social networking/ technology. Its role in social life & politics: special reference to communal issues.	2	1,4
	3.5	Social psychology of Mental health; Disturbed body image; gender differences in body image, consequences of disturbances in body image, Preventing body image disturbances, Depression and attribution, Depression and social comparison; Social management of depression	3	1,3,4,5
4		**Module 4: Practicum** Three practicums to be done, Methodological approaches to social psychology	**30**	
	4.1	Make a verbatim report of a trial procedure and identify the psychological principles used	10	1,3,4,5
	4.2	Prepare a posture for the public to adopt responsible environment-related behavior	10	1,3,4,5
	4.3	Discuss various social problems of migrant workers (psychological nature) in classroom, with special relevance to the contemporary Kerala society. Analyze contemporary articles and newspapers of relevance. Interview a social activist and prepare a case study	10	1,2,3,4
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module1** Unit 1& 2: Lecture Unit 3: Lecture, GD Unit 4: Interactive learning

	Unit 5: GD, Library Work, Ted Talks
	Module 2
	Unit 1: Lecture, Movie clippings and discussion
	Unit 2: Seminar
	Unit 3: Observation, Specific suggested movies and discussion
	Unit 4: Newspaper articles and case presentations
	Unit 5: Lecture and interactive learning, Role play
	Unit 6: Brain storming and discussion
	Module 3
	Unit 1: Observation, Interviews
	Unit 2: Ppt. Presentation
	Unit 3: Lecture, Assignments
	Unit 4: Experiment (Ash, Milgram), YouTube videos
	Unit 5: Poster preparations, Instagram Reels, Case study, Discussions
	Module 4
	Unit 1: Documentaries, Debates, Awareness campaigns
	Unit 2: Interview
	Unit 3: Study using survey method and make a report, Lecture
	Unit 4: Seminars, Case studies
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA)- Total marks – 30** Internal Test – One MCQ based and one extended answer type Book review – every student to review a seminal work on Alternative Education and submit a report Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report Case study report

	Posters, Campaigns and Reels Practicum -record (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

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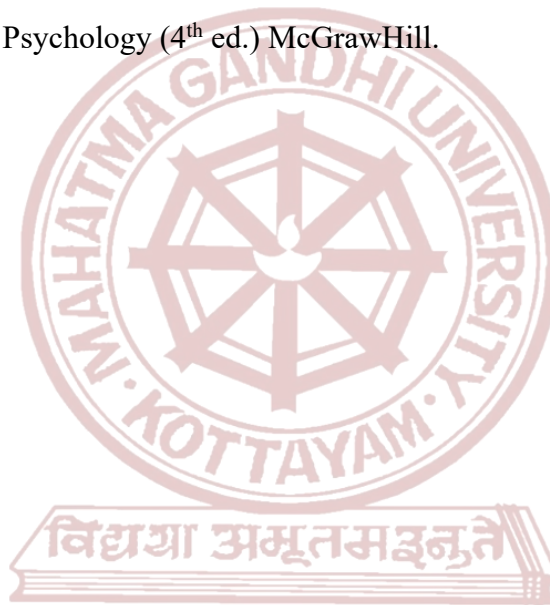
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Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	FOUNDATIONS OF COUNSELLING PSYCHOLOGY					
Type of Course	DSC A					
Course Code	MG6DSCPSY301					
Course Level	300					
Course Summary	This course introduces the field of counselling psychology, processes, skills, techniques in counselling. Students will be able to understand the roles, functions, qualities of an effective counsellor, and the process and techniques in counselling.					
Semester	6	Credits			4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practicum	Others	75
		3		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Familiarize students with various concepts and processes of counselling.	R	1, 6, 8
2	Acquaint students with the skills & techniques involved in counselling	U	2, 5, 10
3	Provide comprehensive overview and general understanding of counselling program	An	2, 4, 7
4	Ability to apply appropriate skills & techniques in counselling settings	A & S	3, 6, 10
5	Develop skills to conduct peer counselling	A & S	5, 6, 8, 9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: Introduction to Counselling	**15**	
	1.1	What is counselling? Nature, Scope & Goals of counselling	5	1, 2, 3
1	1.2	Psychotherapy & Guidance in relation to counselling. Related techniques: Case work, Anecdotal methods, & Cumulative records. Counselling relationship; Transference, counter transference, and resistance. Barriers in counselling relationship	5	1, 3
	1.3	Appraisal techniques: Psychological tests, anecdotes, cumulative records, case study, Observation, self-reports & questionnaires and Clinical interview Ethical and Professional issues in Counselling	5	1, 3
		Module 2: Process of Counselling	**12**	
2	2.1	Stages of Counselling Process Variables affecting counselling process, characteristics of effective Counsellor & successful	8	1, 3

		clients Case discussions		
	2.2	Core conditions of Counselling: Empathy, unconditional positive regard & congruence Case discussions	5	1, 3, 4, 5
3		**Module 3: Counselling Skills & Techniques**	**18**	
	3.1	Skill development: Questioning; asking helpful questions, open/closed questions, pacing, paraphrasing and intake interview. Verbatim discussion of intake interview	6	2, 3, 4, 5
	3.2	Techniques: Opening, Reflective, Relationship, Acceptance & Structuring techniques. Role play & Analysis of techniques used Listening; Importance of Verbal & Non-verbal communication, Leading, Reassurance & Termination	12	2, 3, 4, 5
4		**Module 4: Practicum**	**30**	
	4.1	Skills identification and strengthening through mutual counselling		1, 2, 3, 4, 5
	4.2	Case discussions (clinical cases should be avoided)		1, 2,3,4, 5
	4.3	Detailed case work presentation on the bases of case discussions		5
5		**Teacher Specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming Lecture incorporating student interactions, Explicit Teaching, E-learning, Active co-operative learning, and Group discussion, Presentation of activity by individual student, Role play.

	MODE OF ASSESSMENT
Assessment Types	**A. Continuous Comprehensive Assessment (CCA)- Total marks – 30** Internal Test – One MCQ/Short Answer/ Essay type Conduct peer counselling and case discussion in the class room School/College visit - student shall visit school or college and interact with students. Understand the nature of problem behaviour and apply helping skills and submit reports of 2 cases Apply knowledge and skills in the real-world settings under the guidance of experienced professionals Prepare 2 case study based on peer counselling. Conduct peer counselling and class room discussion in terms of skills used Class room demonstration/role play on the counselling techniques Enumerate various elements of history taking and recording; formats & techniques. Interviewing difficult clients (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	C. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	ADVANCED RESEARCH METHODS OF PSYCHOLOGY					
Type of Course	DSE					
Course Code	MG6DSEPSY300					
Course Level	300					
Course Summary	This course provides students with a comprehensive understanding of research methodologies tailored to their specific field of study through exploration of diverse research paradigms, gaining insights into both qualitative and quantitative approaches and develop the ability to prepare a scientific research proposal.					
Semester	6		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4				
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate practical proficiency in conducting a comprehensive literature review for conducting innovative research.	C	1, 2
2	Differentiate various research methods for area specific application including qualitative and quantitative.	E	1, 2, 3
3	Proficiently identify suitable research methods, employ diverse data collection techniques, and recognize various analytical methods.	A, E	1, 2
4	Demonstrate an understanding of ethical considerations in psychological research.	E	1, 8
5	Prepare a scientific research proposal.	C	1, 2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hours	CO No
1		**Module 1: Research philosophy and methodology**	**9**	CO5
	1.1	Philosophy of research-ontology, epistemology, axiology	3	CO5
	1.2	Validity of research- internal, external, factors affecting validity	3	CO5
	1.3	Review of literature	3	CO1
2		**Module 2: Quantitative research**	**15**	
	2.1	Quantitative research-meaning and characteristics	2	CO2, CO3

	2.2	Rating scales, questionnaires, checklist etc. Scaling methods- Method of equal appearing intervals, Method of summative rating, Cumulative scaling (in detail)	4	CO3
	2.3	Tool construction and standardization Types of Reliability and Validity, Normss	4	CO3, CO5
	2.4	Concept of normality Parametric and non-parametric testing significance Data Analysis using software (e.g.- SPSS, Jamovi, R) (demonstration and practice)	5	CO4
3		**Module 3: Qualitative research**	**12**	
	3.1	Differentiating qualitative and quantitative methods	2	CO2
	3.2	Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research and Discourse analysis	5	CO3
	3.3	Methods of data collection- participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts, and case studies	5	CO3
4		**Module 4: Analysis of qualitative research**	**24**	
	4.1	Thematic analysis, Qualitative Content Analysis, Narrative analysis, Discourse analysis, Visual analysis	7	CO4
	4.2	Introduction to qualitative software (e.g. NVivo)- demonstration of analysis Other relevant software in qualitative analysis	7	CO4

	4.3	**Ethical guidelines of psychological research-** Ethical issues to be considered in psychological research, Informed consent, confidentiality, debriefing, deception, Research on animals, research on children, reporting of research (plagiarism)	4	CO6
	4.4	APA 7 format-preparing research proposal, articles, presentations, referencing.	6	CO5
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
	
	Module 1
	
	    1.1. Lecture
	    1.2. Lecture
	    1.3. Lecture and group discussions
	Module 2
	
	2.1. Lecture
	
	2.2. Lecturing
	
	2.3. Lecturing through demonstration
	
	2.4. Lecturing and video
	
	Module 3
	
	3.1. Lecturing
	
	3.2 Lecturing and demonstration
	
	3.3. Lecturing and videos
	
	Module 4
	
	4.1 Lecturing
	
	4.2. Demonstration and lecturing
	
	4.3. Lecturing, group discussion
	
	4.4 Lecturing

	MODE OF ASSESSMENT
Assessment Types	**A. Continuous Comprehensive Assessment (CCA)- Total marks – 30** Internal Test – One MCQ based and on extended answer type Seminar Presentation Quiz Group Discussion preparation of research proposal Review of literature Assignment- preparation of consent form (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (1.5 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

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MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	PSYCHOLOGY IN HEALTH CARE ADMINISTRATION AND COMMUNITY WELL-BEING
Type of Course	DSE
Course Code	MG6DSEPSY301
Course Level	300
Course Summary	This course imparts holistic health insights for community development. Students gain skills for educational settings, community resilience, and psychological interventions in public health. The focus is on practical applications, preparing students to impart contributions in diverse community contexts

Semester	6	Credits			4 credits	Total Hours

Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4		Nil		60

Pre-requisites, if any	Nil

R-Remembering, U- Understanding, A-Applying, An -Analysing , E-Evaluating , C-Creating

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO No.
1	Understand the concept of health and integrated approach in the context of development	U	6,10
2	Demonstrate knowledge and skills to work in educational settings	U	6,10
3	Develop community resilience strategies and interventions	A	6,8
4	Develop psychological skills for intervention in the community health sector	A	6

COURSE CONTENT

Content for Classroom Transactions (Units)

Module	Units	Course Description	Hrs	CO No.
1		**Module 1: Bridging Physical and Psychological Health in the community**	16	1
	1.1	Community health-definition and scope. Concept of Public health -Definition, objectives and areas of public health	3	
	1.2	Epidemiology-meaning, incidence and prevalence, risk factors and protective factors	3	
	1.3	Preventive measures to promote health. Important physical and mental health problems in India: Current major health care issues	3	
	1.4	Special aspects of community health: Alcoholism and drug dependence-Agent factors, prevention, treatment, rehabilitation -physical and psychological aspects of community health	5	
	1.5	National health programmes: Family welfare, Maternal & child health, ICDS; School health programmes, National Health Mission (NHM), UIP NEMP; NTP, IDD, AIDS control programme; International Health organisations (WHO, UNCEF, Red Cross; Need for Psychological interventions in community health practice	2	
2		**Module 2: Community Psychologists in education**	17	2
	2.1	Mental health in children-mental health problems in children; School's potential for promoting mental health, School factors impending child mental health; School mental health programmes	2	

	2.2	Issues of children in specific: childhood disorders, abuse of children in school (physical, emotional, sexual), substance abuse, child labour, children and cyber environment, child trafficking, LD, Trauncy, suicide, victims of family violence, behavioural and speech, language disorders	5	
	2.3	Children with special needs, child rights perspective; System approach to school psychology- school psychologists, management, teachers, parents, children; The role of a psychologist as a liaison	5	
	2.4	Working with individual students and families, groups of students, consultation with teachers and other staff, class room, collaboration with outside agencies and school level interventions; Government and NGO initiatives for promotion of mental health in schools with reference to Kerala	5	
3	**Module 3: Preventing problem behaviour and promoting social competence**		12	3
	3.1	Introduction to prevention: Primary, Secondary and Tertiary prevention, crisis prevention	3	
	3.2	Prevention and promotion: issues in implementing programme; Community based mental health promotion and the prevention	4	
	3.3	Community and social change: elements of effective community change initiatives	1	
	3.4	Overview of community psychological interventions in the areas of: Psychosocial care in disasters, Alcohol and substance abuse, Suicide	4	
4	**Module 4: Rehabilitation and community mental health**		15	4
	4.1	Rehabilitation of Chronic mental patients	3	
	4.2	Community Psychology: An overview on the role of the community psychologists in community mental health programmers	6	
	4.3	Limitations faced by the community psychologists in the field and solutions for the same	6	
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Class room procedure (Mode of transactions)** Unit 1.1-Lecture, Library works Unit 1.2-Lecture, Library works and group discussion Unit 1.3- Explicit teaching, Community interaction, Assignment by Individual student Unit 1.4- Explicit teaching, Community interaction, Assignments by Individual students, Library works Unit 2.1-Lecture, classroom discussion, community interaction, Library works. Unit 2.2-Lecture, library work, community interaction, Seminar Unit 2.3-Lecture, Library works, seminar and discussion Unit 2.4- Explicit teaching, library works, community interaction, Group discussion Unit 3.1-Lecture, Library works Unit 3.2- Explicit Teaching, Community interactive learning, assignments by individual students Unit 3.3- Explicit Teaching, Community interactive learning, assignments by individual students, Active co-operative learning Unit 3.4- Group discussion, Explicit Teaching, Community interactive learning, assignment by individual students Unit 4.1- Lecture, Library works, discussion Unit 4.2-Lecture, Explicit Learning, active co-operative learning, Library works Unit 4.3- Lecture, Active co-operative learning, assignment by individual student Unit 4.4-Group discussion, Explicit Teaching, Community interactive learning, assignment by individual students
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA)- Total marks – 30** Internal Test -1 Extended answer type Seminar Presentation -a theme is to be discussed and identified to prepare a paper and present in the seminar Each student should, individually or in group, visit an institution/community with demonstrated experience of alternative thought and prepare a report Make an observation on community psychological intervention linked to ICDS/CDPOs and write an assignment Individual or group assignments, any awareness program in the community Design an intervention program for stress management to promote physical and psychological well-being in your community (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	A. Semester End Examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each)

	Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks - 70**

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Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY				
Course Name	INTERPERSONAL DYNAMICS IN ORGANIZATION				
Type of Course	DSE				
Course Code	**MG6DSEPSY302**				
Course Level	**300**				
Course Summary	**Summary:** This course explores the interpersonal dynamics in an organization that results from the interaction of individuals, or individuals and groups or between groups. It explores the concept of influence of power and leadership, of conflict and negotiation, communication among individuals and team dynamics.				
Semester	6		Credits	4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others (Practicum)	60
		4				
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO
1	Explain the significance of interpersonal dynamics in organizations and how it affects organizational performance.	U	PO1
2.	Analyse the impact of power dynamics, leadership styles and team characteristics on organizational behavior	An	PO5, PO7, P08
3	Identify different types of organizational conflicts and the conflict resolution strategies for resolving them.	A	PO2, P04
4	Analyze the role of communication in achieving organization goal and fostering a positive work environment	An	PO1, PO4
5.	Evaluate the application of psychological processes in organizational settings.	E	PO2, P10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1: Power, Influence and Leadership in Organization	17	
1	1.1	Definition of power, Power bases, Power tactics, Power in action	4	CO1, CO2
	1.2	What is Leadership?, Leadership theories- historically important (trait, Iowa Ohio, Michigan) and Modern (Path-goal, Transformational, Authentic)	6	CO1, CO2
	1.3	Leadership skills and styles, Assessment of Leadership style and characteristics, Indian Leadership Styles, Leadership Development programs and methods in organizations -traditional & contemporary	7	CO2
2		**Module 2: Conflict and Negotiation**	14	

	2.1	Definition of Conflict, Types of conflicts in organization	4	CO3
	2.2	Conflict process, Conflict resolution strategies (role plays and class exercises)	4	CO3
	2.3	Definition of negotiation, Process of negotiation, Differences in Negotiation styles (gender, culture,	6	CO3
3	**Module 3: Communication**		15	
	3.1	Definition of communication, Functions of communication. Different types of communication in the organization- External and internal, formal and informal,	5	CO4
	3.2	Barriers of communication and overcoming the barriers of communication, communication audit	5	CO4
	3.3	Application as a employee/trainer- E-mail Ettiquette, grooming and body language in service sectors, Writing formal reports, Addressing a group	5	CO4
4	**Module 4: Teams in organization**		14	
	4.1	Definition of teams. Groups Vs Team. Characteristics of effective team. Types of teams. Steps in team formation.	7	CO2
	4.2	Team inputs and team processes of team effectiveness. Dysfunctions in teams	7	CO2
5	**Teacher Specific Content**			

|	
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA)-Total 30 Marks** Internal Test – One MCQ based and on extended answer type Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar Field visit report – each student shall individually or in group visit an

| | institution with demonstrated experience of alternative thoughts and prepare a report

Submit a detailed report and conduct a further group discussion to identify the potential communication barriers.

Interact with an IT organization HR manager and find the Common Trainings for teams-team building, interpersonal communication, project management, goal setting

(Or any other tasks to suit the course)
(Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course). |
|---|---|
| | **B. Semester End examination** (2 Hrs.)
Essay type question – 2 out of three (15 marks each)
Short essay type – any 4 out of six (5 marks each)
Short answer type – any 5 out of seven (2 marks each)
MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)
Total marks – 70 |

References

Landy, F.J, Conte, F.M. (2018). *Work in the 21st century, An introduction to industrial and organizational psychology*. John Wiley. **(**Module 2, module 3

Luthans, F., Luthans B.C., Luthans, K.W. (2015). Organizational Behavior-An evidence-based approach. New York: McGraw Hill International.

Robbins, S.P. and Judge, T (2019) *Organizational Behaviour*, Pearson. (module 1, module 4)

Suggested Readings

Greene, R, (2000) '48 Laws of Power". Penguin Book, New York

Sinek, S. (2017). *Leaders eat last*. Portfolio Penguin.

What Google learnt from its quest to build the perfect team: New York Times- What Google Learned From Its Quest to Build the Perfect Team - The New York Times (nytimes.com)

Williams, R., & Weber, K. (2019). *Learning to Lead: The Journey to Leading Yourself, Leading Others, and Leading an Organization*. Greenleaf Book Group.
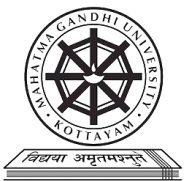
Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	PSYCHOPATHOLOGY: BEYOND THE FUNDAMENTALS					
Type of Course	DSE					
Course Code	MG6DSEPSY303					
Course Level	300					
Course Summary						
Semester	6		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4				
Pre-requisites, if any						

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate a comprehensive knowledge of various mental disorders, including their symptoms, etiology, and diagnostic criteria.	Ap	2
2	Analyse the various factors that contribute to the development of mental disorders, including biological, psychological, and social determinants.	An	1,2,3
3	Demonstrate proficiency in diagnosing and classifying major psychological disorders affecting adults	S	4,5
4	Appraise the techniques of management of mental disorders	E	2,6,7,8
5	Develop the ability to critically assess the strengths and limitations of different assessment tools and diagnostic methods used in psychopathology.	An	1,9, 10
6	Develop an awareness of ethical considerations in the field of psychopathology, including issues related to confidentiality, informed consent, and cultural competence	S	8,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Personality disorders**	15	1, 2, 3, 4
	1.1	Cluster A Personality disorder: Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder.	4	1
	1.2	Cluster B Personality Disorder: Antisocial personality disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic personality disorder.	4	1
	1.3	Cluster C Personality Disorder: Avoidant personality disorder, Dependent personality disorder, Obsessive-compulsive personality disorder	4	1
	1.4	Etiology and management of Personality disorders	3	2, 3, 4

2		**Module 2: Paraphilic disorders**	15	1, 2, 3, 4
	2.1	Paraphilic disorders: Fetishistic disorder, Transvestuc disorder, Pedophilic disorder, Voyeurtistic disorder, Exhibitionistic disorder, Frotteuritic disorder, Sexual Sadism Disorder, Sexual Masochistic disorder.	6	1
	2.2	Etiology and Management of Paraphilic disorders	4	2, 3,4
	2.3	Sexual Abuse: Incest, Rape, Child Sexual Abuse	5	1,2,3
3		**Module 3: Schizophrenia Spectrum and Other Psychotic Disorders**	15	1, 2, 3, 4
	3.1	Schizophrenia: Clinical Picture	4	1
	3.2	Schizoaffective disorder: Clinical Picture	2	1
	3.3	Delusional Disorder: Clinical Picture	4	1
	3.4	Causal Factors and Management	5	2, 3, 4
4		**Module 4: Depressive and Bipolar disorders**	15	1, 2, 3, 4
	4.1	Depressive disorders: Disruptive Mood Dysregulation Disorder, Major depressive disorder, persistent depressive disorder, Premenstrual Dysphoric Disorder)	6	1
	4.2	Bipolar disorders: Cyclothymic disorder, Bipolar I and Bipolar II disorders	4	1
	4.3	Etiology of Bipolar and depressive disorders Management of the disorders	5	2, 3, 4
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student

	MODE OF ASSESSMENT
Assessment Types	**A. Continuous Comprehensive Assessment (CCA)- Total marks – 30** Internal Test – One MCQ based and on extended answer type Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report with a minimum of 2 cases. It should include, case history, Mental Status Examination and a brief test report. (Or any other tasks to suit the course) (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Ahuja, N. (2010). *A short textbook of psychiatry* (7th ed.). Jaypee.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology* (17th ed.). Pearson Education India.

Casey, P., & Kelly, B. (2019). *Fish's clinical psychopathology: Signs and symptoms in psychiatry* (4th ed.). Cambridge University Press.

Comer, R. J. (2015). Abnormal psychology (9th ed.). Worth Publishers.

Suggested Readings

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders: DSM-5-TR* (5th ed.,text rev.). Arlington VA.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry (11th ed.). LWW.

World Health Organization. (2022). *ICD-11: International classification of diseases* (11th ed.).

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	BECOMING A SKILLED PROFESSIONAL
Type of Course	Skill Enhancement Course (SEC)
Course Code	MG6SECPSY300
Course Level	300
Course Summary	The course aims at equipping psychology students with skills that help them develop themselves towards becoming better professionals. The course provides information that will benefit them in making better choices about their future career path.

Semester					
	6	Credits		3	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	45 hours
	Demonstration, practical learning and lecture	3				

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Develop confidence in creating/planning professional interventions for the community.	A	5, 9, 10
2	Understand basic requirements for professional roles in different fields of psychology.	U	1, 2, 6
3	Apply knowledge of psychological principles to meet practical career needs.	A	1, 2, 10
4	Create a network with stakeholders/community.	C	4, 6, 9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: Essential skills for trainers & life coaches	**10**	
1	1.1	Skills for trainers Interpersonal skills: Decision making, problem solving, communication, leadership, assertiveness Content delivery skills: Pacing, starting and stopping, dealing with diverse participant behaviours. PowerPoint preparation	2	1, 2
	1.2	Coaching skills- Who is a coach? Listening and showing understanding Helping with goal setting Group coaching	3	
	1.3	Career guidance skills Factors influencing choice of careers Personal and family influence Job characteristics Using psychological tests for career decisions Models of career choice	3	1,2,3

		Holland's model		
		Super's model		
		-Latest workplace trends		
	1.4	Use of psychometric tools for assessment	2	
2	**Module 2: Be your own Boss: Entrepreneurial skills**		**15**	
	2.1	Legalities and formalities of being an entrepreneur Laws Licenses Taxation Insurance	5	1, 2, 3
	2.2	Building your space Physical structural requirements	5	
	2.3	Revising psychological principles - Gestalt principles, Colour psychology, attitude formation, persuasion, tactics for compliance, behavioral economics principles Applying psychology in advertisement and business -a case study of billboard advertisement - group activity aimed at presenting and selling a product using the psychological principles. discussed in class.	5	2,3,4
3	**Module 3: Group skill activity**		**20**	4
	3.1	Prepare a PowerPoint presentation for the purpose of content delivery as a trainer. Group activity aimed at presenting and selling a product using the psychological principles		
4	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive instruction, Active co-operative learning, Seminar, Group Assignments Group discussion, Presentation by individual student/Group representative.

	MODE OF ASSESSMENT
	A. Continuous Comprehensive Assessment (CCA)- Total marks – 30
Assessment Types	Internal Test – MCQ based

Prepare a PowerPoint presentation for the purpose of content delivery as a trainer.

Group activity aimed at presenting and selling a product using the psychological principles.

(Or any others tasks to suit the course)
(Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course). |
| | **B. Semester End examination**
Essay type question – 2 out of 4 (15 marks each)
Short answer type – any 10 out of thirteen (2 marks each)
MCQ – 10 questions (1 mark each)
One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each)
Total marks – 70 |

References

Jones, R. N. (2007). *Life coaching skills: How to develop skilled clients*. SAGE Publications.

Weiten, W., Dunn, D. s, & Hammer, E. Y. (2018). *Psychology applied to Modern Life-Adjustment in the 21st century* (12th ed.). Cengage.

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University	
Kottayam	

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**ETHICAL FRAMEWORK FOR PSYCHOLOGISTS**
Type of Course	VAC
Course Code	**MG6VACPSY301**
Course Level	**300**
Course Summary	This course provides a comprehensive exploration of contemporary ethical standards in psychology. The learner would be able to develop a self-reflective mind-set, analysing and navigating through ethical dilemmas, with a focus on cultural competence & effective communication. The course aims to install a heightened ethical awareness, contributing to a positive work culture within the broader field of psychology and society.

Semester		6		Credits		3		Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others (practicum/ assignment)			
		2	1					60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate an understanding of psychology as a vocation than profession.	U	1,6,8
2	Evaluate personal conduct against ethical standards established by professional organizations and cultivate a self-reflective mind-set.	E	6,8,10

3	Construct an ethical self-concept and professional competencies through reflective thinking.	A	10,6,8.1
4	Develop the ability to articulate ethical considerations to clients, colleagues, and the broader community	A	5,6,7,8

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1 - Fundamentals of Professional Ethics		
1	1.1	Define ethics, Types of ethics – normative ethics, descriptive ethics, meta ethics, applied ethics, professional ethics, environmental ethics, personal ethics, cyber ethics – social media ethics.	3	1
	1.2	Indian perspectives of professional ethics – Dharma- duty-par excellence, Karma Yogi - Swami Vivekanada - work as prayer to attain consciousness. Gandhian thought -Nishkama Karma (action detached from goals) & Social consciousness as path to spiritual joy & peace.	3	1,2,3
	1.3	Western perspective of professional ethics – utilitarian, deontology, rights, justice, virtue, care. Principles of ethics- Beneficence, nonmaleficence, autonomy, and justice.	5	1,2,3
		Module 2 - Ethics for Mental Health Professionals		
2	2.1	Ethics and legal regulations – APA & Mental Health Act India. Profession or vocation? Personal qualities of a psychologist in various fields– clinical, Industrial, academics, psychotherapist etc.	2	1,4
	2.2	Updating professional qualifications and competencies -scientific knowledge, acting within the limits of knowledge & experience, referral & seeking expert opinions. Social responsibility - proactive professional assistance in case of emergencies – natural disasters and trauma situations	4	1,3

	2.3	Ethics in professional relationships – organizational ethics, respecting dignity and rights of - other professionals, clients and significant others of the clients, students, supervisors. Personal intimacy in professional setting – friendship, sexual, emotional dependency, financial & other dealings Use of social media & advertisement- uphold the image of a psychologist	4	4
	2.4	Self-reflective framework for psychologists – starting an ethics journal. Assessment- Vocational preference inventory. Ethical dilemmas – Explore negative motivations to become a psychologist, handling commitments during personal trauma & crisis. Seeking professional help - for personal and professional dilemmas. Reassessing one's own ethical consciousness on – gender minorities, extra marital and premarital relationships, rights of children and elderly members,	6	2 4
	2.5	Managing burnout and professional satisfaction – assume the attitude of Nishkama Karma and Karma Yoga to manage complexity and ambiguity in therapeutic process and outcomes.	3	2 3
3		**Practicum**	30	
	3.1	Participation in discussion Conduct case study and role play Participation in debate and role play – peer & teacher evaluations		
4		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecture and discussion Lecture and case study and role play Lecture, debate and role play

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)- Total marks – 30** Participation in discussion Participation case study and role play Participation in debate and role play – peer & teacher evaluations Internal on the basis of Practicum (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).
	B. Semester End examination Essay type question – 2 out of 4(15 marks each) Short answer type – any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each) One sentence/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Gladding, S.T. (2018). Counselling: A comprehensive profession (8th ed.). New Delhi: Pearson India. (Module 1& 2)

Mukherjee, Rajeshwar. (2016). Karma Yoga: A traditional perspective. Yoga Mimamsa. 48. 37. 10.4103/0044-0507.198708. (module 1.2 & 3.3)

Ranganathan, Shyam (2007). Ethics and the History of Indian Philosophy. Delhi: Motilal Banarsidass (module 1.2 & 3.3)

Rao, K. R. & Paranjpe, A. C. (2016). Psychology in the Indian Tradition. ISBN 978-81-322-2440-2 (e-book) (module 1.2 & 3.3)

Steers, R. M. (1991). Introduction to Organizational Behavior. New York: Harper Collins. (Module 1.1, 1.3)

SEMESTER 7

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY				
Course Name	EXPERIMENTAL PSYCHOLOGY (PRACTICALS)				
Type of Course	DCC				
Course Code	MG7DCCPSY400				
Course Level	400				
Course Summary	This course provides students with a comprehensive understanding of both the theoretical frameworks and practical applications within the field of psychology.				
Semester	7	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others/P racticum	75
		3		1		
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate proficiency in administering, scoring, and interpreting a variety of psychological tests and assessments	U, A, An	1, 2
2	Equip students to administer clinical assessments for diagnosis and use this knowledge for identifying therapeutic techniques	An, A, S	1,2
3	Facilitate the comprehension of theoretical concepts in cognition through experiments.	U, An	1, 2
4	Facilitate the comprehension of theoretical concepts in personality through experiments.	U, An	1, 2
5	Understand the basics of clinical assessment and apply those concepts into practical aspects of diagnosing abnormal behavior	U, A, An	1, 2
6	Understand and apply the principles of psychometric testing to select appropriate psychological tests for various purposes and populations.	U, An	1, 2
7	Enhance the professional skills of students through practical exposure and understand the ethical aspects of testing and administration	S	1, 2, 8, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Module 1: Cognition**	**20**	
	1.1	Memory- Types, Theories and application (Brief)	1	3
	1.2	Intelligence – IQ, Theories, and application (brief)	1	3
	1.3	Learning- Theories and application (Brief) Problem solving and creativity process and application (brief)	9	3
2		**Module 2: Personality**	**20**	

	2.1	Definition. Theories and types (brief)	10	4
	2.2	Objective and projective testing (brief)- types	5	4
3		**Module 3: Clinical assessment and diagnosis**	**5**	
	3.1	Basic elements of assessment	10	5
	3.2	Types of assessment- neurological examination, neuropsychological examination, psychosocial assessment, psychological test	5	5
	3.3	Ethical issues in assessment		5
4		**Module 4: Practicals (Any 15)**	30	1, 2, 6, 7
	4.1	Child- Seguin form board, WISC, VSMS, Dyslexia screening test, Specific Disability Screening Questionnaire, Picture Frustration Study for Children, ISAA		1, 2, 6, 7
	4.2	Adult- PGI Memory, Beck Depression, STAT, Hospital Anxiety and Depression Scale, MMSE		1, 2, 6, 7
	4.3	SPM, Bhatia, Mathew Mental abilities, BKT, WAIS Trial and error, Maze learning, Transfer of learning, Bilateral transfer, Habit interference, Knowledge of result Problem solving, Stroop. 16 PF, Type A & B, EPQ, Big 5, Locus of Control Rorschach Inkblot test, TAT, CAT, Draw A Man		1, 2, 6, 7
5		**Teacher Specific Module**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Group Assignments, Library work and Group discussion Practical demonstration should be initiated by the faculty

	Procedures should be monitored by faculty Presentation by individual student/ Group representative (of the field report)

Assessment Types	**MODE OF ASSESSMENT**
	   A. Continuous Comprehensive Assessment (CCA)
	
	Practical- Total 15 Marks
	
	   Record
	   Viva
	   Procedure (Each Assessment- continuously monitor)
	   Lab performance (Attendance, punctuality etc)
	Theory-Total Marks 25
	   Record
	   Introduction submission
	   viva
	   Examination

	B. Semester End examination (2 Hrs Exam)
	Theory Total marks – 50
	   Essay type question – 2out of three (15 marks each)
	   Short essay type – any 2out of 3(5 marks each)
	   MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)
	Practical Total marks – 35
	   Record-10
	   Administration and procedure-7
	   Result and discussion- 8
	   Viva-10

References

Baron, R.A. & Misra, G. (2014).*Psychology*, 5[th]ed. New Delhi: Pearson Education, Ch. 1.

Butcher,J.N., Hooley, J.M.,& Mineka, S. (2015). Abnormal Psychology (16th ed.), England: Pearson Education Ltd.

Ciccarelli, S. K., & Meyer, G. E. (2008).*Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.

SUGGESTED READINGS

Kerlinger, F. N., & Lee, H.W. (2000). Foundations of behavioural research (4th Ed). Fortworth: Harcourt College Publishers.

Kothari, C. R. (2019). Research Methodology, methods and techniques. (4 th ed). NewAge International Publishers.

Krishnaswami, O.R., Ranganatham, M., & Harikumar, P.N. (2016). Research Methodology. (1 st ed). Himalaya Publishing House.Singh, A. K. (2016). Tests, measurements and research methods in behavioral sciences. (5th ed.). BharatiBhawan Publishers

Kumar, R. (2011). Research Methodology (3rd ed.). Sage Publications.

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

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Programme	BSc (Hons) PSYCHOLOGY
Course Name	COGNITIVE PSYCHOLOGY
Type of Course	DCC
Course Code	MG7DCCPSY401
Course Level	400
Course Summary	This course delves into the intricacies of mental processes, exploring how humans acquire, process, store, and utilize information. Students will examine key topics such as memory, sensation & perception, language, reasoning and gain insights into the underlying mechanisms that shape human cognition. The course combines theoretical perspectives with empirical research, offering a comprehensive understanding of cognitive phenomena and their real-world applications.

Semester				7		Credits		4		Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4		0	0	

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Understand history of scientific Psychology and contributions of prominent scientists.	U	1, 2
2	Apply the study of cognitive processes to everyday life.	A	2, 3
3	Develop a scientific attitude and knowledge about cognitive processes that govern human behaviour.	A	2
4	Communicate understanding of cognitive psychology concepts in simple and scientific language.	U	4
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Module 1: Introduction to Cognitive Psychology**	**15**	
	1.1	History and emergence of Cognitive Psychology. Cognitive Psychology- an interdisciplinary field Artificial Intelligence & Psychology	5	1, 2, 3
	1.2	Paradigms of cognitive Psychology: Information Processing approach, connectionist approach, Evolutionary approach, Ecological approach	5	1, 3
	1.3	**Attention** Model of attention: Functions of executive, alerting mechanism. (IPA model) Major concepts in attention- Bottle neck & spotlight concepts, early and late selection. Automaticity, multi-tasking and division of attention. Theories of attention Filter model: Filter Theory- Broadbent, Selective Filter Model- Moray, Attenuation Model-Treisman, Multimode theory-Johnston & Hainz, Resource & Capacity Allocation model	5	1, 3

		Kahneman, Schema theory-Neisser.		
2		**Module 2: Theoretical approaches to Perception**	**15**	
	2.1	Bottom-up approach – Gestalt law, direct perception (Gibson), template & prototype theory, feature theory-pandemonium model, recognition by components theory, Computational theory of perception (Marr & Nishihara), Distinctive feature approach- Biederman- Geon theory Top-down approach – constructive perception, Spatiotemporal boundary formation (Shipley & Kellman), Eleanor Gibson & Lewin Bottom-up approach & Top-down approach - Neisser-View based approach	5	2, 3
	2.2	Theories of Pain perception: Specificity, pattern and gate control theories. Theories of illusion	5	2, 3
	2.3	Classical psychophysics- classical psychophysical methods, Brief discussion of- Fetcher's contributions, Webber's law, Steven's power law, Signal detection theory and its application- ROC curve	5	2, 3
3		**Module 3: Cognition**	**15**	
	3.1	Models of knowledge organization (in semantic memory): prototype, feature comparison, hierarchical network model (Quillian), Connectionist Models (Parallel Distributed Processing) of McClelland, Rumelhart, & Hinton), Spreading Activation - Collins & Loftus, Schemas. Metacognition	5	2, 3
	3.2	Psycholinguistics- structure of language Language and cognition – modularity Hypothesis, Whorfian hypothesis & Verbal deprivation Hypothesis (brief) How language affects thought?	5	2, 3, 4
	3.3	Reasoning – Types: inductive, deductive, propositional, syllogistic, analogical, categorical Approaches- The componential, Rules/Heuristics, mental models	5	2, 3
4		**Module 4: Memory**	15	

	4.1	Encoding: Theories and models of memory: James - two store model, Atkinson &Shiffrin (3-store) - Information processing approach (Craik, Lokhart), Tulving- levels of processing, Zinchenko- levels of recall.	3	2, 3
	4.2	Working memory models: Baddeley& Hitch (declarative) & Anderson's ACT* model (procedural).	3	2, 3
	4.3	Storage: Long –term memory: features and distinctions of: episodic and semantic memory, declarative and procedural memory, Implicit and explicit memory, autobiographical memory, prospective memory, flash bulb memory.	3	2, 3
	4.4	Retrieval: Recall, recognition, reconstruction, confabulation, illusory memory, memory as an active process, reliability of eye witness testimony.	3	2, 3,4
	4.5	Forgetting: detailed discussion of: interference, decay, organic/ biological causes, encoding failure, failure of reconstruction, motivated forgetting	3	2, 3
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module 1** 1.1 Lecture 1.2 Lecture & group discussion 1.3 Lecture **Module 2** 2.1 Lecture 2.2 Lecture **Module 3** 3.1 Lecture 3.2 Lecture & seminar presentation 3.3 Lecture

	Module 4 4.1 Lecture 4.2 Lecture & Active co-operative learning 4.3 Lecture
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA)** Internal Test – One MCQ based and one extended answer type Seminar Presentation Assignment Conduct any Activity or experiment related from any 4 modules (a brief report should be assessed) Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

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Galotti, K. (1999). Cognitive Psychology: in and out of Laboratory. Wiley.

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Suggested Readings

Sternberg, J. S. (2009). Applied Cognitive Psychology: Perceiving, learning and remembering. Cengage Learning. Pvt Ltd

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Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**PERSONALITY**
Type of Course	DCC
Course Code	**MG7DCCPSY402**
Course Level	**400**
Course Summary	This course helps the student to get an understanding of personality through different theoretical approaches. This would further enable the student to assess personality, to analyse and critically evaluate various theoretical approaches of personality

Semester	7		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4		0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Predict different personality characteristics in individual's day-to-day behaviour	A	1, 4,10
2	Analyse different theoretical approaches to personality	An	1, 2, 4
3	Critically evaluate different theoretical approaches to	E	2

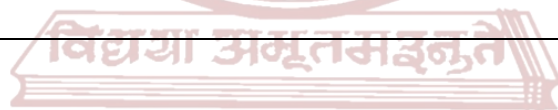|		personality		
4		Appraise different definitions, approaches, human nature and personality assessments by different theorists	E	1

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Personality: An Introduction**	15	
	1.1	Definitions Differentiate Character, temperament, attitude	4	2,3,4
	1.2	Approaches to personality, Functionalistic Vs Differential, Specific Vs Generalized, Personal Vs Impersonal, Unique Vs common, Idiographic Vs Nomothetic	4	2,3,4
	1.3	Introduction to View of human nature: freedom, optimism, rationality, holism, constitutionalism, changeability, subjectivity, reactivity, homeostasis, knowability.	4	2,3,4
	1.4	Personality Assessment: Objective tests; interview; situational tests; projective tests	3	2,3,4
2		**Module 2: Psychodynamic Perspectives**	20	
	2.1	Classical psychoanalytic theory of Sigmund Freud	4	1,2,3,4
	2.3	Analytical theory of Carl Jung	2	1,2,3,4
	2.4	Social Psychological Theories: Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, H. Murray	7	1,2,3,4
	2.5	Eric Erikson & Anna Freud	3	1,2,3,4
	2.6	Object relations theories: Margaret Mahler, Heinz Kohut, Melanie Klein, Winnicott	4	1,2,3,4
3		**Module 3: Behaviouristic, Cognitive, Humanistic, Existential, Trait and Type Perspectives**	18	

	3.1	Skinner's operant conditioning, Stimulus Response theory: Dollard and Miller, Bandura and social learning theories	5	1,2,3,4
	3.2	Personal construct – George Kelly, Julian Rotter and Mischel, Kurt Lewin	4	1,2,3,4
	3.3	Goldstein, Carl Rogers, Abraham Maslow, Victor Frankl, Rollo May	5	1,2,3,4
	3.4	Trait Theories: Allport, Cattell, Big 5, HEXACO, and the Dark Triad	4	
4		**Module 4: Indian Perspective**	7	
	4.1	The Bhagavad Gita (three types of personality), Constitution (Prakriti) and personality types (Gunas and doshas)	2	2,3,4
	4.2	Indian perspective of 4 stages of life	1	1,2,3,4
	4.3	Buddhism (Buddhist perspective on personality types)	2	2,3,4
	4.4	Sufism-Nafs, Annihilation and return	2	2,3,4
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: interactive Instruction, Active co-operative learning, Seminar, Assignments Authentic learning, Library work and Group discussion, Presentation by individual student.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)Total Marks- 30** Internal Test – Two extended answer type Seminar Presentation – on the life histories of various Personality theorists. Assessment Report: Develop personality profiles based on personality assessment techniques (Eysenck, Big 5, HEXACO, and the Dark Triad) Personality Analysis of characters from a movie or a book. (Any tasks must be submitted under the guidance of the faculty. It can be

	selected from the above-mentioned assessments or any other tasks that suit the course)
	Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Engler, B. (2014). *Personality Theories*. Wadsworth, Cengage Learning.

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Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition. Springer.*

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SUGGESTED READINGS

Ewen, R. B. (2010). *An Introduction to Theories of Personality* (7th ed.). Psychology Press.

Ryckman, R. M. (2008). *Theories of Personality*. Thomson, Wadsworth.

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Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**APPLIED POSITIVE PSYCHOLOGY**
Type of Course	**DCE**
Course Code	**MG7DCEPSY400**
Course Level	**400**
Course Summary	This course introduces the students to different theoretical approaches of positive psychology. This course also helps the student to understand and apply different positive psychological constructs required for living well at every stage of life. This would further enable the student to obtain insight about the character strengths of oneself and others.

Semester	7	Credits			4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4		0	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Discuss different positive psychological constructs for living well at every stage of life	C	1, 10
2	Analyse different positive psychological approaches	An	1, 2, 4
3	Evaluate one's own positive psychological constructs	E	2
4	Summarize different perspectives and approaches in positive psychology.	U	1, 4, 8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1		**Module 1: Perspectives on Positive Psychology**	18	
	1.1	Perspectives on Positive Psychology: Western perspective- Athenian, Judeo-Christianity, Islam. Eastern perspective- Confucianism, Taoism, Buddhism, Hinduism.	5	4
	1.2	East and West: Individualism, Collectivism, Orientation to time, Thought processes, Different ways to positive outcomes	5	4
	1.3	Classification and measures of strengths: The VIA Classification of Strengths, Gallup's Clifton Strengths finder, Search Institute's 40 developmental areas.	8	3,4
2		**Module 2: Positive Psychology for all**	15	
	2.1	Positive psychology for children: Resilience, Hope, Optimism, Quality of life	7	1,2
	2.2	Life tasks of adulthood, Positive Youth Development	4	1,2
	2.3	Successful ageing- Aging Well	4	1,2

		Module 3: Cognitive and Interpersonal Approaches	15	
3	3.1	Creativity, Wisdom and Courage, Authenticity, Uniqueness seeking, Humility	2	1,2,4
	3.2	Flow: Flow state, Autotelic Personality, Fostering flow and its benefits. Grit	3	1,2,4
	3.3	Compassion, Flourishing Forgiveness: Cultivating forgiveness, Associations of forgiveness with health and well-being	5	1,2,4
	3.4	Relationship connection- Minding: Reciprocity in minding, Continuity and minding, Minding behaviors	3	1,2,4
	3.5	Measures of Happiness, Wellbeing, gratitude optimism, Resilience, Hope and its interventions	2	1,2,4
4		**Module 4: Applied Positive psychology**	12	
	4.1	Positive parenting programme (Triple P)	2	1,3
	4.2	Positive Schooling, Components of positive schooling, Characteristics of positive schools	5	1,3
	4.3	Positive Workplaces: Positive Organizational Behavior, Positive Psychological Capital, Creating Positive workplaces.	5	1,3
5		**Teacher specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: interactive Instruction: Active co-operative learning, Seminar, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total-30 Marks** Internal Test – Two internal assessments Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar VIA survey report of self /others Use self-report measures of positive psychological constructs and prepare a report of

	the same
	VIA survey
	(Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course)
	B. Semester End examination (2 Hrs.)
	Essay type question – 2 out of three (15 marks each)
	Short essay type – any 4 out of six (5 marks each)
	Short answer type – any 5 out of seven (2 marks each)
	MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)
	Total marks – 70

References

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Lopez, S.J. & Snyder, C.R. (2011). *The Oxford Handbook of Positive Psychology.* Oxford University Press.

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Suggested Readings

Csikszentmihalyi, M. (2002). Flow: The Classic Work on How to Achieve Happiness. Rider.

Diener, E. (2000). Subjective Wellbeing: The Science of Happiness and A Proposal for A National Index. American Psychologist, 55, 34-43.

Emmons, R.A., &Crumpler, C.A. (2000). Gratitude as a human strength: Appraising the evidence. Journal of Social & Clinical Psychology, 19, 56-69.

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Seligman, M.E.P., &Csikszentmihalyi, M. (2001). Positive Psychology: An introduction. American Psychologist, 55, 5-14.

Seligman, M. E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Wellbeing. Free Press.

Seligman, M. E. P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment.: Free Press

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Programme	BSc (Hons) PSYCHOLOGY				
Course Name	**APPROACHES IN COUNSELLING PSYCHOLOGY**				
Type of Course	DCE				
Course Code	**MG7DCEPSY401**				
Course Level	**400**				
Course Summary	This course helps to understand and differentiate various approaches and techniques in counselling. It intends to develop an enhanced level of counselling skill and application of appropriate techniques in real life situations and to be aware of challenges involved in counselling. Students will be able to conduct training programs effectively in the community level.				
Semester	7	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4		0	0	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No.
1	Illustrate the techniques and approaches of counselling	U	PO1
2	Empathic understanding of the client inorder to use appropriate counselling technique	U& A	PO2,6
3	Equip students to manage stress, increase self-awareness, and improve emotional regulation.	A	PO9,10
4	Critically examine the suitability & effectiveness of various techniques	C	PO2, PO4
5	Enable students to acquire sufficient knowledge in the area of counselling in order to apply it in real life situation	An & A	P01,4,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction

Module	Units	Course description	Hrs.	CO No.
1	**Module 1: Approaches to Counselling**		**12**	
	1.1	Affective approaches: Psychoanalytic counseling, Client centered counselling, Gestalt counseling, Existential counseling, Adlerian counseling	6	1,2,4
	1.2	Cognitive Behavioural approaches: Rational Emotive Behaviour Therapy, Behavioural counseling	4	1,2,3,4
	1.3	Constructionist counselling and Systemic counselling	2	1,2,3,4
2	**Module 2: Techniques in Counselling**		**15**	
	2.1	Client-centered approach: introduction, view of human nature, therapeutic relationship & techniques	5	2,3,4
	2.2	Gestalt approach: view of human nature, therapeutic relationship & techniques	5	2,3,4

	2.3	Existential: view of human nature, therapeutic relationship & techniques	5	2,3,4,5
3	**Module 3: Cognitive Behavioural Techniques in Counselling**		**17**	
	3.1	Behavioural approach: view of human nature, role of counsellor, techniques, goals, strength & Limitations Behavioural strategies and interventions: aversion therapy, behavioural rehearsal, biofeedback, contracting, extinction, flooding, modelling, reinforcements, relaxation, shaping, skill training, systematic desensitization and token economy JPMR, Deep breathing	6	2,3,4,5
	3.2	Skill development in systematic desensitization: Learn an effective relaxation strategy, establish anxiety hierarchy & provide controlled exposure Discussion of case study demonstrating Behavioural techniques	5	2,3,4,5
	3.3	Cognitive approach: view of human nature, role of counsellor, techniques, goals, strength & Limitations Stages of Stress inoculation training Discussion of case study demonstrating cognitive techniques	6	2,3,4,5
4	**Module 4: Other Approaches in counselling**		**16**	
	4.1	Indian approach to Yoga and Meditation in Counselling Techniques: Yoga & Mediation, Hypnosis Relaxation techniques: Guided Somato-Psychic Relaxation (GSPR) reference must be included	6	2,3,4,5
	4.2	Mindfulness based stress reduction (MBSR) & Guided Imagery strategies & application Individual classroom exercises on mindfulness & guided imagery	5	2,3,4,5
	4.3	Dialectical behaviour therapy (DBT), Acceptance & Commitment Therapy (ACT). Solution Focused Therapy (SFT), Feminist Counselling, Trauma Focused Therapy	5	2,3,4,5
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Role play, Case study discussion, conduct group counselling, Presentation by individual student

Assessment Types	**MODE OF ASSESSMENT**
	    A. Continuous Comprehensive Assessment (CCA)Total Marks-30
	    MCQ based/Activity based Internal assessment
	    Conduct peer counselling and class room discussion submit a report
	    Verbatim writing
	    Institution visit report – each student shall individually or in group visit an institution and submit a report on counselling conducted.
	(Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course)

	B. Semester End examination (2 Hrs)
	    Essay type question – 2 out of three (15 marks each)
	    Short essay type – any 4 out of six (5 marks each)
	    Short answer type – any 5 out of seven (2 marks ea ch)
	    MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)
	    Total marks – 70

References

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George, R.L., & Christiani, J.S. (1986) Counselling: Theory and Practice. New York: Prentice Hall

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Rao, K. R. & Paranjpe, A. C. (2016). Psychology in the Indian Tradition. ISBN 978-81-322-2440-2 (e-book) (module 1.2 & 3.3)

Rao, S.N. & Sahajpal P. (2013). Counselling and Guidance, Tata Mc GrawHill.

Sharf, R.S. (2012) Theories of Psychotherapy & Counselling. USA, Linda Shreiber-Ganster.

Short F & Thomas P. (2015) Core approaches in Counselling and Psychotherapy) Routledge, London

Suggested Readings

Messer, S.B. & Gurman, A.S. (2011) Essential Psychotherapies: Theory & Practice. Guilford Press, London.

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Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**APPLICATIONS IN SCHOOL PSYCHOLOGY**
Type of Course	DCE
Course Code	**MG7DCEPSY402**
Course Level	**400**
Course Summary	This course is designed to equip students with a comprehensive understanding of school psychology, fostering expertise in child advocacy, challenge resolution, proficient psychological assessments, effective prevention and intervention strategies, therapeutic techniques, ethical practice, and the promotion of positive outcomes for students and the school community. Emphasis is placed on prevention and intervention methods such as positive behavioral support, life skills education, and ethical principles in school psychology. By combining theoretical foundations with practical applications, the course empowers students as professionals to contribute effectively to the well-being, development, and rights of children and adolescents in school environments.

Semester	7	Credits			4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practicals	Others	60
		4				
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Develop proficiency in professionally evaluating various aspects of students and implementing tailored preventive and intervention approaches to address their individual requirements.	S	1, 2
2	Develop an understanding of various social justice departments and their roles in promoting mental health initiatives within school settings.	U	6, 9
3	Analyze the application of the constitutional provisions within the educational context, and their impact on creating safe and inclusive learning environments.	An	6, 2, 1
4	Develop practical skills in administering, scoring, and interpreting psychological assessments commonly used in educational setting to identify strengths, challenges and difficulties of students and employ those for their holistic development	A, S	1, 2, 4
5	Evaluate the prevalent difficulties encountered by students in the context of their educational environment, peer relationships, and personal well-being.	E	1, 2
6	Design and execute strategies for prevention and intervention to assist students in a school setting.	C	1, 4
7	Apply context-specific ethical guidelines to make well-informed decisions as a professional school counselor.	A	8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Child Rights: An Overview**	**20**	
	1.1	Child rights: meaning, importance Basic information about various agencies and schemes: Social justice Departments, National Commission for Protection of Child Rights, Child Helpline, Public awareness programs on school mental health	10	2
	1.2	Constitutional provisions which protect the rights of children in India- Right to Protection, Child Labour, Child Sexual Abuse, Children with Disability, Children in Conflict with the Law	10	3
2		**Module 2: Addressing Challenges**	**10**	
	2.1	Common issues faced by children in school: Overview School and Academic related Issues	5	5
	2.2	Issues and Problems with Peers	3	5
	2.3	Self-Harming and Suicidal Ideation	2	5
3		**Module 3: Prevention and Intervention methods**	**15**	
	3.1	Foundations of Positive Behavioral Support (PBS) and Functional assessment methods Intervention strategies for PBS. Development and implementation of PBS Plans based on Functional assessment methods. Response To Intervention (RTI), IEP, Redesigning environmental systems.	8	6, 1
	3.2	Life skills education, Social and Emotional Learning (SEL) Behavior modification in school setting	7	6, 1

		Play therapy		
		Directive and non-directive therapy		
4		**Module 4: Ethical Principles in School Psychology**	**15**	
	4.1	Principles for Professional Ethics: Respecting the dignity and rights of all persons, Confidentiality, Informed Consent: Obtaining informed consent for assessments, interventions, and other psychological services. Privacy and Data Security: Safeguarding and securing student records and data.	5	7
	4.2	Professional Boundaries: Maintaining appropriate relationships with students, parents, and other stakeholders. Professional competencies and responsibility, Honesty and integrity in professional relationships, Responsibility to schools, families, communities, the profession, and society	10	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total Marks-30** Internal Test – One MCQ based and on extended answer type Seminar Presentation – Conduct assessments using five psychological tools in the school context, present the findings and interpretations during the seminar, and discuss how these results effectively communicate to students and stakeholders, such as parents and teachers. Practical Design a Positive Behavioral Support (PBS) plan including assessment, intervention strategies, and a redesigned environmental system for a student exhibiting any one behavior problems in a school setting. Students should present their plans and discuss potential challenges and adjustments

	(Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course)
	B. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each**)** **Total marks – 70**

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Fagan, T.K., & Wise, P.S. (2007). School psychology: Past, present, and future. (3rd ed.). Washington, DC: National Association of School Psychologists.

Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). School psychology for the 21st century: Foundation and practices (2nd Ed.). New York, NY: Guilford Publications.

Scheuermann, B. K., & Hall, J. A. (2011). Positive Behavioral Supports for the Classroom. Pearson.

Suggested Readings

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MGU-UGP (HONOURS)

Syllabus

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Programme	BSc (Hons) PSYCHOLOGY				
Course Name	BEYOND THE BINARY: DYNAMICS OF GENDER				
Type of Course	DSE- B				
Course Code	MG7DSEPSY403				
Course Level	400				
Course Summary	This course explores the psychosocial factors that shape individual's perceptions, behaviours and identities related to gender. This course facilitates the identification and dismantling of gender-based stereotypes, and contributes to fostering more inclusive and equitable societies.				
Semester	7	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4		0	0	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and identifying relevant assumptions and implications related to Sex and Gender	U	1, 6, 7
2	Comparing and examining the modern-day perspectives regarding gender and sexuality	A, E	1, 2
3	Understanding the relationship between gender and mental health	U	1
4	Identifying stereotypes of gender and sexual identity in media portrayals	A, E	1, 2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units		Hrs.	CO No.
1		**Module 1: Understanding Gender**	**10**	
	1.1	Defining terms: Difference between sex and gender, Intersex, Sex-related behaviour. Gender roles: Meaning, Gender role Attitude, Gender role Stereotype. Gender Discrimination and Gender Identity. Gender expression: Gender fluid. Sexual Orientation	2	1
	1.2	Cultural differences in understanding gender: Gender and status (concepts in brief)	3	1
	1.3	Philosophical and Political Issues surrounding gender: Social Constructionism, Intersectionality, Sex difference debate. Legal provisions on gender identity in India	5	4

		Gender and Media (concepts in brief)		
2		**Module 2: Human Sexuality Theories**	**15**	
	2.1	Evolutionary Theory, Psychoanalytical theory, Learning theory, Social Exchange theory, Cognitive theory	10	2
	2.2	Current Critical Theories: Feminist theory, Queer theory, Sociological theory	5	2
3		**Module 3: The Concept of Gender and its Theories**	**15**	
	3.1	Psychology of Gender: Gender Congruence, Gender and Sexual Orientation	5	2
	3.2	Theories of Gender: Psychoanalytical theories, Gender Socialization Theory: Gender Identity Development, Social Theories, Cognitive Theories, Evolutionary Theories, Genetic-based theories	10	2
4		**Module 4: Sexualities, Gender and Psychology**	**20**	
	4.1	Meaning of Sexuality Relationship between Sexuality, Sexual Orientation, Gender and Concepts of Identity and Multiple Identities	5	1
	4.2	LGBTIQA+ Relationships and Psychology LGBTIQA+ Individuals and their experiences with parents and in relationships across their Lifespan (in brief)	8	1
	4.3	Gender and Mental Health	7	3
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Module 1: Class lectures, E-learning, Seminar, Group discussions Module 2: Class lectures, Group discussions, Library works Module 3: Class lectures, Group discussions, Library works Module 4: Community visits, Group discussions, Presentations

Assessment Types	**MODE OF ASSESSMENT**
	A. Continuous Comprehensive Assessment (CCA)Total Marks-30
	    Internal Test – One MCQ based and on extended answer type
	    Seminar Presentations – a theme is to be discussed and prepare a paper and present in the seminar.
	    Assignment – each student shall individually submit a report on a topic assigned to them.
	    Field visit report – each student as a group visit and prepare a report on their experience and understanding.
	    Critical analysis of movies based on the syllabus.
	(Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course)

	B. Semester End examination Essay type question – 2 out of three (10 marks each) Short essay type – any 4 out of seven (5 marks each) Short answer type – any 5 out of seven (3 marks each) MCQ/One word/ Match the following/Fill in the blanks – 15 questions (1 mark each) **Total marks – 70**

References

Goerling, E., & Wolfe, E. (2022). *Introduction to Human Sexuality.* Open Oregon Educational Resources

Helgeson, V. S. (2020). Psychology of gender, (6th ed.). Routledge

Natu, S. (2021). Psychology and gender: An introduction. Sage publications

Suggested Readings

Boyce, B. (2015). Sexuality and gender identity under the constitution of India. *Journal of gender, race and justice, 18(1)*

Key supreme court verdicts that moved the needle on LGBTQ rights in India. (2023, April 21) *The Indian express: journalism of courage.* Express news service. New Delhi

Mishra, A. (2016). Third gender rights: the battle for equality. *Christ university law journal, 5(2), 9-21*

Mahatma Gandhi University

Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**
Course Name	**FORENSIC PSYCHOLOGY**
Type of Course	DSE-B
Course Code	**MG7DSEPSY404**
Course Level	**400**
Course Summary	This course offers in-depth psycho-social understanding of legal system procedures. Observing and their analysis of various behaviors of suspects of crime existing the current society. Equip the individual to provide psychological help for suspects of crime (as a means of first aid level)

Semester	7		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4		0		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding the forensic psychology and their theoretical background.	U	1, 2
2	Analysis of behavior based on theoretical background	A, C	1, 2, 10
3	Identifying various precursors of criminal behavior	Apply	6, 7
4	Understanding ethical values in criminal psychology	U	8
5	Understanding behavior patterns of victims in legal proceedings	U	1
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Introduction To Forensic Psychology**	12	1, 5
	1.1	Definition, historical background of forensic psychology (in brief)	3	1
	1.2	Crime and the public- attitude towards crime, knowledge of crime	2	1
	1.3	Fear of crime– nature, influences, gender and fear, theories of fear of crime	3	1
	1.4	Victims of crime: PTSD, psychological help for victims, victims' decision making, cycle of crime	4	5
2		**Module 2: Psychology Of Criminal Behaviour**	15	1, 3
	2.1	Precursors of criminal behavior- psychodynamic theories, behaviorist theories, media aggression theories, cognitive theories	4	1,3

	2.2	Criminality as an element of traits- intelligence, impulsivity, locus of control, cognitive behavioral theories	4	3
	2.3	Social factors as an explanation of criminal behaviour- social factors of crime- family characteristics, child-rearing practices, parental criminality, peer influences, unemployment, child abuse, school characteristics,	4	3
	2.4	Mental disorder and crime- dis-social personality disorder, conduct disorder, ADHD	3	3
3		**Module 3: Psychology Of Deception**	16	2
	3.1	Lie detection- Ekman's theory, invalid cues to deception Approches of lie detection- scientific approach, theories of polygraph questioning, psychophysiological responses, conflict theories, conditioned response theory, psychological set and related theories, oriented theories	5	2
	3.2	Polygraph- process, problems, validity, alternatives to polygraph (in brief).	3	2
	3.3	Profiling of criminal behaviour (in brief): FBI (Federal Bureau of Investigation) – process, process of police investigation, Profile analysis 2 (in brief)– introduction, geographical profiling, criminal profiling- the research-based approach, profiling and personality	4	2
	3.4	Ethics as a foundational competency- Ethical issues and challenges Understanding, adopting, and applying professional resources Positive ethics- 4 A's of ethics (Anticipate, Avoid, Address, and Aspire)	4	4
4		**Module 4: Psychology Of Victim**	17	2
	4.1	Understanding the psychological effects of victimization: Trauma, anxiety and fear, depression, guilt and shame, trust issues, physical health impacts.	4	2
	4.2	Aftermath of experiencing suspect of crime? Psychological impact, physical consequences, social and	5	2

		relationship changes, financial and practical implications, safety concerns.		
	4.3	Factors influencing the victim's response to victimization: nature of the crime, personal resilience, social support, previous trauma, access to resources, justice system responses, cultural and societal factors,	5	2
	4.4	Stages of emotional responses that the victim has undergone: crisis intervention theory, trauma theory, post-traumatic growth theory, resilience theory. Supporting victims of trauma: listen and validate, offer-practical support, respect autonomy, be empathetic, encourage professional help, provide information, respect boundaries, avoid victim-blaming, maintain support, educate yourself.	3	3
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Seminar, Library work and Group discussion, Presentation by individual student/ Group representative, video learning
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total Marks-30** • Internal Test – One MCQ based and on extended answer type • Make a report on any one case and identify the influencing factors that help the victim/individual to cope with the situation • Seminar presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course)
	C. Semester End examination • Essay type question – 2 out of three (10 marks each) • Short essay type – any 4 out of seven (5 marks each) • Short answer type – any 5 out of seven (3 marks each) • MCQ/One word/ Match the following/Fill in the blanks – 15 questions

	(1 mark each)
	Total marks – 70

References

Bush, S. S., Connell, M., & Denney, R. L. (2020). *Ethical practice in forensic psychology: A guide for mental health professionals*. American Psychological Association. (Module 3)

Howitt, D. (2005). *Introduction to forensic and criminal psychology*. Pearson Education. (module 1, 3)

Marsh, I., Melville, G., Morgan, K., Norris, G., Cochrane, J., (2011) *Crime and Criminal Justice.* Taylor and Francis. (module 2)

National Research Council. (2003). *The polygraph and lie detection*. National Academies Press. (module 3)

Suggested Readings

Ainsworth, P. B. (1999) *Psychology and Crime: Myths and Reality*. London: Longman.

AuCoin, K., & Beauchamp, D. L. (2007). *Impacts and consequences of victimization, GSS 2004*. Canadian Centre for Justice Statistics. (module 4)

Blackburn, R. (1995) *The Psychology of Criminal Conduct: Theory, Research and Practice*. London: Wiley.

Hoddenbagh, J., McDonald, S. E., & Zhang, T. (2014). *An estimation of the economic impact of violent victimization in Canada, 2009*. Research and Statistics Division, Department of Justice Canada. (module 4)

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	MIND MARKET: UNVEILING CONSUMER PSYCHE					
Type of Course	DSE-B					
Course Code	MG7DSEPSY405					
Course Level	400					
Course Summary	This course offers a comprehensive understanding of consumer behavior, integrating consumer behavior and real-life situations, Equip the individual to understand and create strategies to work in consumer world, equip the individual to scrutinizes the current ethical scenarios of consumer world.					
Semester	7		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4		0	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Assimilate the basic understanding and insights regarding theoretical basis of consumer behaviour	U	PO1, PO 2,
2	Apply consumer psychology in real life situation	A	PO1, PO2,
3	Develop strategic plans to work effectively in the consumer world	S	PO5, PO4, PO6
4	Evaluate ethical, and moral aspects and policies of consumer behaviour	E	PO7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Basics Of Consumer World**	15	1
	1.1	Definition- people in the marketplace, types of consumers, relationship marketing – building bond with consumers	3	1
	1.2	Goals and motives of consumer behaviour	3	1,2
	1.3	Consumer hearts and minds- sensory marketing, perception, attention	5	1
	1.4	Buying and disposing (sustainability) – situational effect on consumer behavior, shopping environment, atmospherics	4	1
2		**Module 2: Psychology Of Consumer Behaviour**	15	
	2.1	Self in the consumer world- perspectives on the self, self-esteem, gender identity, digital self and body image	3	1
	2.2	Personality and life style- personality in consumer behavior, brand personality -using prototypes, personification, brand positioning through personality, psychographics,	3	1

	2.3	Formation of attitudes- theories and its relevance in consumer behavior, cognitive dissonance. Attitude change – weapon of persuasion, conformity, compliance	3	1
	2.4	Consumer decision and choices – types, consumers as emotion experiencers, consumers as habitual actors, model of consumer decision making – EKB model purchase and post-purchase evaluation.	6	1
3		**Module 3: Consumers In The Social And Cultural World**	16	
	3.1	Ethnic, racial, and religious subcultures- sub cultural stereotypes, ethnicity and acculturation, Islamic marketing, myths and rituals, cross-cultural analysis	6	1, 2
	3.2	Income and social class- components of social class, social class and purchase decisions, status symbols	5	1
	3.3	Age subculture- addressing children, youth and mature Discussion: advertising marketing differences based on the age of targets	5	1
4		**Module 4: New Trends In Consumerism**	14	
	4.1	Fashion system, diffusing product meaning globally	4	3
	4.2	Policies and ethics in consumer behaviour	5	4, 5
	4.3	Recent research in the consumer psyche and diffusion of consumer culture	5	2
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brainstorming lecture, Explicit Teaching, interactive Instruction:, Active cooperative learning, Seminar, Group Assignments Authentic learning , Library work and Group discussion, Presentation by individual student/ Group representation. Contextual learning, collaborative learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Internal Assessment (CCA)** Internal Test – One MCQ based Article review – every student to review a recent article/journal on consumer

	behavior. Presentation – strategic plan presentation Assignments – observation report (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course)
	D. Semester End examination Essay type question – 2 out of three (10 marks each) Short essay type – any 4 out of seven (5 marks each) Short answer type – any 5 out of seven (3 marks each) MCQ/One word/ Match the following/Fill in the blanks – 15 questions (1 mark each) **Total marks – 70**

References

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2018). *Handbook of consumer psychology*. Routledge.

Hawkins, I., D., Mothersbaugh, L,. D. (2010). 11th ed. *Consumer Behaviour- Building Marketing Strategy*. The McGraw Hill Company.

Nair, S. (2012). *Consumer Behaviour*. Himalaya Publishing House.

Singh, A. (2016). *Consumer Behaviour*. Himalaya Publishing House.

Smyczek, S. (2012). *Consumer Behaviour on International Market*. Wydawnictwo placet.

Solomon, M., Russell-Bennett, R., & Previte, J. (2012). *Consumer behaviour*. Pearson Higher Education AU.

Suggested Readings

Merlo, O., Eisingerich, A. B., Gillingwater, R., & Cao, J. J. (2023). Exploring the changing role of brand archetypes in customer-brand relationships: Why try to be a hero when your brand can be more?. *Business Horizons*, *66*(5), 615-629.

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY				
Course Name	EXPLORING THE DEPTH OF LEARNING AND MEMORY				
Type of Course	DSE-B				
Course Code	MG7DSEPSY406				
Course Level	400				
Course Summary	Comprehend the theoretical foundation of learning and memory, empowering students to apply these concepts in practical real-world scenario.				
Semester	7	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4		0	0	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the psychological aspects of learning and memory	U	1
2	Application of enhancement techniques on learning	Ap	2, 10
3	Application of enhancement techniques on Memory	Ap	10
4	Equip them to provide memory improvement strategies.	S	4, 6, 9
5	Equip them to provide learning improvement strategies	Ap	2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: Introduction to Learning	20	
1	1.1	Learning: Definition, Visual, Auditory, Imagery learning	4	1
	1.2	Classical conditioning: Elements, Principles: Stimulus Generalization and Stimulus Discrimination, Extinction and Spontaneous Recovery, Highr-Order Conditioning	4	1
	1.3	Operant conditioning: BF Skinner, Thorndike's Law of Effect, Reinforcement, Punishment, Other concepts: Stimulus control, Shaping, Chaining	4	1
	1.4	Cognitive learning: Latent learning, Insight learning, Learned Helplessness Role of Cognitive learning	4	1
	1.5	Observational learning: Elements, Bobo Doll Experiment	4	1
2		**Module 2: Introduction to Memory**	20	
	2.1	Memory: Definition Processes of Memory: Encoding, Storage, Retrieval	5	1

	2.2	Models of Memory: Information-processing model: Sensory memory (iconic, echoic), Short term and Working memory, Long term memory: procedural, declarative (semantic, episodic) Parallel-processing model Levels-of-processing model	10	1
	2.3	Retrieval cues: State dependent memory, Context dependent memory	5	1
3		**Module 3: Forgetting**	6	
	3.1	Forgetting-definition Curve of Forgetting Theories: Theories (Reasons) of forgetting: Trace decay hypothesis Interference – Proactive. Retroactive Encoding failure	3	1
	3.2	Distortion, Repression, Consolidation, Amnesia, Absence of stimulation.	3	1
4		**Module 4: Memory and Learning Mastery**	14	
	4.1	ORGANIZE: Learn from the general to specific, make it meaningful, create associations.	2	2
	4.2	USE YOUR BODY: Learn it ones, actively, relax, visualization, recite and repeat, write it down,	3	2
	4.3	Use your brain: reduce interference, use day light, overlearn, escape from the short-term memory trap, distribute learning, beware of attitudes, choose what not to store in memory, combine memory techniques	4	2
	4.4	Recall: remembering something else, noticing the level of remembrance, use it before you lose it, going to long term memory. Mnemonics: Music mnemonics, Name-mnemonics, expression of word, Model Mnemonic Peg word, Method of loci, chunking, SQ3R Stimulus control techniques	5	2, 3

		Intervention programs for school children (module 4 based) Based on recent research develop enhancement techniques. (module 4 based)		
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, E-learning, interactive Instruction, Seminar, Library work and Group discussion, Presentation by individual students
Assessment Types	**MODE OF ASSESSMENT** **A.Continuous Comprehensive Assessment (CCA) Total Marks -30** • Internal Test – One MCQ based and on extended answer type • Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar • Intervention programs for school children • Based on recent research develop enhancement techniques. (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course)
	B.Semester End examination • Essay type question – 2 out of three (10 marks each) • Short essay type – any 4 out of seven (5 marks each) • Short answer type – any 5 out of seven (3 marks each) • MCQ/One word/ Match the following/Fill in the blanks – 15 questions (1 mark each) **Total marks – 70**

References

Baron, R. A., &Misra, G. (2016). *Psychology*, (5th ed.). New Delhi: Pearson India Education Services Pvt. Ltd

Ciccarelli, S. K., & White, J. N. (2022). *Psychology*, (6th ed.). New Delhi: Pearson Education

Feldman, R. S. (2021). *Understanding psychology*, (15th ed.). New Delhi: McGraw Hill Education

Suggested Readings

Memory Techniques. (1998). *Student Learning Assistance Center*. San Antonio College Sachs, H. D. (2013). *Remember everything you want and manage the rest.*

SEMESTER 8

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	PSYCHOLOGY OF INTELLIGENCE, LEARNING, MOTIVATION & EMOTION
Type of Course	DCC
Course Code	MG8DCCPSY400
Course Level	400
Course Summary	This course offers a comprehensive exploration of the psychological processes that underlie human learning and motivation. The course delves into theories, research findings, and practical applications related to how individuals acquire knowledge, develop skills, and are driven to achieve their goals. The study of learning and motivation is crucial for understanding human behavior in various contexts, including education, workplace settings, and personal development.

Semester	8	Credits			4	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1	0	

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Understand emotion, learning and motivation concepts to explain personal experiences.	U	1, 2
2	Acquire skills to analyze the knowledge of learning principles and motivational concepts to improve academic performance and communicate in simple language to students.	An	1, 2 4
3	Explain different theoretical approaches to intelligence, learning, motivation and emotion.	U	1
4	Apply emotion, learning and motivational concepts to explain personal experiences.	A	1, 2
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1.		**Module 1: Early and Modern Theories of Learning**	**15**	
	1.1	Associationism & behaviorism – development of the key concepts and principles of – Thorndike, Pavlov, Skinner, Watson, Guthrie, Estes.	7	1, 3
	1.2	Drive, incentive & purposive behavior: neo-behaviorists-Hull, Spence, Tolman.	5	3
	1.3	Attribution theory: Weiner (brief)	2	3

	1.4	Neurophysiological approach: Hebb (brief).	1	3
2		**Module 2: Social and Cognitive Theories of Learning**	**15**	
	2.1	Cognitive approach: Gestalt- Koffka & Kohler, Lewin.	4	1, 3, 4
	2.2	Cognitive development: Piaget & Bruner (brief).	3	1, 3
	2.3	Social & situational approach: Bandura (brief), Wenger & Lave, Salomon.	3	1, 3
	2.5	Learning styles: (Kolb) experiential learning, problem-based learning, discovery learning.	5	1, 2, 4
3		**Module 3: Process theories and content theories of Motivation**	**15**	
	3.1	Instinct/ Ethology: Lorenz & Tinbergen. Cognitive view: Tolman, Lewin: Opponent process: Solomon & Corbit, Wagner (SOP) theory.	5	2, 3
	3.2	Sensation seeking: Zuckerman Self-worth theory: Covington, achievement motivation: Atkinson. Self-determination theory- Deci Ryan	2	2, 3
	3.3	**Intelligence & Emotion** Psychometric / Factor Theories and Multiple intelligence Theories: Stanford-Binet, Spearman, Thurstone, Guilford, Gardner, Wechsler and Sternberg Biological theories: Cattell & Jenson, Hierarchical approach: Carroll.	5	2, 3
	3.4	Theories of emotion Arousal-interpretation theory: Schachter & Singer. Cognitive appraisal theory: Lazarus, Smith & Kirby.	3	1, 3
4		**Module 4: Practicum**	**30**	

	4.1	Apply the learning principles in a school/Child setting	10	2, 3
	4.2	Assessments related to Intelligence and emotions	10	2, 3,4
	4.3	Theories of emotion: comparison and critique	10	1,3
	5	**Teacher Specific Content**		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	**Module 1** 1.1 Lecture 1.2 Lecture & group discussion 1.3 Lecture 1.4 Lecture **Module 2** 2.1 Lecture 2.2 Lecture **Module 3** 3.1 Lecture 3.2 Lecture & seminar presentation 3.3 Lecture 3.4 Lecture **Module 4** 4.1 Lecture 4.2 Lecture & Active co-operative learning 4.3 Lecture 4.4 Lecture

Assessment Types	**MODE OF ASSESSMENT**
	A. Continuous Comprehensive Assessment (CCA)Total Marks-30
	1. Internal Test – One MCQ based and on extended answer type
	2. Seminar Presentation
	3. Assignment
	4. Group discussion
	Tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course
	B. Semester End examination (2 Hrs.)
	Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Beck, R.C. (2005). Motivation: Theories & Principles. Pearson Education.

Cofer, C.N., & Appley, M.H. (1964). Motivation: Theory and Research, John Wiley & Sons Inc.

Hayes, N. (2000). Foundations of Psychology (3rd ed). South-Western Cengage

Hilgard, E.R., & Bower, G.H. (1975). Theories of Learning. Prentice-Hall, Inc.

Learning.

Mowrer, R.R., & Klein, S.B. (2000). Contemporary Learning Theories. Lawrence Erlbaum Asso, Inc.

Petri, H.L. (1991). Motivation: Theory, Research and Applications. Wordsworth Publishing Company.

Mahatma Gandhi University

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Programme	BSc (Hons) PSYCHOLOGY				
Course Name	COUNSELLING IN VARIOUS SETTINGS				
Type of Course	DCC				
Course Code	MG8DCCPSY401				
Course Level	400				
Course Summary	This course familiarizes students on specific areas of counselling and to create awareness about the divergent needs of different populations. Students will be equipped in crisis management and to know the significance of group counselling. It intends to sensitize and expose students on varying counselling needs of special populations.				
Semester	8		Credits	4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1		
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No.
1	Analyze the special needs of different social groups	U	1,2,6
2	Theoretical understanding and appropriate therapeutic intervention for distinct social groups	An	1,2
3	Create professional, moral and ethical standards to counsel divergent social groups	C	8,7
4	Provide suitable psychological services for culturally and socially distinct group	An & C	6,7
5	Address special social issues and be able to provide a proactive intervention appropriately	An & A	4,9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: School & College Counselling**	**15**	
	1.1	Role of counsellor, common problems of school students, prevention, remediation; play therapy, bibliotherapy and games Case discussion on school counselling	5	1,2,3
	1.2	Professional preparation for working with college students, role of counsellor, models of college counselling Group discussions on real life cases	5	1, 2, 3, 4, 5
	1.3	Comprehensive School/college Counselling Programs (CSCP) Strengths-Based Counselling Mindfulness and Wellness Programs Trauma-Informed Counselling Case discussions	5	1, 2, 3, 4, 5

		Module 2: Career, Family Geriatric	15	
2	2.1	Definition, importance & Scope of career counselling. Differentiate career, vocation and occupation	3	CO1,5
	2.2	Theories of career development: Trait & factor theory. Developmental theories, social cognitive career theory & constructivist career theory.	3	2
	2.3	Family counselling-Introduction, Theories,	3	1,2,3,4,5
	2.4	Geriatric counselling- Introduction, Stages	3	4,5
	2.5	Crisi Counselling/ HIV counselling, Counselling Marginalized /minority group	3	1,2, 6, 7
3		**Module 3: Addiction Counselling, Group counselling**	15	
	3.1	Types of drug addiction, effect of addiction on the individual and family. Role of counsellor in the rehabilitation Emotional and Physical symptoms and effects of addiction, Physical and mental health hazards	5	5
	3.2	Technology addiction; categories of internet addiction: Sex, Relationship, games & mobile phone. Personality and psychosocial & cognitive factors associated with internet addiction	5	1,2,3,4.5
	3.3	Effective group leader and group member behaviors, Types of groups, group terminology Stages and phases of group formation Why counselling in groups? Goals of Group counselling	5	1
4		**Module 4: Practicum**	30	
	4.1	Assessment, Diagnosis & management of addiction. Case discussions using Psycho-education, skill building, mindfulness & relaxation techniques, CBT, etc.	8	CO1
	4.2	Develop a group counseling session, including the structure, goals, and techniques of counselling. Conduct a	8	1

		group counselling session and submit a report(P).		
	4.3	Visit Schools, Colleges and conduct counselling sessions and submit a record detailing the observations, reactions, and insights gained from the experience (P).	6	1
	4.4	Visit a rehabilitation centre to observe the real cases and submit reports Screen students with technology addiction and conduct awareness program	8	1,2,3,4,5
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Seminar, Group Assignments, psychodrama, Role play, Library work and Group discussion, Presentation by individual student/ Group representative Students should collect information about the available services and schemes for the given category of people and provide appropriate guidance and submit progress report (P)
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) Total Marks-30** Internal Test – One MCQ based and on extended answer type Seminar Presentation – a theme is to be discussed and identified for the seminar presentation. Institution visit report – Student shall visit institutions and prepare two case study each from any 3 areas under study (total of 6 case reports). Peer Counselling Any other relevant tasks suits subject
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each)

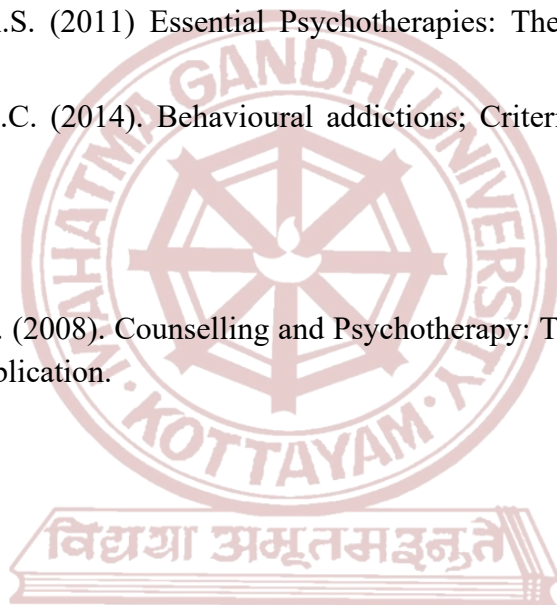|	Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Carr, A. (2001) Family Therapy-Concepts, Process and Practice. John & Sons Ltd.

Gladding, T.S. (2018) Counselling; a comprehensive profession; 8th edition; Pearson India.

Bengtson, V.L. & Settersten, R.A. (2016) Handbook of theories of aging. Springer Publishing C. Newyork.

Messer, S.B. & Gurman, A.S. (2011) Essential Psychotherapies: Theory & Practice. Guilford Press, London.

Rosenberg, K.P.& Feder, L.C. (2014). Behavioural addictions; Criteria, evidence & treatment. Elsevier, London.

Suggested Readings

Capuzzi, D. & Gross, R. D. (2008). Counselling and Psychotherapy: Theories and Interventions. California: Sage publication.

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University

Kottayam

Programme	**BSc (Hons) PSYCHOLOGY**				
Course Name	**ATHLETIC EXCELLENCE THROUGH PSYCHOLOGY**				
Type of Course	DCE				
Course Code	**MG8DCEPSY400**				
Course Level	**400**				
Course Summary	This course intends to provide knowledge in developing a career in Sports Psychology. The students would learn how the human psychology influences sports/athletic performances. The program provides an insight into the theoretical and practical orientation of sports psychology and the different strategies for performance enhancement.				
Semester	8	Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1	0	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand diverse sources of supportive relationships relevant to sports performances.	U	1,2, 10
2	Appraise motivational climate in the context of sports performance	U, E	2,5,7,8,10
3	Analyze, distinguish, and apply the theoretical knowledge to respond to challenges commonly encountered in the arenas of sport and physical activity.	U, An, I	1,2,4, 10
4	Create psychological skills through training to enhance performance	U, A & S	2, 5, 9, 10
5	Identify and describe key issues related to professional ethics and responsibility in sport and exercise psychology.	U A, An	1,2,7,8,10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT
Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1: Relationships and sport performance	**12**	
1	1.1	Relationships in Sport: Social Support and sport performance: Definition, social support and physical activity, Types of social support, Enhancing social support.	3	1,3,5
	1.2	Importance and Concepts of Coach-Athlete Relationship, Interpersonal Communication and Conflict, Effective coaching strategy: Learning and improving skills, Exercise and Fitness, Having Fun, Affiliation, Excitement, Competitive challenge and winning	3	1,2,3
	1.3	Positive emotions, positive & negative affectivity Intensity and Affective Responses to Exercise, Hedonic Theory, Impact of audience on Sport Performance	3	1,3

	1.4	Team Cohesion: Nature, Correlates and Development, Conceptual model of Team cohesion, Relationship of team cohesion to Team Success, Team Building.	3	1,2,3
2		**Module 2: Psychology of sports performance**	**16**	
	2.1	Motivational climate in sport performance: Coach-created Motivational Climate, Parent-created and Peer- Created Motivational Climate, Achievement Goal theory and Motivational Climate	4	1, 2, 3
	2.2	Developing achievement motivation and competitiveness: Stages; Autonomous competence, Social comparison stage and Integrated stage. Influencing stages of Achievement Motivation	4	1,2,4
	2.3	Building Achievement motivation; Recognize interactional factors, emphasize mastery goals, Monitor and alter motivational feedback, Assess and correct inappropriate Attributions, Determine appropriateness of competitive goals.	4	1,2,4
	2.4	Mental Toughness: Concept of Mental Toughness, Awareness of the use of the NCF's four Cs: Commitment, Confidence (self), concentration, and Control (emotional). The zone of optimal functioning theory (Hanin), Acceptance-Commitment (MAC) for Performance Development	4	3,4
3		**Module 3: Psychological Skills for Sport performance**	**16**	
	3.1	Towards Excellence: Positive and fully connected focus, Readiness, commitment, Positive visions and images, confidence, distraction control, Ongoing learning	4	3,4
	3.2	Goal Setting and types of goals in Sport, Outcome, Performance and process goals, Principles of Setting SMART goals, Designing of a goal setting system: Preparation and Planning, Education and Acquisition, Implementation and Goal Follow-Up and Evaluation, Common problems in goal setting	4	2, 3, 4
	3.3	Psychological Skills Training (PST): Phases of PST; Education Phase, Acquisition Phase, Practice Phase, Self-Regulation, When to Implement a PST Program, The information-processing approach to skills, Memory, Theories of motor learning Enhancing skill and expertise: the role of practice, Designing and Implementing a PST Program, Ethical Considerations, Common Problems in Implementing PST Programs	4	3, 4,5

	3.4	Imagery & Self Talk; Defining Imagery and Arousal, Psycho-neuromuscular theory, Perspectives of Imagery, Internal imagery and external imagery, Factors influencing imagery effectiveness and Imagery training program development, When to use imagery. Self-Talk: Types, ABCD model of self-talk, Focus, replace ineffective with effective self-talk, Practicing self-talk, Cue words for self-talk, Practice Winning Routines, Bouncing back after competition	4	3,4
4		**Module 4: Practicum**	**30**	
	4.1	**Strategies to enhance performance** Breath Control and relaxation techniques: Self-Awareness of increased arousal, Arousal regulation strategies, Reduction Techniques, Progressive muscle relaxation, Breath control, Relaxation response, Autogenic training, Systematic desensitization, Bio-feedback, Cognitive- affective stress management training, On-Site Relaxation Tips, Arousal-Inducing Techniques.	10	3,4
	4.2	Stress and Pressure management; Identify the optimal combination of arousal-related emotions needed for best performance; Recognize how personal and situational factors interact to influence arousal, anxiety, and performance; Recognize the signs of increased arousal and anxiety, Tailor coaching and instructional practices to individuals, Develop confidence in performers	10	3,4
	4.3	Building Self-Confidence for optimal performance: Benefits of Confidence, Optimal Confidence, Expectational Influences on Performance, Self-Efficacy Theory, Assessing Self-Confidence, Building Self-Confidence Self-Regulation in sports: Self-regulated learning model, gold medal profile, Self- regulation programme. Psychological characteristics for optimal performance, Pre-performance routines for effective performance	5	3,4
	4.4	**Management of Sports Performance** Handling Competition Effects of Sports Performance Role of feedback, Reinforcement and Intrinsic Motivation: Principles of Reinforcement, Modifying Behavior in Sport, Implementing Behavioral Programs, Intrinsic Motivation and Extrinsic Rewards, Cognitive Evaluation Theory How Extrinsic Rewards Affect Intrinsic Motivation in Sport, Increasing Intrinsic	5	3,4

		Motivation		
		Social Facilitation and Audience Effects		
	5	**Teacher Specific Module**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module1** Unit 1: Lecture, Discussions Unit 2: Sports related movie- like chak de India, Kho-kho, Bigil, Discussion Unit 3: Observation of sport events, Interactive lecture Unit 4: Team building Activities **Module 2** Unit 1: Case discussions, Book review (Saina Nehwal) Unit 2: Discussion, Lecture Unit 3: Seminar and Discussions, YouTube Videos Unit 4: TED talks, Lecture **Module 3** Unit 1: Videos of high performers, Discussion Unit 2: Lecture, PPT presentations Unit 3: Lecture, Training module preparation Unit 4: Lecture, Preparing Imagery script **Module 4** Unit 1: Training workshop Unit 2: Seminar, Lecture Unit 3: Interviewing elite athletes, Discussion
Assessment Types	**MODE OF ASSESSMENT** B. **Continuous Comprehensive Assessment (CCA)Total Marks-30**

	Internal Test – One MCQ based and on extended answer type
	Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar
	Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report and submit to the respective teacher.
	Interview
	Group Discussion
	Case study presentation
	Training module preparation
	C. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Jarvis, Matt (1966). Sport psychology: a student's handbook. New York, Routledge

Orlick, Terry (2016). In Pursuit of excellence. USA, Human Kinetics

Tod, D, Hodge, K & Krane, V (2024) Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners (2nd ed.) New York: Routledge

Weinberg, R. S., & Gould, D. (1995). Foundations of Sport and Exercise Psychology. Champaign, IL: Human Kinetics.

Weinberg, R.S. & Gould, D. (2019). Foundations of Sport and Exercise Psychology (7th ed.) Human Kinetics Press: Champaign, IL. ISBN: 9781492572473 (Module 1, 2,3,4,5)

Zenko, Z. & Jones. L. (2021). Essentials of exercise and sport psychology: An open access textbook. (Module 1)

Suggested Readings

Afremow, J. (2015). The champion's mind: How great athletes think, train, and thrive.RodaleBooks.

Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.

Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.

Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: McGraw Hill Inc.

Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.

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Cox, R. H. (2002). Sport Psychology: Concepts and Applications. U.S.A, McGrawHill.

Crocker, P. R. E. (2015). Sport and Exercise Psychology. Pearson: Toranto.

Gucciardi, D., & Gordon, S. (2011). Mental Toughness in Sport: Developments in Theory and Research.

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Lazarus, R., &Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer Publishing Company.

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Reide, (1996). Sports Injuries – Assessment and Rehabilitation, W.B. Saunders Publishers

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Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	PSYCHO-SOCIAL MANAGEMENT OF ILLNESS					
Type of Course	DCE					
Course Code	MG8DCEPSY401					
Course Level	400					
Course Summary	This course enables students to build an in-depth understanding of major diseases, evaluate different methods of primary and secondary prevention and gain perspectives on the broader domain of health psychology as a career option.					
Semester	8		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Summarize the understanding of the key bio-physiological underpinnings of various illnesses	U	1,2,3
2	Build knowledge of acute and chronic illness and evaluate different techniques of interventions.	A, E	1,2,4, 10

3	Develop awareness to sensitize individuals to issues such as pain and bereavement.	C, E, A	1,2,4,6,7,10
4	Assess and utilize various therapeutic interventions in the field of Health Psychology	E, A	1,2,3,4,5,6,7,8,9,10
5	Evaluate and make informed decisions regarding future career in Health Psychology.	E	3,4,5,6,8,9,10
Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: Psycho-Physiology of Illness**	**14**	
	1.1	**The Role of Body systems** Nervous system, endocrine System, Immune System, Cardiovascular system, Respiratory System, other body Systems	3	1
	1.2	**Neurological illnesses:** Psycho-social causes and Management of Epilepsy-Parkinson's Disease-Cerebral Palsy-Multiple Sclerosis-Huntington's disease-Polio-Paraplegia, Quadriplegia-Alzheimer's disease- Dementia.	3	
	1.3	**Endocrine disorders:** Psycho-social causes and Management of Diabetics-Thyroid-Graves' disease-Hypopituitarism-Polycystic ovary syndrome- Infertility-Cushing's syndrome.	5	
	1.4	**Cardiovascular diseases:** Psycho-social causes and Management of Atherosclerosis-Blood Pressure-Clotting disorders.	3	
2		**Module 2: Chronic and Lifestyle Diseases**	**17**	
	2.1	**Serious & disabling chronic illnesses:** Psycho-physiological aspects of HIV/AIDS-Cancer-Asthma-Infectious Diseases-Chronic obstructive pulmonary disease- Pneumonia- & pleurisy-Gastroesophageal reflux	5	2

		disease-Peptic Ulcer-Hepatitis.		
	2.2	**Lifestyle Diseases**: Type 2 Diabetes, Obesity, Addiction (Alcohol, substance and internet related), Hypertension, Stroke.	4	2
	2.3	**Psychosocial Management Chronic disorders:** Coping with chronic health disorders-Co-management of chronic health disorders-Psychological interventions: Individual therapy, Relaxation, Stress Management & Exercise.	5	2
	2.4	Social Support Interventions, Family Support, Support Groups, Palliative care, Hospice care & Home care.	4	2
3		**Module 3: Pain & Discomfort**	**14**	
	3.1	**Nature & symptom of pain:** Elusive nature of pain-Measuring pain; verbal reports, Pain behaviour, Pain threshold- Physiology of pain; Gate control theory of pain, Neurochemical bases of pain	3	
	3.2	**Managing & controlling clinical pain**: Clinical issues in pain management- Acute vs Chronic pain- Lifestyle of chronic pain- Pain & Relationships-Chronic pain behaviours- Pain & Personality- Pain profiles. Pain managements programs: Initial evaluation, Individualized treatment, Components, Family involvement, Relapse prevention, Evaluation	3	3
	3.3	**Death across lifespan**: death in infancy and childhood-causes of death-Children's understanding of death- Death in adolescence and young adulthood, middle age-premature death, death in old age.	4	
	3.4	Social and psychological issues related with Dying: changes in patient's self-concept, issues of social interaction-Stages in adjustment to death: Kubler -Ross theory. Death education	4	
4		**Module 4: Practicum**	**30**	
	4.1	**PRACTICE AND DEMONSTRATE Techniques used by Health Psychologist** Cognitive -Behavioral Therapy: Self-Monitoring, Stimulus Control, Self-Control behaviour, self – reinforcement & punishment-	8	

		Behavioral Assignments, Social skills and relaxation training, motivational Interviewing, Relapse Prevention, lifestyle re-balancing. Select a patient with life style disease and practice the demonstration Keep a record of it		4, 5
	4.2	Complementary and Alternative Medicine: Dietary supplements and diet, Prayer, Acupuncture, Yoga, Meditation, Hypnosis, Guided imagery, Chiropractic medicine, Osteopathy, massage. Track or monitor the effectiveness of any above techniques and keep a record of it	7	
	4.3	Becoming health Psychologist: Undergraduate experience, Graduate experience, Post Graduate work, Employment. Talk to a Health psychologist/psychologist in mental health field eg: oncologist etc.	7	
	4.4	Professionally Promoting Health: A focus on those at risk, Prevention- Focus on older adults- Re-focusing on efforts- Resilience Promotion. A one-week placement in any primary health care setting A brief report can be presented	8	
5		**Teacher Specific Content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** **Module 1**: Lectures, Audio-visual aids, Presentations **Module 2**: Explicit Teaching, Presentation and assignment by individual student, Case studies & Group discussion **Module 3**: Brain storming lecture, Explicit Teaching, Active co-operative learning, Community interactive learning **Module 4**: Explicit Teaching, E-learning, interactive Instruction: Active co-

	operative learning, Training sessions and role plays. .
Assessment Types	**MODE OF ASSESSMENT** **D. Continuous Comprehensive Assessment (CCA)** Internal Test – 2 Extended answer type Design a treatment/intervention plan for somebody ill in your environment. Not less than15 days of compulsory internship at any Palliative care center/hospital and report submission. Internship: 15 hours of internship at any Palliative care unit. (Optional: Two-week block placement in any hospital/palliative care/ related NGOs). The report should be submitted to the respective teacher. Individual or group assignment/ any awareness program in the community
	E. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co. *interactions*. John Wiley & Sons.

Sarafino, E. P., Smith, T. W. (2011). *Health psychology: Biopsychosocial*

Taylor, S. E. (2018). *Health Psychology* (10th ed.). McGraw-Hill.

Suggested Readings

John Wiley & Sons.

Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*. Pearson Education Limited, New York

Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation

Sarafino, E. P., Smith, T. W. (2011). *Health psychology: Biopsychosocial interactions* (7th ed.).

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	ORGANIZATIONAL DYNAMICS: THE ART OF ADAPTING					
Type of Course	DCE					
Course Code	MG8DCEPSY402					
Course Level	400					
Course Summary	This course provides a comprehensive exploration of organizational dynamics with a focus on the art of adaptation in the face of rapid change and uncertainty. Students will examine the principles of organizational behavior, change management, and leadership within the context of evolving internal and external environments. Through case studies, experiential learning, and interactive discussions, participants will develop the skills and knowledge necessary to lead and manage organizational adaptation effectively.					
Semester	8		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3	0	1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Understand the key principles and theories underlying organizational dynamics and the art of adaptation in the context of rapidly changing environments.	U	1
2.	Explain how different organizational structures can impact organizational effectiveness and efficiency.	U	2
3	Explain how different organizational culture and change can impact organizational effectiveness and efficiency	U	2
4	Analyse the importance of social responsibility in organizational behavior and its impact on organizational performance.	Ap	6, 8
5	Design a training program for the organization.	C	2, 9
6	Analyse Organisational stress and management strategies	E	9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1	**Module 1: Organization Context: Design and Culture**		15	
	1.1	Organization structure: Work specialization, departmentalization, chain of command, span of control, centralization.	5	1, 2
	1.2	Types: Simple, Bureaucracy, Matrix, virtual, and team. Why do structures differ?	5	1, 2
	1.3	Organization culture: Definition, function, creating and sustaining. How employees learn culture.	5	1, 2
2	**Module 2: Organizational change and development**		15	
	2.1	Definition of organizational change. Forces of change. Planned change.	5	1 2

	2.2	Resistance to change: individual and organizational. Overcoming resistance. Organizational change models	5	1 2
	2.3	Organizational development: OD values, OD interventions. Creating organizational learning.	5	3
3	**Module 3: Organization Stress and Worker wellbeing**		15	
	3.1	Common stressors at works: Physical, task and psychological. Consequences of stress. Reducing and managing stress: Primary, Secondary and tertiary prevention strategies.	5	6
	3.2	Social responsibility in organization. Corporate social responsibility	4	6
	3.3	Ethics and ethical behavior in the workplace. Ethical dilemma	3	1,6
	3.4	Maintaining higher standards of ethical conduct in organization	3	1
4	**Module 4: Practical**		30	
	4.1	Foundations of training and learning: Training, learning and performance, Training needs analysis, the learning process in training.	7	2
	4.2	Content and methods of training: onsite training methods, off-site training methods, distance learning and computer-based training, training critical thinking, transfer of training.	7	2
	4.3	Evaluating training program: training evaluation training criteria, utility analysis, training evaluation design, equal employment opportunity issue in training.	8	2
	4.4	Specialized training programs: management and leadership development, sexual harassment awareness training, ethics training and cross-cultural training.	8	5
5	**Teacher Specific Content**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming, lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)Total Marks-30** Internal Test – One MCQ based and one extended answer type Book review – every student to review a seminal work on Alternative Education and submit a report Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar Visit an organization and prepare a report on the well-being techniques for the employees followed by the organization and it should be evaluated by the respective teacher.

	B. Semester End examination (2 Hrs.)
	    Essay type question – 2 out of three (15 marks each)
	    Short essay type – any 4 out of six (5 marks each)
	    Short answer type – any 5 out of seven (2 marks each)
	    MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)
	    Total marks – 70

References

Landy, F.J, Conte, F.M. (2014). *Work in the 21st century, An   introduction to industrial and organizational psychology*. John Wiley**.**

Luthans, F. (1997). Organizational Behavior. New York: McGraw Hill International.

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Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	PSYCHOLOGY OF THE GREYING WORLD: THE AGE OF WISDOM
Type of Course	DCE
Course Code	MG8DCEPSY403
Course Level	400
Course Summary	This course provides an in-depth view of the aging process and covers psychological aspects of aging in interaction with biological and sociological aspects. Pioneers in the field of human development research highlight old age as a stage of acquiring the virtue of wisdom. Hence understanding the psychology of this age will benefit in improving their well-being and how they can contribute their resources for the wellbeing of the society.

Semester	8	Credits		4	Total Hours

Course details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3	0	1		

Pre-requisites, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand in detail the process of aging	U	1,2, 7
2	Understanding changing relationship and roles of the elderly	U	1,2, 7
3	Examine biological, psychological, cognitive and social transitions in elderly	An	1, 2, 7, 8
4	Examine mental health and major concerns of the elderly	An	1, 2, 7, 8
5	Evaluate coping strategies for healthy adjustment to old age	E	1,2, 6, 7, 8
6	Develop/plan/design an effective intervention for wellbeing of elderly	C	2, 6, 8,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
		Module 1: Portraits of Aging	15	
1	1.1	Adult development, Periods of adulthood: young adults, middle, older Aspects of development: physical, intellectual/cognitive, social. Meaning of age: chronological, functional, biological and psychological.	3	1

	1.2	Theories of aging: Modernization theory, Disengagement theory, Activity and continuity theory of aging, Personality and Aging Theory, Labelling Theory Theories of biological aging: genetic programming theories (programmed senescence, endocrine theory, immunity theory) variable-rate theory (wear and tear, free radicals, rate of living, error catastrophe, somatic mutation, cross linking). Meta-theories: Mechanistic, Organismic (Erikson), Contextual. New Theories: Gero-transcendence Theory, Gero-dynamics/Branching Theory	6	1
	1.3	Changing images and realities of aging: Cultural views of aging, shifting demographics of aging- Developed nations, Developing nations Consequences of Population aging: Positive Consequences, Negative Consequences	4	2
	1.4	Diversity of aging population: gender, race and ethnicity, living arrangement, socio-economic status, education, health	2	2
2		**Module 2: Process of aging/the course of aging**	15	
	2.1	The science of longevity: life expectancy Physical appearance. Sensory motor functioning. Sexual and reproductive functioning. Changes in body systems	2	2
	2.2	Aging and psychological functioning: aspects on memory and forgetting Aging and social functioning: self-concept and social relationship, social roles	4	2
	2.3	Brain-structural changes, cognitive changes in normal aging- intelligence, Nun study, language and thinking	4	2
	2.4	Longevity and disease: Neuro-cognitive disorders, Mild Cognitive Impairment, Alzheimer's disease, Ischemic Vascular Dementia, Fronto Temporal Dementia, Dementia	5	2

		with Lewi bodies, Parkinson's disease		
3		**Module 3: Changing roles and relationship**	15	
	3.1	Types of needs of older people: Financial needs, Comprehensive Geriatric Needs, Dietary Needs, Nursing Needs, Social Needs, Emotional Needs, Security Needs, Rehabilitation Needs	3	1,3
	3.2	Relationship: Young adult children and elderly parents, middle aged children and elderly parents, sibling relationships in late life	3	2& 3
	3.3	Social Support Network: Theoretical perspective on social support research: Stress and Coping perspective, Social Constructionist perspective, Relationship Perspective Types of Social Networks: Social support network typology, Social support network typology, Social Support Network and Health	3	2,3
	3.4	Death and dying- Bereavement and grief, confronting death: Kubler-Ross's theory, Pattison's living-dying trajectory	3	2& 3
	3.5	Mental health in late life: empty nest syndrome, retirement blues Models of coping – behavioral models, coping- style models, cognitive – appraisal model	3	
4		**Module 4: Practicum**	30	
	4.1	A qualitative study to be carried out to understand the issues, problems, concerns of elderly people residing in old age home- conduct an interview	5	2& 3
	4.2	Provide Counselling to minimum 2	5	2&3
	4.3	Verbatim documentation of the above two cases	5	2&3
5		**Teacher specific module**		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Lectures, Explicit Teaching, Seminar (ppt), Group Assignments, Peer tutoring, video presentations
Assessment Types	**MODE OF ASSESSMENT** **E. Continuous Comprehensive Assessment (CCA) Total marks - 30** Internal Test – One MCQ based and on extended answer type Seminar Presentation – on practicum Assignment: Old age home visit and case presentation of the life story. open book exam (Or any other tasks to suit the course)
	F. Semester End examination (2 Hrs.) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each) **Total marks – 70**

References

Chadha, N.K. (2012). Aging and the Aged. Challenges before Indian Gerontology. Friends Publication.

Papalia, D.E., Sterns, H., Feldman, R.D. Camp, C. (2007). Adult Development and Aging. McGraw-Hill Companies

Rice, F.P. (2000). Human development: A Lifespan Approach. 4th ed. Prentice-Hall

Moody, H.R. (2010). Aging: Concepts and Controversies. 6th ed. Pineforge Company (Sage publications)

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). Principles of Neuropsychology (2nd Ed.). Thomson Wadsworth.

Suggested Readings

Pallackal, A., & Nelson, N.J. (2021). Aging, Care and Well-being: Reinventing Social Gerontology. Rawat Publications

Poduri, K. R., Muller, D., & Scherer, M.J. (2017) Geriatric rehabilitation from Bedside to Curbside. CRC Press

Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY
Course Name	**PSYCHOLOGICAL MANAGEMENT OF MENTAL DISORDERS**
Type of Course	DCE
Course Code	**MG8DCEPSY404**
Course Level	**400**
Course Summary	This course contains an overview of various psychological methods of treatment of mental disorders. Students will acquire an understanding of various psychotherapeutic theories and techniques, enabling them to critically evaluate and apply evidence-based interventions in diverse clinical contexts. Additionally, students will develop effective communication and interpersonal skills essential for building therapeutic relationships and fostering positive outcomes in mental health settings.

Semester	8		Credits		4	Total Hours
Course details	Learning Approach	Lecture	Tutorial	Practicum	Others	75
		3		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically examine the historical evolution of	E	1,2

	psychotherapeutic approaches, identifying key contributors, theoretical frameworks, and paradigm shifts within the field.		
2	Appraise the ethical considerations and professional standards governing psychotherapeutic practice, demonstrating an understanding of confidentiality, boundaries, and multicultural competence	Ap	7,8
3	Enhance students' verbal and nonverbal communication skills, exhibiting empathetic and active listening techniques crucial for building therapeutic alliances and establishing effective communication with client	S, I	4, 5
4	Analyze various psychotherapeutic modalities, including psychodynamic, cognitive-behavioural, humanistic-existential, and systemic approaches, assessing their theoretical underpinnings and therapeutic techniques	An	3
5	Apply the different psychotherapeutic techniques in appropriate settings	A	6,7
6	Evaluate empirical research on the efficacy and effectiveness of different psychotherapeutic interventions for addressing specific mental health disorders and concerns.	E	2,9
7	Design and implement evidence-based treatment plans tailored to the unique needs and strengths of clients, integrating assessment findings, treatment goals, and therapeutic techniques	C	10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Module 1: An introduction to psychotherapy**	12	1,2,3,4

	1.1	Definitions of psychotherapy, Nature and scope, Essential goals and ingredients of Psychotherapy	3	1
	1.2	Stages of psychotherapy, Client-therapist relationship, Essential skills- Rapport, Empathy, Active listening, therapeutic alliance	4	1,2,3
	1.3	Eclectic and integrative approaches-Significance	3	4
	1.4	Ethical issues in Psychotherapy	2	2
2	**Module 2: Psychoanalytic and Psychodynamic therapies**		**15**	**1,3, 5, 6, 7**
	2.1	Classical psychoanalysis-Key concepts, views about human nature, Techniques of Psychoanalysis- Free association, dream analysis, analysis of transference and analysis of resistance	5	1,3, 5, 6, 7
	2.2	Brief Psychodynamic therapies	4	1,3, 5, 6, 7
	2.3	Interpersonal therapy	3	1,3, 5, 6, 7
	2.4	Application and evaluation of therapeutic approaches	3	1,3, 5, 6, 7
3	**Module 3: Behaviour therapy, Cognitive Behaviour therapy, Humanistic and existential approaches**		**18**	**1,3, 5, 6, 7**
	3.1	Therapeutic techniques based on classical, operant and modelling theories, Modelling – live modelling; Participant modelling (behaviour rehearsal) symbolic modelling and covert modelling, Applications in various psychological disorders	5	1,3, 5, 6, 7
	3.2	Relaxation training: muscular relaxation; Meditation, Flooding; Systematic Desensitization; Assertive training. , Applications in various psychological disorders	4	1,3, 5, 6, 7
	3.3	Cognitive Behaviour Therapy- Albert Ellis REBT, Stress inoculation therapy, Aaron Beck's Cognitive Therapy. Applications in various psychological disorders	6	1,3, 5, 6, 7
	3.4	Client-centred therapy-Key concepts, Techniques, Application and Evaluation	3	

		Gestalt therapy- Key concepts, Techniques, Application and Evaluation		
		Existential therapy: Key concepts, Techniques, Application and Evaluation		
4		**Module 4: Practicum**	**30**	1,3, 5, 6, 7
	4.1	Submit the record based on Role play - on the basis of behaviour therapy – Administer behaviour therapy techniques	10	1,3, 5, 6, 7
	4.2	Submit the record-based Role play – cognitive therapy - Administer cognitive therapy techniques	10	1,3, 5, 6, 7
	4.3	Submit the record-based Role play – humanistic approach - Administer humanistic therapy techniques	10	1,3, 5, 6, 7
5		**Teacher Specific content**		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, \ Interactive Instruction: Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	**MODE OF ASSESSMENT** **F. Continuous Comprehensive Assessment (CCA)-Total Marks-30** Internal Test – One MCQ based and one extended answer type Movie review – every student is to review a movie related to mental health and write a detailed report Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (Or any other tasks to suit the course)
	B. Semester End examination (2 Hrs) Essay type question – 2 out of three (15 marks each) Short essay type – any 4 out of six (5 marks each) Short answer type – any 5 out of seven (2 marks each) MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1

	mark each)
	Total marks – 70

References

Corey, G. (2009). Theory and Practice of Counselling and Psychotherapy. USA:Thomson Brooks/Cole

Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical Psychology: Science, Practice and Ethics. India: Dorling Kindsley.

Nystul, S. M. (1993). The Art and Science of Counselling and Psychotherapy. Merrill Prentice Hall

Pomerants, A. M. (2008). Psychotherapy: Science, Practice and Culture, New Delhi, Sage Publications.

Rimm, D, C., & Maters, J. C. (1979). Behaviour Therapy: Techniques and Empirical findings. Academic Press

Suggested Readings

Kennedy, F. & Pearson, D. (2021). Integrating CBT and Third Wave therapies: Distinctive features (1st Ed.), New York: Routledge

Wolman, B. B. (1965). Handbook of Clinical Psychology, New York: McGraw Hill INC

MGU-UGP (HONOURS)

Syllabus

Internship Evaluation

2 CREDITS   50 Marks

The student should visit an Industry. Mental Hospital Observe and make a report as suggested by the faculty, The report should be assessed

1. Industrial visit- How an HR Functions, Role of a Psychologists
2. Mental Hospital/Rehabilitation centres- A minimum of 1 case should be reported
3. Social service learning can be implemented- either an orphanage or an old age centre should be visited, interact with them, a brief report regarding should be submitted

   Any of the above 2 or more programmes should be completed

Mark Distribution
- Total of 50 Marks
- 15 marks will be evaluated internally on the basis of report submission
- 35 marks will be evaluated Externally
- Viva -15 Marks
- Presentation- 20 Marks

Project Evaluation

8th Semester Honours with Research

- A project evaluation of 12 credits
- 200 marks, of which 140 marks will be evaluated externally 60 (CIA) marks will be evaluated Internally

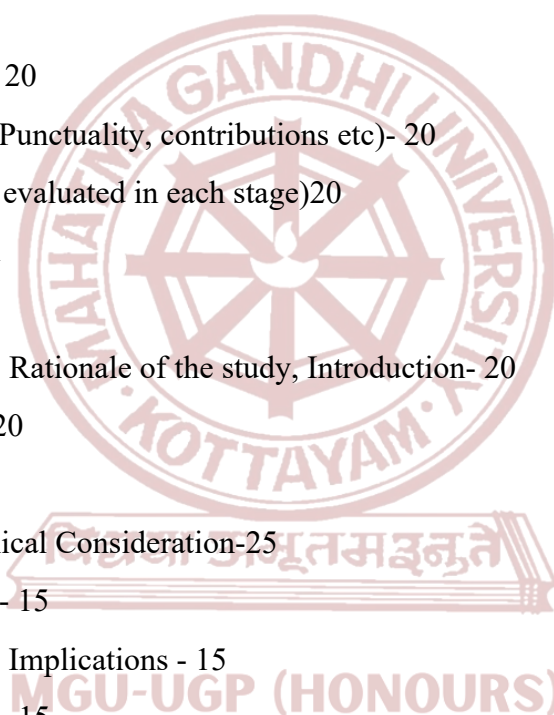**Evaluation-(split)**

(CCA) Continuous Comprehensive evaluation

Total Marks 60

1.Synopsis presentation- 20

2. Student involvement (Punctuality, contributions etc)- 20

3. Report (At last can be evaluated in each stage)20

End Semester evaluation

Total Marks 140

1.Relevance of the topic, Rationale of the study, Introduction- 20

2. Review of Literature-20

3. Method- 30

4. Data Analysis and Ethical Consideration-25

5. Result and Discussion- 15

6. Summary Conclusion, Implications - 15

7. Reference, Appendix – 15

8th Semester Honours without Research

- A project evaluation of 8 credits
- 100 marks, of which 70 marks will be evaluated externally 30 (CIA) marks will be evaluated Internally

Evaluation-(split)

(CCA) Continuous Comprehensive evaluation 30

1. Synopsis presentation- 10

2. Student involvement (Punctuality, contributions etc)- 10

3. Report (At last can be evaluated in each stage)10

End Semester evaluation

Total Marks 70

1. Relevance of the topic, Rationale of the study, Introduction- 10

2. Review of Literature-10

3. Method- 10

4. Data Analysis and Ethical Consideration-10

5. Result and Discussion- 10

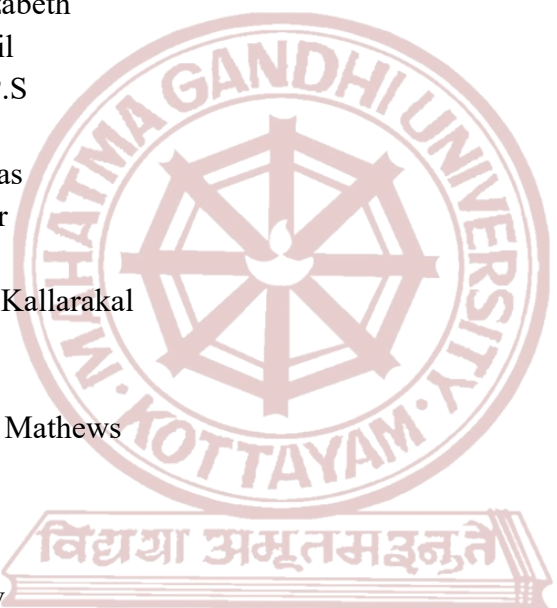6. Summary Conclusion, Implications - 1

7. Reference, Appendix - 10
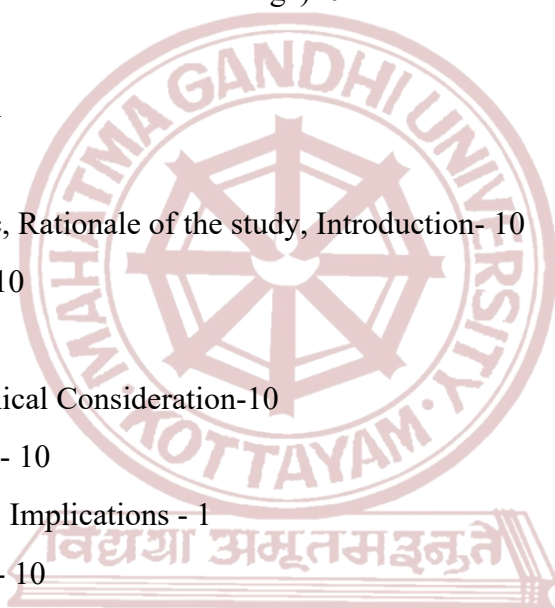
MGU-UGP (HONOURS)

Syllabus

Syllabus Revision Workshop Participants

1. Prof. (Dr.) Vinod Kumar S
2. Dr. Vidhya Ravindranadan
3. Dr. Seena M. Mathai
4. Dr. Malini R.
5. Fr. Johnson Joseph
6. Dr. Neelima Ranjith
7. Ms. Syna Soosan Abraham
8. Ms. Shema Elizabeth Kovoor
9. Ms. Chinchu Rani Vincent
10. Ms. Karthika Elizabeth
11. Ms. Julia Mackolil
12. Ms. Swathymol P.S
13. Mr. Sujith Babu
14. Mr. Anoop Sivadas
15. Dr. Ammu G Nair
16. Dr. Sheron KPR
17. Dr. Tessy Joseph Kallarakal
18. Dr. Anita Rajah
19. Dr. Jessy Fenn
20. Ms. Krupa Dinah Mathews
21. Ms. Sara Viji
22. Ms. Irene Joseph
23. Ms. Divya S Nair
24. Ms. Sneha Rajeev
25. Ms. Nandana V S
26. Ms. Reyma P Reji
27. Sr. Delseeniya Thomas
28. Ms. Aileen K Ranjit
29. Ms. Jisha Sekhar
30. Ms. Sara Sunny
31. Ms. Linda U L
32. Dr. Rekha K S
33. Ms. Vimi Deepak
34. Ms. Ashya K Salim
35. Mr. Michaelkutty Lukose
36. Ms. Akshaya Dinarajan C
37. Ms. Dileena A P
38. Ms. Monica Baiju
39. Ms. Ayrin Peter
40. Ms. Salumol S Sajeev
41. Ms. Sona T M
42. Ms. Aswathy Murali