



MAHATMA GANDHI UNIVERSITY, KERALA

Abstract

Bachelor of Science (Honours) Psychology - Fifth Semester - Modifications to the Course Outcomes, Course Content and Mode of Assessment - Approved - Orders Issued.

ACA 16

No. 5592/ACA 16/2026/MGU

Priyadarsini Hills, Dated: 02.06.2026

Read:- 1. U.O.No.5797/AC A16/2024/MGU, dated.27.06.2024.

2. Minutes of the meeting of the Expert Committee on Psychology (UG)

4. Orders of the Vice Chancellor under Section 10 (17), Chapter III of the Mahatma Gandhi University Act 1985, dated 31.05.2026.

ORDER

The syllabi of various Honours Under Graduate Programmes coming under The MGU-UGP (Honours) Regulations, 2024, have been approved vide paper read as (1) above and published on the website of the University.

The Expert Committee on Psychology (UG), deliberated on modifying the **Course Outcomes, Course Content and Mode of Assessment of the DSC, DSE and SEC** type courses in the **Fifth Semester** syllabus of **Bachelor of Science (Honours) Psychology** programme and has submitted recommendations, vide paper read as (2) above.

(Recommendations are attached as Annexure).

Considering the urgency of the matter, sanction has been accorded by the Vice Chancellor, in exercise of the powers of the Academic Council vested upon him under Section 10(17), Chapter III of the Mahatma Gandhi University Act 1985, vide paper read as (3) above, to approve the aforementioned recommendations.

Hence, the **Course Outcomes, Course Content and Mode of Assessment** of the said courses in the Fifth Semester syllabus of **Bachelor of Science (Honours) Psychology** programme stands modified to this extent.

Orders are issued accordingly.

SIJI ANNA KURIEN

ASSISTANT REGISTRAR III
(ACADEMIC)
For REGISTRAR

Copy To

1. PS to VC
2. PA to Registrar/CE
3. Convenor, Expert Committee, Psychology (UG)
4. JR 2 (Admin)/DR 2, AR 3 (Academic)
5. JR/DR/AR (Exam)
6. Tabulation/Academic Sections concerned
7. AC C1/AC C2 Sections
8. IT Cell 3/OQPM1Sections
9. PRO/IQAC/Records Sections
10. Stock File/File Copy

File No. 28873/AC A16-1/2026/AC A16

Forwarded / By Order

Section Officer

The document is digitally approved. Hence signature is not needed.

ANNEXURE
SEMESTER V

All Courses

Course Level	300-399 (Modified)
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Course Name : Dynamics of Research in Psychology

Course Code : MG5DSCPSY300

Course Outcomes

CO.No.	Expected Course Outcome (Modified)	Learning Domains (Modified)	PO.No. (Modified)	Page No.
1	Understand research and its significance. Explain fundamental research concepts and methodologies in psychology.	No Change	1	115
2	Foster basic concepts related to the formation of research problems in quantitative and qualitative methods.		2	
3	Evaluate various sampling procedures used in research.	E	2	
4	Understand various methods of research and basic statistical analysis and ethics in research.	Ap	2	
5	Removed			

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hours	CO.No. (Modified)	Page No.
1	1.1	No Change	No Change	No Change	115
	1.2			1	
	1.3				
	1.4				
2		No Change	No Change		116
	2.1			2	

	2.2	No Change	No Change	2	116-117
	2.3				
3	3.1	No Change	No Change	3	
	3.2				
4	4.1	No Change	No Change	4	
	4.2				
	4.3				
	4.4				
	4.5				
5	Teacher Specific Content				

Mode of Assessment

Assessment Types	B. End Semester Evaluation (Modified)				Page No.
	Theory		Duration: 2 hrs.		118
	Total Marks: 70				
		Type of Questions	No.of Questions to be Answered	Total Marks	
	Part A	Multiple Choice Questions	20 out of 20	20 x 1 = 20	
Part B	Short Essay	10 out of 13	10 x 3 = 30		
Part C	Essay	2 out of 4	2 x 10 = 20		

Course Name : Individual Behaviour in Organization

Course Code :MG5DSCPSY301

Course Outcomes

CO.No.	Expected Course Outcome (Modified)	Learning Domains (Modified)	PO.No. (Modified)	Page No.
1	Explain the history of organizational behavior.	No Change	1	120
2	Appreciate the role of work attitudes, personality and different types of intelligence in the context of organizational behavior.	An	No change	

3	Understand the role of Motivation, job analysis and decision making in organizational behaviour.	E	2	
4	Assessments and Applications of motivation, decision making, individual differences and job analysis in organizational setting.	E	2	

Course Content

Content for classroom transaction (Units)

Module	Units (Modified)	Course Description (Modified)	Hours (Modified)	CO.No. (Modified)	Page No.
		Module 1: Introduction to Organizational behavior	7		
1	1.1	Organizational behaviour: Past and Present Organizational Behaviour: A Framework Common Areas of Concentration for I-O Psychologists Why is Multiculturalism Important for I-O Psychology?	3	1	120
	1.2	Emerging Issues in Organizational Behaviour developing skills Challenges and opportunities of OB- Responding to economic pressure, Globalization, Workforce diversity, customer service, improving people skills, Stimulating Innovation and Change, Coping with “Temporariness”, Working in Networked Organizations, Helping Employees Balance Work–Life Conflicts, Creating a Positive Work Environment, Improving Ethical Behavior	4		
		Module 2: Individual differences in organization	14		
2	2.1	An Introduction to Individual Differences How Do Personalities Differ? Heredity and Learning Determine Personality, Culture and Personality, Hofstede’s Framework, Approaches to Understanding Personality Traits and Dimensions	8	No change	120

		Psychological Types and Cognitive Styles			
	2.2	How Do People Differ In How They Learn? Training Methods- Online Training- Simulation, On-the-Job Training, Soft Skills Training.	4	No change	
	2.3 (Added)	Work Attitudes-Job Satisfaction and Organizational Commitment Additional Attributes Social intelligence, Appreciative intelligence, Value Conflict.	2	2	
		Motivation, Job analysis and Decision Making in Organization	24		
	3.1	Work motivation theories: (Maslow, Herzberg, The Porter- Lawler Expectancy Theory of Work Motivation, Equity Theory of Work Motivation Attribution Theory Other Work Motivation Theories: Control and Agency The Job Characteristics Approach to Task Design Motivational Application Through Job Design	10		
3	3.2	Job Analysis and Performance- Campbell's Model of Job Performance Task Performance versus Organizational Citizenship Behavior The Dark Side of Performance: Counterproductive Work Behaviors Adaptive Performance A Comprehensive Framework for Considering Performance: The "Great Eight" The Uses of Job Analysis Information Types of Job Analysis	6	3	121
	3.3	Three Phases in the Decision-making Process Types of Managerial Decisions	No Change	3	

		Models of Decision-making Process Techniques Used in Different Steps of Decision Making Group/Team Decision-making Models			
	3.4	Heuristics, Errors in Decision Making and how to overcome them. Overcoming Barriers to Effective Decision Making, Common Errors in Decision Making Ethical Decision Making	2	3	
4		Module 4: Practical (Minimum of 2 practicals should be done)	No Change		121
	4.1	No Change			
	4.2 (Added)	Any assessment related to Motivation Employee Mental Health Inventory Managerial Creativity Scale- Leadership Effectiveness Scale - Job Satisfaction Scale- Work motivation Questionnaires		4	
	4.3 (Added)	Any assessments related to Organisational climate Career Factor Inventory Occupational Stress Index Organizational conflict Inventory			
5		Teacher Specific Content			

Mode of Assessment

Assessment Type	A. Continuous Comprehensive Assessment (CCA) (Modified)	Page No.											
	<p>Theory</p> <p>Total Marks- 25</p> <p>Internal Test –MCQ based , extended answer type Seminar, observational report other tasks that suit the course. Report on Organizational visit.</p> <p>Practical</p> <p>Total Marks- 15</p> <p>1. Procedure (Each Assessment- Continuously monitor)- 10 marks. 2. Lab Performance (Attendance, Punctuality etc.)- 5 marks</p> <p style="text-align: center;">B. End Semester Evaluation (Modified)</p> <p>Theory</p> <p>Total Marks - 50 Duration- 1.5 hrs</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 40%;">Type of Questions</th> <th style="width: 30%;">No. of Questions to be Answered</th> <th style="width: 30%;">Total Marks</th> </tr> </thead> <tbody> <tr> <td>Multiple Choice Questions/One Word/Fill in the blanks</td> <td style="text-align: center;">10 out of 10</td> <td style="text-align: center;">10 x 1 = 10</td> </tr> <tr> <td>Short Essay</td> <td style="text-align: center;">4 out of 6</td> <td style="text-align: center;">4 x 5 = 20</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">2 out of 3</td> <td style="text-align: center;">2 x 10 = 20</td> </tr> </tbody> </table> <p>Practical</p> <p>Total Marks- 35</p> <p>Record- 10 marks Administration and Procedure – 10 marks Result and Discussion -15 marks</p>	Type of Questions	No. of Questions to be Answered	Total Marks	Multiple Choice Questions/One Word/Fill in the blanks	10 out of 10	10 x 1 = 10	Short Essay	4 out of 6	4 x 5 = 20	Essay	2 out of 3	2 x 10 = 20
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Short Essay	4 out of 6	4 x 5 = 20											
Essay	2 out of 3	2 x 10 = 20											

References (Modified)

	Page No.
Landy, F.J, Conte, F.M. (2018). <i>Work in the 21st century, An Introduction to Industrial</i>	122

and Organizational Psychology(4 th ed).

John Wiley., Luthans, F.(2011). *Organizational Behavior-An evidence- based approach* (12 th ed). McGraw Hill International.

Robbins, S.P. and Judge, T (2013) *Organizational Behaviour* (15 th ed). Pearson.

Singh, K. (2010). *Organizational Behaviour: Text and Cases*. Pearson Education.

Course Name : Fundamentals of Abnormal Psychology

Course Code : MG5DSCPSY302

Course Outcomes

CO.No	Expected Course Outcome (Modified)	Learning Domains	PO.No. (Modified)	Page No.
1	Identify and explore major mental disorders, including their symptoms, causes (etiology), prevalence, theoretical perspectives explaining abnormal behaviour and mental health issues.	No Change	1,2	124
2	Develop a comprehensive understanding of anxiety- related, somatic, and stress – related disorders by identifying their diagnostic criteria, underlying etiological factors and psychological and physiological manifestations		1,2,4	
3	Apply and gain an in-depth understanding of dissociative, substance – related and addictive disorders by analysing their diagnostic features, etiology and impact on individuals and society.		1,2,4	
4	Understand and develop foundational skills in psychosocial assessment, including conducting clinical interviews, case histories, mental status examinations and clinical observations.		4,6,7	
5	Removed			
6				

Course Content
Content for classroom transaction (units)

Module	Units (Modified)	Course Description (Modified)	Hours (Modified)	CO.No. (Modified)	Page No.
1	1.1	No Change	No Change	1	124-125
	1.2				
	1.3				
2	2.1	No Change	No Change	2	124-125
	2.2				
	2.3				
	2.4				
3	3.1	No Change	No Change	3	124-125
	3.2				
	3.3				
4		Practical (Any 4 practicals must be done, case study and report must be in record)			124-125
	4.1 (Added)	Basic elements in assessment : Relationship between assessment and diagnosis, importance of trust and support.	6	4	
	4.2 (Added)	Prepare a case history and MSE related to OCD, Phobia, Anxiety, Somatoform. Dissociative (any 1 in record)	6		
	4.3 (Added)	Tests/Assessments related to Anxiety, Stress, OCD	6		
	4.4 (Added)	Tests/Assessments related to Adjustment	6		
	4.5 (Added)	Test/Assessment related to Addiction , Phobia, Panic	6		
5		Teacher Specific Content			126

Mode of Assessment

Assessment Type	<p>A. Continuous Comprehensive Assessment (CCA) (Modified)</p> <p>Theory</p> <p>Total Marks- 25</p> <p>Internal Test – One MCQ based and one extended answer type</p> <p>Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</p> <p>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). Record</p> <p>Practical</p> <p>Total Marks- 15</p> <p>1. Procedure (Each Assessment- Continuously monitor)- 10 marks.</p> <p>2. Lab Performance (Attendance, Punctuality etc.)- 5 marks</p>	Page No.											
	<p>B. End Semester Evaluation (Modified)</p> <p>Theory</p> <p>Total Marks - 50 Duration- 1.5 hrs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Type of Questions</th> <th style="width: 33%;">No. of Questions to be Answered</th> <th style="width: 33%;">Total Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Essay</td> <td style="text-align: center;">2 out of 3</td> <td style="text-align: center;">2 x 15 = 30</td> </tr> <tr> <td style="text-align: center;">Short Essay</td> <td style="text-align: center;">2 out of 3</td> <td style="text-align: center;">2 x 5 = 10</td> </tr> <tr> <td style="text-align: center;">Multiple Choice Questions/One Word/Match the following/Fill in the blanks</td> <td style="text-align: center;">10 out of 10</td> <td style="text-align: center;">10 x 1 = 10</td> </tr> </tbody> </table> <p>Practical</p> <p>Total Marks- 35</p>	Type of Questions	No. of Questions to be Answered	Total Marks	Essay	2 out of 3	2 x 15 = 30	Short Essay	2 out of 3	2 x 5 = 10	Multiple Choice Questions/One Word/Match the following/Fill in the blanks	10 out of 10	10 x 1 = 10
Type of Questions	No. of Questions to be Answered	Total Marks											
Essay	2 out of 3	2 x 15 = 30											
Short Essay	2 out of 3	2 x 5 = 10											
Multiple Choice Questions/One Word/Match the following/Fill in the blanks	10 out of 10	10 x 1 = 10											

	Record- 10 marks Administration and Procedure – 10 marks Result and Discussion -15 marks	
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Course Name : School Psychology
Course Code : MG5DSEPSY300

Course Outcomes

CO.No	Expected Course Outcome (Modified)	Learning Domains (Modified)	PO.No.	Page No.
1	Understand the concept, need, and major domains of school psychology, the mental health challenges faced by students, and the roles and professional competencies of school psychologists in supporting student well-being.	U	No Change	129
2	Analyze the personal, social, and emotional development of children to identify gaps in life skills and determine appropriate strategies for decision-making, emotional regulation, self- confidence, healthy habits, and reflective practices.	An		
3	Apply school guidance strategies, including academic, career, and personal-social guidance, to support all students, including differently-abled learners, in achieving educational, social, and emotional growth.	A		
4	Design strategies to enhance mentor-mentee engagement and student development by applying knowledge of mentoring phases, mentor- mentee relationships and ethical practices.	C		
5	Removed			
6				

Course Content
Content for classroom transaction (units)

Module	Units	Course Description (Modified)	Hours (Modified)	CO.No. (Modified)	Page No.
1		School Psychology: An Overview			129-131
	1.1	Definition of School Psychology Need and significance of School Psychology Major domains of School Psychology	No Change	1	
	1.2	Mental health challenges among students Significance of incorporating mental health support within the school environment.			
1.3	Roles and Functions of a School Psychologist: Assessment, consultation, and psychological interventions, Individual and group counselling, Mentoring, guidance, and career counselling Professional Competencies of a School Psychologist				
2		Fostering Core Life Skills in Children			
	2.1	Decision-making abilities: strategies for making informed choices Recognizing and managing emotions effectively Promoting a positive self- image and self-confidence	6	2	
	2.2	Promoting healthy lifestyle choices: importance of nutrition and exercise Safe and responsible use of technology: digital literacy and online etiquette	No Change		
	2.3	Strategies for resolving conflicts peacefully Introducing relaxation and coping techniques Reflective practices for self-awareness and personal growth	6		
2.4	Removed				
		Guidance in the School Setting			
	3.1	Guidance in the School Setting:			

3		<p>Concept, need, and functions of guidance</p> <p>School-based guidance services: Academic guidance, Career guidance, Personal and social guidance</p>	No Change	3
	3.2	<p>Special Education Guidance: Guidance for Differently-abled students: Gifted, Slow learners, and Students with learning disabilities (dyslexia, dysgraphia, dyscalculia) Identification and addressing the unique needs of students with disabilities.</p>		
	3.3	<p>Inclusion and provision of support services for Differently-abled students. Legal and Ethical Considerations in School Guidance.</p>		
4		School based Mentoring Programs	No Change	4
	4.1	<p>Concept and definition of mentoring. Phases of mentoring Fostering successful mentor-mentee relationships Qualities, skills, and competencies of an effective mentor</p>		
	4.2	<p>Diverse forms of mentoring to suit different needs and contexts. Structured mentorship activities.</p>		
	4.3	<p>Monitoring and evaluation of mentoring programs. Etiquette of mentoring. Ethical considerations in mentoring.</p>		
5		Teacher Specific Content		131

Mode of Assessment

Assessment Type	B. End Semester Evaluation (Modified)			Page No.	
	Theory			132	
	Total Marks = 70		Duration- 2 hrs		
	Type of Questions		No. of Questions to be Answered		Total Marks
	Part A	Multiple Choice Questions	20 out of 20		20 x 1 = 20
Part B	Short Essay	10 out of 13	10 x 3 = 30		
Part C	Essay	2 out of 3	2 x 10 = 20		

Course Name : Blooming through Adolescence

Course Code : MG5DSEPSY301

Course Outcomes

CO.No	Expected Course Outcome (Modified)	Learning Domains (Modified)	PO.No. (Modified)	Page No.
1	No Change	No Change	1	133
2	Evaluate the physical and behavioural development.	E	1	
3	Analyse the transition of adolescent across cognitive, emotional, behavioural and social domains.	An	2	
4	Evaluate the challenges faced by adolescents with respect to current social context.	E	10	

Course Content

Content for Classroom Transaction (units)

Module	Units	Course Description	Hours	CO.No. (Modified)	Page No.
1					135
	1.1	No Change	No Change	No Change	
	1.2			1	
	1.3				

2	2.1	No Change	No Change	2	135
	2.2				
	2.3				
3	3.1	No Change	No Change	3	135-136
	3.2				
	3.3				
4	4.1	No Change	No Change	4	135-136
	4.2				
	4.3				
	4.4				
5	Teacher Specific Content				136

Mode of Assessment

Assessment Type	B. End Semester Evaluation (Modified)			Page No.	
	Theory			136	
	Total Marks = 70		Duration- 2 hrs		
	Type of Questions		No. of Questions to be Answered		Total Marks
	Part A	Multiple Choice Questions	10 out of 10		10 x 2 = 20
Part B	Short Essay	6 out of 8	6 x 5 = 30		
Part C	Essay	2 out of 4	2 x 10 = 20		

Course Name : Indian Psychology
Course Code : MG5DSEPSY302

Course Outcomes

CO.No	Expected Course Outcome (Modified)	Learning Domains	PO.No. (Modified)	Page No.
1	No Change	No Change	1	139
2			1	
3	The contributions of Ayurveda to the field of Indian psychology.		10	
4	Utilise the knowledge from different perspectives in Indian psychology to get an insight about one's personality and other psychological processes.		10	

Course Content

Content for Classroom Transaction (units)

Module	Units	Course Description	Hours	CO.No. (Modified)	Page No.
1		No Change	No Change	1	139-140
	1.1				
	1.2				
	1.3				
	1.4				
2	1.5	No Change	No Change	2	139-140
	2.1				
	2.2				
	2.3				
	2.4				
	2.5				
3	2.6	No Change	No Change	3	139-140
	3.1				
	3.2				
4	3.3	No Change	No Change		

	4.1	No Change	No Change	4	
	4.2				
	4.3				
5		Teacher Specific Content			

Mode of Assessment

Assessment Type	B. End Semester Evaluation (Modified)				Page No.
	Theory				141
	Total Marks = 70		Duration- 2 hrs		
	Type of Questions		No. of Questions to be Answered	Total Marks	
	Part A	Multiple Choice Questions	10 out of 10	10 x 2 = 20	
Part B	Short Essay	10 out of 13	10 x 3 = 30		
	Part C	Essay	2 out of 4	2 x 10 = 20	

Course Name : Community Psychology and Development
Course Code :MG5DSEPSY303

Course Outcomes

CO.No	Expected Course Outcome (Modified)	Learning Domains (Modified)	PO.No. (Modified)	Page No.
1	Explain the principles of Community Psychology.	No Change	1,2	144
2	Understand communities, Analyse diversity in the context, and apply the concepts of stress and coping within community settings.	Ap	6,10	
3	Understand health inequalities, analyze social disadvantages, and apply empowerment strategies for community development and social change.	No Change	9,10	

4	Analyse the role in improving community interventions and social change.	An	7,8,10	
5	Removed			144
6				

Course Content Content for Classroom Transaction (units)

Module	Units	Course Description	Hours (Modified)	CO.No. (Modified)	Page No.
1		No Change	20		144-147
	1.1		5	No change	
	1.2		5	No change	
	1.3		5	1	
	1.4		5	No change	
2		No Change	15		
	2.1		5	2	
	2.2		5		
	2.3		5		
3		No Change	15		
	3.1		2	3	
	3.2		3		
	3.3		6		
	3.4		4		
4		No Change	10		
	4.1		5	4	
	4.2	Future Directions for Active Pursuit Emerging Trends in Community.	3		
	4.3	Promoting Community and Social Change; Signs for Hope and Examples of Change.	2		
5		Teacher Specific Content			

Mode of Assessment

Assessment Type	B. End Semester Evaluation (Modified)				Page No.
	Theory				148
	Total Marks = 70		Duration- 2 hrs		
	Type of Questions		No. of Questions to be Answered	Total Marks	
	Part A	Multiple Choice Questions	10 out of 10	10 x 2 = 20	
Part B	Short Essay	6 out of 8	6 x 5 = 30		
Part C	Essay	2 out of 4	2 x 10 = 20		

Course Name : Writing and Formatting Skills
Course Code :MG5SECPSY300

Course Outcomes

CO.No	Expected Course Outcome (Modified)	Learning Domains (Modified)	PO.No. (Modified)	Page No.
1	Demonstrate skills in researching and writing academic material and utilize basic computer tools and software for effective academic writing and delivery.	No Change	1	150
2	Learn the nature and elements of academic writing, develop skills in writing assessment reports, discussions and research articles, explore various referencing styles (APA, MLA, CHICAGO)	No Change	3	
3	Master the principles and structure of resume writing.	A	3	
4	Gain proficiency in formatting using Microsoft Word, Excel and PowerPoint, including common tasks, short keys and APA guidelines, while also learning to format academic posters and brochures, with activities.	No Change	6	

Course Content
Content for Classroom Transaction (units)

Module	Units	Course Description (Modified)	Hours	CO.No. (Modified)	Page No.
1	1.1	No Change	No Change	1	150-151
	1.2	Description, features and merits and demerits of online resources (AI tools, Search engines & software) 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, 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)			
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.	No Change	2	
	2.2	Resume writing- Principles of writing a resume, drafting a resume, structure and content of resume.		3	
3	3.1	Formatting using Microsoft program- word, excel and power point. Basic features Common tasks: organising files into folders (open, close,	No Change	4	

