

**SCHOOL OF BEHAVIOURAL SCIENCES  
MAHATMA GANDHI UNIVERSITY  
KOTTAYAM**

**MSc. PSYCHOLOGY  
PROGRAMME**



**REGULATIONS, SCHEME, AND SYLLABUS  
UNDER CREDIT AND SEMESTER SYSTEM  
(With effect from 2021 admission)**

# **Vision, and Mission of Mahatma Gandhi University**

## **Vision of Mahatma Gandhi University**

“Mahatma Gandhi University envisions to excel in the field of higher education and cater to the scholastic and developmental needs of the individual, through continuous creation of critical knowledge base for the society’s sustained and inclusive growth.”

## **Mission of Mahatma Gandhi University**

- To conduct and support undergraduate, postgraduate and research-level programmes of quality in different disciplines
- To foster teaching, research and extension activities for the creation of new knowledge for the development of society
- To help in the creation and development of manpower that would provide intellectual leadership to the community
- To provide skilled manpower to the professional, industrial and service sectors in the country so as to meet global demands
- To help promote the cultural heritage of the nation and preserve the environmental sustainability and quality of life
- To cater to the holistic development of the region through academic leadership

## **Preamble**

Credit and semester system (CSS) of Mahatma Gandhi University aims at flexibility in curriculum development, objectivity and critical approach in examination patterns, use of continuous evaluation for assessment in all educational programmes offered in the teaching departments/schools of the University. The CSS is also meant to provide meaningful common criteria as per the national pattern to transfer credits when students move from one institution to another within or outside the country.

Mahatma Gandhi University follows the guidelines of UGC for implementation of the CSS, which became operational since 2002-03. The MGU-CSS is applicable to all academic programmes of the statutory Departments/Schools/Centres/Institutes of the University with flexibility to introduce new generation programmes such as integrated graduate-postgraduate and postgraduate-research programmes. The CSS Regulation has been revised from time to time in accordance with the requirements of changing curricular pattern. Revisions are carried out with a view to ensuring accountability, transparency and flexibility.

### **Revised Regulations**

Revision to the existing comprehensive regulation of the credit and semester system (CSS) has been carried out to ensure functional autonomy of statutory Schools/Centers/Institutes. Functional autonomy implies academic flexibility in matters like curriculum development, course designing, course teaching, conduct of examinations, planning and organization of research activities as well as administrative and financial powers to the extent the university Statute/Act/Regulations/Orders permit towards providing maximum of benefits in terms of academic growth and development.

Functional autonomy envisaged in the CSS is also meant to provide teachers and students with a clear understanding of the curriculum/ teaching/learning/ evaluation, preparation of mark lists/certificates, and in the transfer of credits towards achieving maximum academic benefits out of the system of postgraduate, MPhil and PhD programmes in all the statutory Departments/Schools/Centers/Institutes of the University.

CSS seeks to ensure uniformity to the possible extent (taking into consideration the unique requirements of each Programme) with regard to the pattern of course design, course teaching, evaluation system, academic calendar and examination time-table for all programmes and course-work of the Ph.D programmes. CSS also ensures that while all its autonomous Schools/Centre/Institutes enjoy academic flexibility in the conduct of diverse academic programmes, they shall not conflict with the rules and regulations stipulated by the University as well as by the UGC and other concerned

Regulatory Bodies in the issue of degrees/diplomas/certificates. This revised regulation shall be applicable with effect from 2020 admissions.

Programmes of all the existing statutory Schools/Centre/Institutes and, any other similar, ones that may be started in the future shall also be covered by this Revised CSS scheme with effect from 2020 admissions.

### **Major components of Credit and Semester System (CSS)**

CSS of Mahatma Gandhi University is designed as a comprehensive package of curriculum management that enables faculties in Schools/Centre/Institutes to enjoy autonomy and flexibility in the design of diverse programmes in a pattern as per national/international norms or rules prescribed by UGC and other Regulatory Bodies, which are mandatory. Major components of CSS are as follows:

1. Admission to programmes
2. Common Academic Calendar
3. Course and Scheme design
4. Course teaching patterns
5. Student assessment patterns
6. Examinations and evaluations
7. Grading of students
8. Course Reappearance, Improvement, Readmission and Repeating
9. Grievance recording and redressal
10. Inter-school academic collaboration

CSS envisages well designed academic programmes with definite number of courses, which are rated in terms of the credits they are worth (number of hours of theory/practical/seminar/project training received) and grading of students according to their continuous and overall performance.

### **Outcome Based Education (OBE)**

Outcome Based Education (OBE) is an educational approach and a learning philosophy, which envisages organising the entire academic programmes (curriculum) and instructional efforts around clearly defined 'outcomes' that an institution want all students to demonstrate when they complete the programme. The purpose of outcome based approach is to ensure that students achieve learning expectations for the programmes in which they participate. The fundamental premise underlying the

learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a programme.

### ***Key outcomes of curriculum planning and development***

The learning outcomes-based curriculum framework for undergraduate education is a framework based on the expected learning outcomes and academic standards that are expected to be attained by students of a programme. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

#### ***Graduate attributes***

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a student through studies at a higher education institution. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed.

#### ***Qualification descriptors***

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate.

#### ***Programme learning outcomes***

Programme learning outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of a Degree qualification.

### *Course learning outcomes*

The programme learning outcomes are attained by learners through the essential learnings acquired on completion of selected courses of study within a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of individual student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programme learning outcomes. Course level learning outcomes are specific to a course of study within a given programme of study.

### **Definitions of terms**

*Course* means the curricular content for teaching and learning.

*Core Course* means a compulsory course in a subject related to a particular programme

*Course Code* means an eight-character unique code attributed to each course of study with four abbreviated components.

*Credit* means the unit by which a course is measured. It is the measure of total number of hours of training received in a course during a week; the credit number indicates the total curricular content in terms of number of hours of teaching/learning in a course during a semester.

*Credit Point* means the product of number of credits of a course and grade point obtained by a student for the course

*Cumulative Grade Point Average (CGPA)* relates to the performance of a student for all semesters of the programme. CGPA is a weighted average based on the SGPA earned by a student in all semesters of the programme and the total number of credits required in the programme. CGPA calculated on the basis of SGPAs with the minimum required SGPAs of all semesters may not be sufficient to obtain the minimum CGPA prescribed for a pass in the programme. Students need to overcome the low SGPA of certain semesters due to low grades in courses in which they are weak, by obtaining better grades for courses in other semesters in which they are strong, so that the better SGPA scores of such semesters would enable the candidate to attain the minimum CGPA prescribed for a pass in the programme.

*Department* means the entity offering programmes of study which may be a School/ Centre/ Institute.

*Elective Course* means an optional course, which can be selected from among a group of electives in a programme, semester wise, as per the scheme of the Programme. Elective courses in related areas can

also grouped together as specializations in specific areas of the subject, in accordance with the scheme of the program.

**Grade** indicates the performance level of the student – the level of achievement of a student in terms of the score obtained in evaluations and examinations in a course.

**Grade Letter** means an index of performance of a student in a particular course. It is the transformation of actual marks secured by a student in a course to percentage and then to grade; Grade letters are: O, A plus, A only, B plus, B only, C, P and F

**Grade Point** means the weightage allotted to Grade Letter.

**Improvement course** is the course registered by a student for improving grades in the end semester component of that particular course

**MOOC Course** means Massive Open Online Course.

**Open Course** means a course offered by a School/Centre/Institute other than the parent department. Every regular postgraduate student is required to choose an open course of 4 credits in the third semester.

**Programme** means a programme of study comprising Core courses, Elective courses, Open courses and MOOC courses.

**Project** The compulsory project/dissertation / guided field work/block placement, to be completed in the specified semester of a postgraduate programme shall be done by the student under the guidance of a member of the faculty or, in the case of subjects, which so demand, an external guide, to be decided by the school's faculty council/ HOD in consultation with Teachers.

**Repeat Course** means a course that is repeated by a student in a semester for want of sufficient attendance.

**Semester Grade Point Average (SGPA)** refers to the performance of the student in a given semester. SGPA is a weighted average based on the total credit points earned by a student in all the courses in the semester divided by the total number of credits offered in the semester. SGPA will be computed as and when a student completes all the required courses of a semester with a minimum required grade as per the respective curriculum.

**Semester** means a term consisting of a minimum of 90 working days including examination days distributed over a minimum of 18 weeks with 5 working days in each week.

## **Features of CSS**

Course content of each programme is designed to meet the requirements of the society. A post graduate student has a choice of selecting elective courses offered for a programme in a particular semester. Each Department designs, offers and teaches a minimum of one course during the third semester for students

admitted in other departments. These courses are designated as open courses, each of which carries minimum 4 credits. In the case of open course in the third semester, students get the choice of pursuing courses offered by a Department other than their parent Department, depending on their interests, needs and long term goals. Continuous evaluation of students in all the semesters is done through Internal Assessment as per the norms framed by the Department concerned. The student shall do a project work as a part of the regular programme. Each course, seminar and project work are assigned a specific number of credits and the percentage of marks secured by a student is converted into grade points and credit points. The performance of a student in a semester is expressed as semester grade point average (SGPA) and the combined performance of a student in all semesters of the programme is expressed as cumulative grade point average (CGPA).

### **Course Teaching**

Courses shall generally be taught by the faculty member who designed the course, though the Faculty Council is authorized under these regulations to assign the teaching of a course to more than one faculty member. A detailed time table shall be prepared and approved by the faculty council and shall be published at the start of each semester.

### **Evaluation:**

#### **External & Internal Evaluation:**

There shall be continuous internal assessment as well as end semester examinations for all the programmes. Evaluation of the first and third semester shall be done by the faculty members of the Department offering the courses of study.

End semester Examination of second and fourth semesters will be based on the question paper set by External Examiners. Evaluation of the end semester examination of second and fourth semester of the post graduate programmes, except for practical examinations in science subjects, shall be conducted by External Examiner and concerned faculty member. External Examiner means a competent person in the specified subject from other Universities/ Institutes. A panel of External Examiners must be prepared based on recommendation of Faculty Council and approval of the same by Vice Chancellor.



## **Methodology**

Indirect Grading is employed for the evaluation of courses. The performance of a student in each course is evaluated in terms of percentage of marks converted to grade points. Students have to secure a minimum attendance of 75% to appear for the end semester examination. A separate minimum of 40% of marks is required in the Continuous Assessment (CA) as well as End semester examination for a pass in a course. The minimum mark for the Continuous Assessment, End semester examination and Aggregate for a pass, course wise can be fixed as per the norms put forward by Regulatory bodies, wherever Programmes are governed by Regulatory bodies.

Students who fail to obtain minimum of 40% mark in the in Continuous Assessment can request the Faculty council for a chance to improve the marks. The Faculty council may permit the student to secure the minimum mark in CA, by taking written Tests. However, only one chance will be given to improve CA marks.

In the case of M.Phil Programme, External evaluation is applicable only for Project/ Dissertation in the second semester.

**Revaluation:** Revaluation or Scrutiny of answer scripts for the first and third semester is provided. There is no provision for revaluation or scrutiny of answer scripts for the end semester examinations of 2<sup>nd</sup> and 4<sup>th</sup> Semesters as double valuation is performed on the scripts.

The application for scrutiny and revaluation of answer scripts shall be submitted to the Head of the concerned School/ Department/ Centre within 15 days from the date of publication of the results. The Head of the Department, in consultation with Faculty Council may entrust an external expert for revaluation.

**Question paper setting:** The Faculty Council of each Department shall prepare the panel of question paper setters for each programme and get it approved by the Vice Chancellor. The Head of the Department will make arrangements for getting the question papers set by external experts approved by the Vice Chancellor. Questions for courses offered in the 1<sup>st</sup> and 3<sup>rd</sup> semesters, will be set by faculty members of the Department and for 2<sup>nd</sup> and 4<sup>th</sup> semesters by external examiners. The Faculty Council shall as far as possible recommend teachers of other Universities as external examiners for the purpose of preparing panel of question paper setters and examiners.

## **Process of Evaluation:**

The internal assessment will be a continuous assessment (CA) that accounts for 40% of the

evaluation in both theory and practical. The end semester examination will account for the remaining 60% of the evaluation.

**End-Semester Examination:** The end semester examination will account for 60% of the evaluation. The evaluation of the end-semester examination of the first and third semesters shall be done by the faculty who taught the course. Evaluation of the 2<sup>nd</sup> and 4<sup>th</sup> semester courses based on questions set by external question paper setters shall be evaluated by two examiners; one, the external (as far as possible the question paper setter shall evaluate the examination paper as well) and the other, internal examiner. The double valuation of answer scripts in the second and the fourth semester courses shall be done by external examiners and the concerned faculty respectively as approved by the Faculty Council. The Head of the School/Department/Centres/Institutes will make arrangements for the evaluation of the answer scripts. The project/dissertation shall be evaluated by two examiners, one of them the faculty member who supervised the project and the other an external examiner to be decided by the HOD from a panel recommended by faculty council and approved by the Vice Chancellor. The comprehensive viva-voce, if any, must be carried out along with project evaluation.

**Continuous Assessment (CA):** The student's participation and classroom performance as well as the feedback received from tests, tutorials, assignments and term papers shall form the basis for continuous assessment (CA). It accounts for 40% of the evaluation in both theory and practical. This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments and seminars in respect of theory courses and based on tests, lab skill, records/viva and attendance in respect of practical courses.

The percentage of marks assigned to various components for internal evaluation is as follows:

**a. Theory**

	Component	% of internal marks
i.	Test papers	50%
ii.	Assignments/Book review/debates	25%
iii.	Seminars/Presentation of case study	25%

For each course there shall be at least two class tests during a semester. Average of the best of the marks obtained in the two tests (in the case of more than two tests) or the average of the tests ( if there

is only two tests) will be counted as the internal test component of CA.

### **b. Practicals**

	Component	% of internal marks
i.	Lab skill	25%
ii.	Records	25%
iii.	Test paper	40%
iv.	Viva	10%

**Test Paper:** Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

**Assignments:** Each student shall be required to do 2 assignments/book reviews for each course. Assignments/book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students. Punctuality in submission of assignments/records is to be given a weightage in the internal evaluation.

**Seminar:** Every student shall deliver one seminar as an internal component of every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the teacher in charge.

#### **Results of Continuous Assessment:**

The results of the CA counter-signed by Head of the school shall be displayed on the notice board 5 days before the end semester examinations. The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The total marks of the CA shall be rounded off to the nearest whole number. Relevant records of continuous assessment (CA) must be kept in the department and that must be made available for verification.

**Project Work:** There shall be a project/dissertation to be undertaken by all students. The dissertation entails field work, lab work, report writing, presentation and viva voce. The class hours allotted for project work may be clustered into a single slot so that students can do their work at a centre /location for a continuous period of time. However, appropriate changes can be made by the faculty council in this regard. Project/dissertation shall be carried out under the supervision of a teacher in

the parent School/Centre/Institute or other research institutes or industrial establishment or university departments if they permit the students to do so, after getting permission from the Department Head. In such cases, one of the teachers from the schools/centres/institutes would be the co- supervisor/internal guide and an expert from the industry/ research organization concerned shall act as supervisor/ external guide. In the case of M Phil programme while forwarding the mark lists of the second semester to the CSS, director of the school/centre/institute shall ensure that both the hard and soft copies of the project/dissertation of all students will be handed over to the University Library immediately after the publication of the results.

**External Evaluation of theory answer scripts:** The evaluation shall be done after the examination at the earliest, preferably in a centralized valuation. As far as possible bar coded answer books shall be used to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. End semester evaluation of theory answer scripts shall be conducted and evaluated by one internal examiner for odd semesters. For even semesters, one external and one internal examiner shall do the process of evaluation. That is, there shall be double valuation system of answer books in the 2<sup>nd</sup> and 4<sup>th</sup> Semester evaluations. The final marks awarded will be the average of two. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third external examiner appointed by the Head of the Department. The final marks to be awarded shall be the average of mark obtained in third valuation and the highest of marks awarded by the other two examiners.

**Process of evaluation of project work:**

The evaluation of the project will be done at two stages:

- i. Continuous Assessment : Supervising teacher/s will assess the project and award Marks.
- ii. Final evaluation: Final evaluation will be done by external examiner, based on the work done by the student and a viva voce.

There is no provision for improving the continuous assessment/ final evaluation of the project.

**Grading System:**

The grading system followed is that of relative grading on a ten-point scale.

The grading system followed is on a ten-point scale.

The following table indicates the performance range and the relative value of the grades (grade points) on the scale.

<b>Letter grade</b>	<b>Performance</b>	<b>Grade point</b>
O	Outstanding	10
A plus	Excellent	9
A only	Very good	8
B plus	Good	7
B only	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

**Minimum grade for passing in a course or programme:**

The minimum CGPA for a specific programme and the minimum credit point requirement for each programme are as per the table given below:

<b>Programmes</b>	<b>Minimum CGPA</b>
MA/M Sc	4
MEd/MPhil and Master Diploma	5
MTTM//MBA/M Tech	5
M Ed/ MPES	5
M Phil/Ph D Course Work	5
M Sc part of integrated MSc-Ph D in NIPST	5
LLM	5

The HOD shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of all semesters and the same shall be made available to teachers concerned.

**Publication of Results:** The results of the End Semester Examination (ESE) shall be published within 30 days from the date of the last examination.

**Conferment of the Degree:** A candidate shall be eligible for the conferment of the degree only after he/she has earned the minimum CGPA as specified in the scheme of the prescribed programme, within the stipulated period.

### **Reappearance and improvement Examinations**

A student who failed for a course in a semester can register for Reappearance in the forthcoming examination, subject to the conditions set forth in this regulations.

Improvement of marks/grades in the forthcoming examination can be done, subject to the conditions set forth in this regulations.

#### ***Registration for Improvement***

A candidate has to apply for registration for Improvement by paying the requisite fee. Candidates are not permitted to Register for improvement of grades for Individual course.

Candidates in the 1<sup>st</sup> and 2<sup>nd</sup> semesters, who have secured SGPA letter grade 'P' or above in the end-semester examination can improve their grade by reappearing for all the semester courses along with the next immediate batch.

In such cases a candidate will be awarded a new grade only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade already awarded.

Candidates in the 3<sup>rd</sup> semester, who have secured the SGPA letter grade 'P' or above in the end-semester examination, can improve their grade by reappearing for all the semester courses, along with the 3<sup>rd</sup> semester supplementary examination being conducted for failed candidates immediately after the completion of end semester examination of Fourth semester. This provision is applicable only for third semester. Improvement of 4<sup>th</sup> semester can be done along with the immediate lower batch.

If the improvement is meant to obtain minimum CGPA requirement, a candidate has the option to decide which semester (3<sup>rd</sup> or 4<sup>th</sup>) is to be improved; however, the grade given to the candidate shall be that obtained for the entire semester improvement examination.

1<sup>st</sup> and 2<sup>nd</sup> semester SGPA cannot be improved after the completion of the 4<sup>th</sup> semester. Only 3<sup>rd</sup> and 4<sup>th</sup> semester SGPA can be improved after the completion of a programme. The marks/grades awarded for Continuous assessment and that for the Project/dissertation cannot be improved. SGPA secured in the 4<sup>th</sup> semester can be improved only for the purpose of fulfilling the minimum CGPA requirement.

#### ***Reappearance:***

Candidates in the 1<sup>st</sup> and 2<sup>nd</sup> semesters who have secured a letter grade of 'F' or 'Ab' in any of the courses can avail two immediate consecutive chances to reappear for examination, coursewise,

provided the candidate has applied for the same and paid the required fee.

Candidate in the 3<sup>rd</sup> semester who has secured letter grade of 'F' or 'Ab' in any of the courses can reappear for exams course-wise in the 3<sup>rd</sup> semester supplementary examination, which will be conducted immediately after the completion of End semester examination of Fourth semester, provided the candidate has applied for the same and paid the required fee (fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

Candidates who secured the grade of only 'F' or 'Ab' in a course in the 4<sup>th</sup> semester examination can reappear coursewise, along with the immediate lower batch.

Candidates who secured the grade of only 'F' or 'Ab' in a course in the 3<sup>rd</sup> /4<sup>th</sup> semester examinations will be given two additional chances for course-wise reappearance even after the completion of the programme; but it has to be done within a period of two years after the completion. In such cases a candidate has to apply for the same as a supplementary exam and pay the required fee (Fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

Scholars undergoing M.Phil Programme shall be permitted to submit dissertation, only after clearing the courses in the First semester. Scholars who fail to clear all or any one of the courses shall be permitted to appear for a supplementary examination during the second semester. Supplementary examination will be conducted within two months of publication of first semester results.

### **Re-admission**

No students shall be readmitted to the 1<sup>st</sup> semester. Readmission to other semesters of the programme will have to be recommended by the Head of the Department. The student has to apply for Readmission paying the prescribed fee. The student may be permitted to complete the programme by taking the required number of courses within a maximum period of eight continuous semesters. including the period of his/her programme, provided an amount equivalent to the semester fees for all the intervening semesters have been regularly paid and provided he/she has not been removed from the rolls by issuing a Transfer Certificate.

In all cases of discontinuation and readmissions, candidates must submit applications countersigned by the HOD to the Registrar and obtain the required statutory order for the same. Candidates who are readmitted to repeat a course must follow the then existing syllabus for the said programme. They need to attend classes along with new batch of students and should obtain the required percentage of attendance as usual.

**Grade Card:** Grade cards will be issued to the student after the publication of results of each End Semester Examination. The Grade Card will indicate the grades obtained for the courses as well as the semester grade point average (SGPA) which is the weighted average of the numerical value (grade point) obtained by the student in the semester. Weighted average is calculated by dividing the sum of the product of the grade point or numerical value obtained for each course and the credits that it carries by the total number of credits earned. The Cumulative Grade Point Average (CGPA) for the whole programme will be calculated in the same way, which will also be indicated in the Grade Card issued for the Final Semester examinations of the programme. *Minimum SGPA in all semesters is not an assurance to minimum CGPA for the entire programme.*

**Percentage Equivalence of Grade:**

Range of % of Marks	Grade Letter	Grade Point
95 - ≤100	O	10
85 - <95	A plus	9
75 - <85	A only	8
65 - <75	B plus	7
55 - <65	B only	6
45 - <55	C	5
40 - <45	P	4
<40	F	0
Absent	Ab	0

**Calculation of Semester Grade Point Average (SGPA) :**

Credit Points for the Course = Credits assigned for the Course X Grade Point secured for the Course. SGPA indicates the performance of a student in a given Semester. SGPA is based on the total Credit Points earned by a student in all the courses divided by the total credits assigned to the Semester.

**Note: SGPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the specific curriculum). Securing of SGPA in all semesters may not enable students to secure minimum required CGPA for a pass in the programme.**

$$SGPA = \frac{\text{Total credit points earned by the student from all the required courses of a Semester}}{\text{Total credits of all courses required in a semester}}$$



### Calculation of Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points earned by the student in all the semesters by the total number of required credits of all the Semesters as per curriculum.

$$\text{CGPA} = \left( \text{Sum of the Credit Points secured by the student for each semester} \right) \div \left( \text{Sum of the Credits assigned to each Semester of the Programme} \right)$$

$$\text{CGPA} = \frac{\text{Total CreditPoints of Semester- S1} + 2 + 3 + 4}{\text{Total Credits of Semester- S1} + 2 + 3 + 4}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

### Conversion of SGPA/CGPA to Grade

10	O
9.0 - <10	A plus
8.0 - <9	A only
7.0 - <8	B plus
6.0 - <7	B only
5.0 - <6	C
4.0 - <5	P
<4	F
Absent	Ab

### Conversion of CGPA to percentage

$$\text{Equivalent Percentage} = \frac{(\text{CGPA obtained}) \times 100}{\text{Maximum CGPA (=10)}}$$

The equivalent percentage shall be represented in a numeric format rounded to two decimal digits accuracy (“99.99”) and will not be rounded to the nearest integer.

**Rank/ Position Certificate:** Rank Certificate shall be issued to the first three positions only. The position certificate shall be given for the 1<sup>st</sup> ten positions based on the CGPA secured by the students. Students who have completed the course by availing the opportunity of reappearance for a course will not be eligible for Rank certificate.

If Rank certificate/Position certificate in a prescribed format is demanded by institutions for awarding a specific fellowship/scholarship such as for DST Inspire Fellowship etc, the same may be given for such students as a special case in the prescribed format.

**Registration with CSS:** The list of students registered for each semester programme should be forwarded to the CSS along with original certificates (Degree Certificate + SSLC) immediately after closing of admissions to the programme.

**Consolidation and Declaration of Results:**

All work pertaining to the examinations shall be held in the Departments under the direct control and supervision of the Heads of the departments. The Head of each Department in consultation with the Faculty Council shall monitor the Continuous Assessment/ End Semester Examinations and evaluations or nominate a teacher as the chief examiner who will assist him/her in the matter. The marks awarded for internal assessment will be displayed in the Department's notice board / published in the Department Website at the end of each semester.

Complaints from students regarding the marks awarded in internal assessment should be reported to the concerned faculty member within 3 working days from the date of publication of the same on the notice board/Website. Thereafter, complaints against internal marks will not be entertained under any circumstance. The pass board of a Department will consist of selected teachers/ the entire faculty of the Department concerned and will be constituted by the Head of the Department in consultation with the Faculty Council. The tabulated grade sheets will be forwarded after each end-semester examination to the office of the Controller of Examinations. The CSS section in the Controller's office will check the Grade card forwarded from the Department/School/Centre/Institute and notify the results after consolidating them and issue statement of credits. On completion of the final semester a consolidated Grade Card showing the details of all the courses taken will be prepared. The consolidated Grade Card containing the details of all the courses with their titles, credits, grades obtained, the total credits earned, the SGPA and the CGPA will be issued to students.



## **Mahatma Gandhi University Graduate Attributes**

### **Graduate Attributes of Mahatma Gandhi University Graduates**

#### **Graduate Attribute 1 : Interdisciplinary Knowledge, Skills and Attitude**

MGU graduates should be able to acquire interdisciplinary and cross disciplinary knowledge base, skills and attitudes as a consequence of the learning they engage with their programme of study. These qualities should equip students to live and work in a rapidly changing and complex world.

#### **Graduate Attribute 2 : Equity, Sustainability, Diversity and Inclusiveness**

MGU graduates should acquire the spirit of equity, sustainability, diversity and inclusiveness during their course of study. They should acquire all the ethical values to enable them to act as dignified citizens

#### **Graduate Attribute 3 : Societal Interaction/Community Service**

MGU graduates should have the ability to disseminate knowledge and actively engage with the world through community service.

#### **Graduate Attribute 4 : Net Working and Collaboration**

MGU graduates should acquire skills to be able to collaborate and network with educational institutions, research organizations and industrial units in India and abroad.

#### **Graduate Attribute 5 :Life long Learning**

MGU graduates should be life long learners for the pursuit of knowledge for either personal or professional reasons. This should enhance social inclusion, active citizenship, personal development, self-sustainability as well as competitiveness and employability.



## Mahatma Gandhi University Programme Outcome

### Programme Outcomes (PO)

#### **PO 1: Critical Thinking and Analytical Reasoning**

Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs on the basis of empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.

#### **PO 2 : Scientific Reasoning and Problem Solving**

Ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.

#### **PO 3: Multidisciplinary/Interdisciplinary/Transdisciplinary Approach**

Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary-approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

#### **PO 4: Communication Skills**

Ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.

**PO 5: Leadership Skills**

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an goal, building a team who can help achieve the goal, motivating and inspiring team members to engage with that goal, and using management skills to guide people to the right destination, in a smooth and efficient way.

**PO 6: Social Consciousness and Responsibility**

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

**PO 7: Equity, Inclusiveness and Sustainability**

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity, managing diversity and use of an inclusive approach to the extent possible.

**PO 8: Moral and Ethical Reasoning**

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

**PO 9: Networking and Collaboration**

Acquire skills to be able to collaborate and network with scholars in an educational institutions, professional organizations, research organizations and individuals in India and abroad.

**PO 10: Lifelong Learning**

Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

### **Programme outcome of Masters programme in Psychology**

Programme outcome of the Masters programme in Psychology is to inculcate students an in-depth knowledge, understanding and competencies on theoretical foundations of science of human behavior, able to analyze human behavior and identify gaps in perspective of human behavior and conduct research.

## **Programme Specific outcome of Masters program in Psychology**

- PSO1. Masters programme in psychology focus is to deepening students' comprehensive knowledge in foundation concepts and theories in cognitive, affective, genetic, physiological, neuropsychological and behavioural sciences.
- PSO2.The programme prepares the students with skills for evaluating literature sources, critical thinking and making them scientifically minded. They will learn to make appropriate techniques to identify and answer research questions.
- PSO3.Demonstrate psychological literacy
- PSO4.They can formulate plausible explanations about issues in the psychological process or mental health in question.
- PSO5.The Master's program in psychology will help them engage in innovative and integrative applications to solve problems.
- PSO6.The students will be able to sensibly incorporate the socio-cultural perspective in their professional interventions and research.
- PSO7.Another hallmark of the program is to make the students behave following the ethical standards of the discipline, and make them defensible for ethical decisions, personal integrity, and interpersonal effectiveness.
- PSO8.The programme equips them to demonstrate competence in written, oral, and interpersonal communication skills in multiple formats and contexts.
- PSO9.The programme envisages the students to be knowledgeable in their respective subjects (clinical psychology, forensic psychology, counseling, cognitive neuroscience, and personality and social psychology) and develop as skilled individuals in appropriate professional areas.
- PSO10.They should exhibit continuous self-reflection and self-regulation in the context of professional work, refined project management skills, as well as observe professional workforce standards.

**SCHEME OF THE SYLLABUS****MSc. PSYCHOLOGY****Credit and Semester System  
2021 admission onwards****SEMESTER I**

No	Code	Title	Credit	Hours	Int	Ext	Total
1	BE M 21 C01	Behaviour Genetics	4	90	40	60	100
2	BE M 21 C02	Child Development	4	90	40	60	100
3	BE M 21 C03	Personality	4	90	40	60	100
4	BE M 21 C04	Research methodology	4	90	40	60	100
5	BE M 21 C05	Practicals	4	90	40	60	100
<b>Total</b>			20	450	200	300	500

**SEMESTER II**

No	Code	Title	Credit	Hours	Int	Ext	Total
1	BE M 21 C06	Cognitive Process	4	90	40	60	100
2	BE M 21 C07	Physiological Psychology	4	90	40	60	100
3	BE M 21 C08	Learning Process	4	90	40	60	100
4	BE M 21 C09	Statistics in Behavioural Sciences	4	90	40	60	100
5	BE M 21 C10	Practicals	4	90	40	60	100
<b>Total</b>			20	450	200	300	500





### SEMESTER IV

No	Code	Title	Credit	Hours	Int	Ext	Total
1	BE M 21 C15	Neuropsychology	4	90	40	60	100
2	BE M 21 C16	Counselling	4	90	40	60	100
3	BE M 21 C17	Dissertation	4	90	40	60	100
	BE M 21 C18	Viva voce	2		Consensus of the viva voce board		100
<b>Electives</b>							
4	BE M 21 E06	Psychotherapy (Clinical psychology)	4	90	40	60	100
5	BE M 21 E07	Practicals (Clinical Psychology)	4	90	40	60	100
6	BE M 21 E08	Forensic Psychology	4	90	40	60	100
7	BE M 21 E09	Practical (Forensic Psychology)	4	90	40	60	100
8	BE M 21 E10	Counseling Skills (Guidance and Counseling)	4	90	40	60	100
9	BE M 21 E11	Guidance and Counselling Services (Guidance and Counselling)	4	90	40	60	100
10	BE M 21 E12	Cognitive Neuroscience : Social Cognitions	4	90	40	60	100
11	BE M 21 E13	Practicals (Cognitive Neuroscience)	4	90	40	60	100
12	BE M 21 E14	Personality and Social Psychology: Assessments and Evaluations	4	90	40	60	100
13	BE M 21 E15	Practicals ( Personality and Social Psychology)	4	90	40	60	100
<b>Total</b>			22				

# SEMESTER I

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**MAHATMA GANDHI UNIVERSITY**

**Name of course- BEHAVIOUR GENETICS  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Behaviour Genetics</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C01					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N PhD					
<b>Course Summary &amp; Justification</b>	Biological foundations of psychology consist of chiefly genetic, neuronal and glandular control of behaviour. Behaviour Genetics is an emerging area with large scientific knowledge in the area like the genetic basis for intelligence, specific abilities or talents, personality traits, and various neurodevelopmental, maladaptive behaviours. This course will help students to gain a greater understanding of the genetic background of the psychological process which will enhance professional practice.					
<b>Semester</b>	First					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Eg. Authentic learning Collaborative learning Independent learning	60	20	10	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand Mendelian and post Mendelian developments in the field of Genetics.	U	1
2	Sound knowledge in the chemical structure and composition of Genetic materials and the DNA	U	3
3	Able to prepare the pedigree analysis of a given	A	2



**MAHATMA GANDHI UNIVERSITY**

**Name of course- BEHAVIOUR GENETICS  
Course Summary**

	behavioural traits		
4	Evaluate the genetic basis of intelligence, abilities, or specific talents.	E	1
5	Synthesis the genetic basis of behavioural traits and personalities.	A	1,7
6	able to identify inherited trait factor- physical traits or behavioural traits	S	2
7	Able to evaluate the genetic basis of mental disorders	S	4
8	Appraise the genetic dimensions of personality disorders.	A	4

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

**COURSE CONTENT**

<b>Module No.</b>	<b>Module Content</b>	<b>C O</b>	<b>Hr</b>
<b>1</b>	<b>Introduction to Behaviour Genetics</b> <ul style="list-style-type: none"> <li>• Origin and development of science of genetics.</li> <li>• Methods in human Behavioural genetics</li> </ul>	<b>1, 3</b>	<b>10</b>
<b>2</b>	<b>Principles and Mechanisms of Heredity</b> <ul style="list-style-type: none"> <li>• Physical and chemical structures of genes and chromosomes.</li> <li>• Mendel’s law of inheritance.</li> <li>• Post – Mendel development in the mechanism of inheritance.</li> <li>• Causes and effects of mutation.</li> <li>• Inheritance of acquired a character.</li> </ul>	<b>1, 2</b>	<b>20</b>



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**Name of course- BEHAVIOUR GENETICS  
Course Summary**

3	<p><b>Inheritance of Intelligence and Abilities</b></p> <ul style="list-style-type: none"> <li>• Inheritance of the normal and above normal IQs.</li> <li>• Genetic involvement special talents and aptitudes.</li> </ul>	2, 4	20
4	<p><b>Inheritance of temperament and personality traits</b></p> <ul style="list-style-type: none"> <li>• Extraversion – Introversion. Experimental and genetic studies.</li> <li>• Inheritance of dominance, Sociability and other traits.</li> </ul>	5, 6	20
5	<p><b>Genetics of Psychopathology</b></p> <ul style="list-style-type: none"> <li>• Inheritance of anxiety related disorders</li> <li>• Inheritance of schizophrenia and other psychotic disorders.</li> <li>• Inheritance of personality disorders.</li> <li>• Inheritance of alcohol and substance use disorder.</li> </ul>	5, 6, 7, 8	20

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol>



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**Name of course- BEHAVIOUR GENETICS  
Course Summary**


**A. Semester End examination**

**REFERENCES**

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	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course- BEHAVIOUR GENETICS</b> <b>Course Summary</b>

2. Rosenthal, P (1973) Genetics of psychopathology, McGraw Hill International. New York.

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**MAHATMA GANDHI UNIVERSITY**

**Name of course: Child Development  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>MSc.</b>					
<b>Course Name</b>	<b>Child Development</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C02					
<b>Names of Academic Staff &amp; Qualifications</b>	Ms. Swathymol, MSc. Psychology, NET,JRF					
<b>Course Summary &amp; Justification</b>	The course in Child Development is designed to advance knowledge in life span development giving special focus on major milestones, developmental needs and tasks involved in prenatal stage, infancy, toddlerhood, early childhood, middle childhood, and adolescence. The course includes basic theoretical concepts and recent research advancements in physical, motor, sensory, cognitive, emotional and language domains of development. Discussion about different approaches of personality development and major influencing factors of the same is also a significant part of the course.					
<b>Semester</b>	First					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	10	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand developmental periods and the major milestones achieved in different domains.	U	1
2	Evaluate and compare the foundational theories of child development	An	2
3	Identify deficiencies, disabilities and pathological	U	1



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**Name of course: Child Development  
Course Summary**

	conditions in each developmental phase based on the knowledge in normal development.		
4	Identify the major socio-cultural factors affecting the developmental process and assess their impact.	E	6
5	Apply the knowledge in developmental theories and specific evidence-based research findings in different situations, especially in educational, clinical and counselling settings.	S	3
6	Evaluate the efficiency of existing laws, policies and social practices which are essential in healthy development of children.	E	3
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**


Module No.	Module Content	C O	Hr
1	<b>Growth and Development</b> <ul style="list-style-type: none"> <li>• Meaning of growth and development.</li> <li>• Domains of development.</li> <li>• Stages of development.</li> <li>• Significant facts about development.</li> <li>• Research methods in child development.</li> </ul>	1,2, 6	15
2	<b>Milestones in Development</b> <ul style="list-style-type: none"> <li>• Developmental stages – Prenatal period, Infancy, Toddlerhood, Early Childhood, Middle childhood, Adolescence, Early adulthood, Middle adulthood, Old age.</li> <li>• Characteristics of each stage, developmental task and developmental needs.</li> <li>• Developmental hazards associated with pre-natal development</li> </ul>	1, 3	20



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Name of course: Child Development  
Course Summary


3	<b>Physical, Sensory and Motor Developments</b> <ul style="list-style-type: none"><li>• Physical, Motor and Sensory development in - prenatal period, infancy, toddlerhood, early childhood, middle childhood, adolescence.</li><li>• Factors contributing to physical, sensory and motor development.</li></ul>	1, 3	20
4	<b>Language, Cognitive and Emotional development in various stages</b> <ul style="list-style-type: none"><li>• Language development during infancy, babyhood, childhood, adolescence</li><li>• Cognitive development</li><li>• Emotional development and moral development.</li><li>• Factors contributing to language and cognitive development.</li></ul>	1, 2, 3, 4	20
5	<b>Personality Development</b> <ul style="list-style-type: none"><li>• Introduction to the concept of personality- Psycho analytic view, Learning perspective, Cognitive perspective.</li><li>• Parenting and socialization- emotional attachment, achievement motivation, intellectual development.</li><li>• Family environment &amp; Home environment – child behavior, aggression. social cognition.</li><li>• Factor contributing to personality development.</li></ul>	2, 4, 5, 6	15

	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course: Child Development Course Summary</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

## REFERENCES

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	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course: Child Development Course Summary</b>

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14. Human Development A Life Span Approach. 2nd Edn. F. Philip Rico Prentice Hall of India Pvt. Ltd. New Delhi.
15. Development of the Child 3rd Elkind & Weiner, John Wiley & sons inc. New York.

**SUGGESTED READINGS**

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2. Feldman, R.S (2011) Development across the life span. Prentice Hall. New York.

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**MAHATMA GANDHI UNIVERSITY**

**Name of course: Personality  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>MSc.</b>					
<b>Course Name</b>	<b>Personality</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C03					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar, PhD					
<b>Course Summary &amp; Justification</b>	The course on personality covers the topic like theoretical roots of personality psychology such as psycho dynamic theories, neo Freudian approach, behaviourist, existentialist, humanist, or trait theorists. an understanding and critical thinking are demonstrating psychological core foundation concepts which are essential for understanding individual differences, conduct research, or applying knowledge in practice.					
<b>Semester</b>	First					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	10	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Knowledge of major personality theories, concepts, perspectives, methods and technique of personality	U	1
2	The learner will be able to compare the personality theories and demonstrate its significance in various context.	E	2
3	Analyze the determinants of personality characteristics to better understand their effects on cognitions,	S	4

	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course: Personality Course Summary</b>

	emotions, and behavior.		
4	Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living.	Ap	7
5	Apply the major personality domains and theories to better understand one's own behaviour and the behaviour of others.	A	3
6	The students will be able to assess, understand and predict an individual behaviour	A	4
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

Module No.	Module Content	CO	Hr
1	<b>Introduction to Personality</b> <ul style="list-style-type: none"> <li>• Definition and Nature</li> <li>• Factors influencing personality development</li> <li>• Personality theory and its components</li> <li>• Criteria for evaluating personality theories</li> <li>• Research and Assessment</li> </ul>	1, 3, 6	10
2	<b>Psychodynamic Perspective</b> <ul style="list-style-type: none"> <li>• Freudian Theory</li> <li>• Neo – Freudian theories – Carl Jung.</li> <li>• Erich Fromm.</li> <li>• Erik Erickson,</li> <li>• Harry Stack Sullivan,</li> <li>• Alfred Adler.</li> </ul>	1, 2, 4, 5	15




MAHATMA GANDHI UNIVERSITY

Name of course: Personality  
Course Summary

3	<b>Learning and Behavioural Perspective</b> <ul style="list-style-type: none"><li>• B.F. Skinner, Skinner's operant conditioning</li><li>• Dollard's &amp; Miller's S.R.Theory</li></ul>	1, 2, 4, 5	10
4	<b>Social and Cognitive Perspectives</b> <ul style="list-style-type: none"><li>• Julian Rotter</li><li>• Albert Bandura</li><li>• George Kelly</li></ul>	1, 2, 4, 5	10
5	<b>Humanistic Phenomenological and Existential Perspectives</b> <ul style="list-style-type: none"><li>• Abraham Maslow</li><li>• Carl Rogers.</li><li>• Victor Franklin</li><li>• Federick (Fritz) Perls</li></ul>	1, 2, 4, 5	10
6	<b>Dispositional Perspective</b> <ul style="list-style-type: none"><li>• Gordon Allort .</li><li>• Raymond B Cattell .</li><li>• Hans J Eysenck</li></ul>	1, 2, 4, 5	15
7	<b>Other Theories</b> <ul style="list-style-type: none"><li>• Eric Berne</li><li>• Henry A. Murray</li><li>• An outline of Eastern concepts</li></ul>	1, 2, 4, 5	10
8	<b>Current Perspectives in Personality Theory</b>	1, 2, 4, 5	10




	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course: Personality</b> <b>Course Summary</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

## REFERENCES

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	<b>Name of course: Personality Course Summary</b>

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12. Larsen,R. J (2005)Personality Psychology, Boston [McGrow Hill](#)
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14. Nick, H(2017)An introduction to personality, individual differences and intelligence, New Delhi: Sage.

### **SUGGESTED READINGS**

1. Fadiman, J. and Grager, R. (2012) Personality and Personal Growth. Harper & Row.
2. Nick, H(2017)An introduction to personality, individual differences and intelligence, New Delhi: Sage.

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**Name of course - Research Methodology  
Course Summary**

<b>School Name</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Research Methodology</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C04					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. K. M. Mustafa , M.Sc., MA, M.Ed, M.Phil, Ph D					
<b>Course Summary &amp; Justification</b>	Consists of five units. First unit deals the Introduction to Research . Epidemiological Methods and Descriptive Designs are the second and third units respectively. The fourth and fifth units are comprised with experimental design ,sampling , tool and preparation of reports respectively.					
<b>Semester</b>	First					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others (field work)	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	50	20	10	10	90
<b>Pre-requisite</b>	Interest and aptitude in the field of research					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand the objectives and purpose of researches in behavioural sciences.	U	1
2	Utilize various methods of research in Behavioural Sciences	A	1, 2
3	Appraise different approaches of research process.	E,I	2
4	Conduct mini research project in the area of behaviour sciences.	C,S	5, 9
5	Describe different methods of sampling.	R	2
6	Understand the relevance of developing tools and accurate	U,A	1, 2



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	the skills to construct tools.		
7	Apply the skills in data collection and analyze of data	A	2, 4
8	Analyze the essential of research proposal and research report and then apply in the study.	An, Ap	2
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Module No.	Module Content	Hour	CO No
1	<p><b>Introduction to Research</b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature, Scope and Functions of Research in Behavioural sciences</li> <li>• Scientific thinking and nature of Educational research</li> <li>• Research process: research problem, design and hypothesis</li> <li>• Qualitative and Quantitative research, Types and modalities of research: Fundamental, Applied and Action. Historical, Descriptive, Experimental and Clinical research.</li> <li>• Ethical considerations involved in conducting and reporting behavioural science research.</li> </ul>	20	1,2



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2	<b>Epidemiological Method</b> <ul style="list-style-type: none"><li>• Definition and Purpose of Epidemiological Studies</li><li>• Characteristics of Epidemiological Methods</li><li>• Types of Epidemiological Methods</li><li>• Cohort Studies</li><li>• Case Studies</li></ul>	15	2,3
3	<b>Descriptive Designs</b> <ul style="list-style-type: none"><li>• Definition, Characteristics, Purpose and Types</li><li>• Survey Research</li><li>• Developmental, Case-studies and Ex-post facto studies</li><li>• Causal-Comparative and Correlational studies</li><li>• Observational Research</li></ul>	15	2,3,4
4	<b>Experimental Designs</b> <ul style="list-style-type: none"><li>• Definition, Characteristics, Purpose, Principles and Types</li><li>• Pre-experimental, True-experimental and Quasi-experimental design</li><li>• Factorial Designs</li><li>• Single Subject Designs</li></ul>	20	3,4,5



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Name of course - Research Methodology  
Course Summary

	<ul style="list-style-type: none"><li>The Variables of Experimental Research</li></ul>		
5	<p><b>Sampling, Tools and Preparation of Report</b></p> <ul style="list-style-type: none"><li>Population, sample, sampling techniques, large and small samples, common errors in sampling</li><li>Tools and Techniques of data collection</li></ul> <p>Tools: Questionnaire, Rating scale, check list, Attitude Scales and Inventories.</p> <p>Techniques: Interview: Uses, purpose, types and requisites of a good Interview.</p> <p>Observation: Uses, types and requisites of good observation.</p> <ul style="list-style-type: none"><li>Test standardization procedures, objectivity, validity and reliability of tests, Methods of establishing reliability and validity.</li><li>Preparation of a Research proposal and Research Report: Types and steps, APA format, composition, References, Bibliography, and Appendices.</li></ul>	20	5,6,7

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	<b>Name of course - Research Methodology</b> <b>Course Summary</b>

	<ul style="list-style-type: none"> <li>• Evaluation of a Research Report: Criteria for evaluation</li> </ul>		
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – two internal written test examinations</li> <li>3. Assignments – every students to submit two assignments on selected topics</li> <li>4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar</li> <li>5. Field activity reports - Mini research projects, workshop for tool preparation</li> </ol> <p><b>A. Semester End examination</b></p>

**REFERENCES (following any standard reference format like APA, MLA, Chicago....)**

**References**

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**Name of course - Research Methodology  
Course Summary**


7. Gersten, R., Schiller E.P, Vaughn, S. (2000) Contemporary Special Education Research – Syntheses of the knowledge base on critical Instructional issues Lawrence Erlbaum Associates U.S.A.
8. Rosnow R.L., Rosenthal R. (2002) Beginning Behavioural Research – A conceptual Primer (4th edn) Prentice Hall U.S.A.
9. Good V.C (2008) Introduction to Educational research Methodology of Design in the Behavioural and Social Sciences (2nd edn) Surjeet Publication New Delhi.
10. Kaul, L. (1996). Methods in Educational Research. Vikas Publishing House, New Delhi.
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12. Kothari, c.R. (2006). Research in Methodology, methods and techniques. (2nd edn.) New Age International pvt.Ltd., New Delhi.
13. Lal Das, D.K. (2000). Practice of Social Research. Rawat Publications, New Delhi.
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16. Pande,G.C. (1989). Research Methodology in Social Sciences. Anmol Publications, New delhi.
17. Paneer Selvam, R.(2004) Research Methodology. Prentice Hall New Delhi.
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	<b>Name of course - Research Methodology Course Summary</b>

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	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course Practicals Course Summary</b>

1

<b>School Name</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Practicals</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C05					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N. PhD					
<b>Course Summary &amp; Justification</b>	The practical course includes training in tools and techniques, and training in basic skills in conducting and administering psychological tests and interviews with individuals. The practical course provide a hands on training included in the areas of behavioural genetics, child development, Personality, and research methods.					
<b>Semester</b>	First					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	20	10	60		90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	The practical course prepare the students with essential attitude, knowledge and skills for working with client in settings like clinical psychology, child guidance centre or situations in which assessment of adaptive functioning individuals. This course will help students to learn to build up rapport, conduct structured or semi structured interview for collecting identifying information, explore psychological functioning like adaptive or maladaptive areas of a client.	U	1
2	Knowledge and understanding in the specific areas of child development such as loco-motor, language and communication, sensory integration, social development and overall growth and development.	U	3



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### Name of course Practicals Course Summary

3	The students will be able to build appropriate rapport, identify the unique psychological functioning, and analyse the personality on the light of the prevailing psychological functioning.	A	3
4	Prepare pedigree chart of intellectual disabled or any neuro developmental disability, and analyze and synthesis the genetic loading.	A	4
5	Students will be able to evaluate the genetic basis of psychotic disorders.	A	4
6	The students will be able to assess, understand and predict personality of an individual.	S	4
7	Student will have an integrative and synthesis skills for apply suitable research methods and evaluate results.	An	7
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

### COURSE CONTENT

Module No.	Module Content	C O	Hr
1	Identification and case work up of two cases with genetic loading (one case of mental retardation and one case of mental illness.)	1, 4, 5	20
2	Observation visit to a child day care center to observe the normal development of early childhood.	1, 2, 5	20




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**Name of course Practicals  
Course Summary**

3	<p>Administration and Interpretation. (One case each)</p> <p>i. Vineland Social Maturity scale.</p> <p>ii. Developmental screening test</p> <p>iii. Seguin Form Board</p>	1, 2, 7	20
4	<p>Administration and interpretation of Personality tests. Students has to prepare at least 5 report each of the following-</p> <ul style="list-style-type: none"> <li>• EPQ- Eysenck Personality Questionnaire</li> <li>• MMPI- Minnesota Multiphasic Personality Inventory</li> <li>• 16PF- Sixteen Personality Factor Questionnaire</li> <li>• SCT- Self concept Test</li> <li>• EMS – Emotional maturity Scale</li> <li>• NEO PI- <b>NEO Personality Inventory</b></li> <li>• ADJUSTMENT INVENTORY</li> <li>• PORTEUS MAZE TEST</li> </ul>	1, 3, 6, 7	20

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Practical – attitude, belief, and behavior in the involvement and</li> </ol>

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	<b>Name of course Practicals Course Summary</b>

	<p>reports</p> <ol style="list-style-type: none"> <li>3. Conducting the interview, administration and prepare and submit the report.</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>
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**REFERENCES**

- Manual for the NEO Personality Inventory-Revised
- Manual for the 16 Personality factor questionnaire.
- Manual for the Minnesota Multiphasic Personality Inventory
- Manual for the Emotional Maturity Scale

**SUGGESTED READINGS**

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## **SEMESTER II**

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**MAHATMA GANDHI UNIVERSITY**

**Name of course: Cognitive Process  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Cognitive Process</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C06					
<b>Names of Academic Staff &amp; Qualifications</b>	Swathymol.P.S, MSc Psychology, NET, JRF					
<b>Course Summary &amp; Justification</b>	The course in cognitive process design to provide in depth theoretical knowledge in human cognition and its process. It include basic theoretical concepts in cognitive processes and the classic and current experimental research relating to cognitive processes. The measurements of intelligence and theories and applications of motivation also included in it.					
<b>Semester</b>	Second					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	20	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand core concepts in human cognition	U	1
2	Evaluate and compare various models in cognitive processes	An	2
3	Applying the knowledge of cognitive processes to everyday life.	A	5
4	Understand various theories in cognition and motivation	U	1
5	Student should appreciate the role of individual differences in various cognitive performances.	Ap	8

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)*



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Name of course: Cognitive Process  
Course Summary

*and Appreciation (Ap)*

## COURSE CONTENT

Module No.	Module Content	C O	Hr
1	Introduction <ul style="list-style-type: none"><li>• Definition and nature</li><li>• Information processing model</li><li>• Cognitive development; Vygotsky's and Piaget's perspectives</li><li>• Cognitive neuroscience</li></ul>	1, 2	10
2	Attention & Perception <ul style="list-style-type: none"><li>• Attention, theories of attention</li><li>• Neurocognition of attention</li><li>• Perception – perceptual organization</li><li>• Psychological and biological approaches to perception, perceptual learning, Perceptual style.</li><li>• Psychophysics- Signal Detection theory.</li><li>• Extrasensory perception.</li></ul>	1, 2, 3, 4, 5	15
3	Language <ul style="list-style-type: none"><li>• Language: - Structure, Chomsky's theory</li><li>• Acquisition and comprehension</li><li>• Language and thought.</li><li>• Thinking</li><li>• Decision making</li><li>• Reasoning</li><li>• Problem Solving.</li></ul>	1, 3, 4, 5	15
4	Intelligence <ul style="list-style-type: none"><li>• Theories of intelligence,</li><li>• Classification of IQ,</li><li>• Intelligence testing- WAIS, WISC, Binet tests, KABC and other tests and its revisions.</li><li>• Emotional intelligence.</li><li>• Creativity</li></ul>	1, 4, 5	15





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**Name of course: Cognitive Process  
Course Summary**

<b>5</b>	<b>Motivation</b> <ul style="list-style-type: none"> <li>• Definition and nature of motivation</li> <li>• Types of motivation</li> <li>• Physiological and psychological roots of motivational theories.</li> </ul>	<b>1</b>	<b>10</b>
<b>6</b>	<b>Biological approaches to motivation</b> <ul style="list-style-type: none"> <li>• Physiological mechanisms of regulation</li> <li>• Homeostatic regulation, regulation of hunger, regulation of thirst.</li> </ul>	<b>4</b>	<b>10</b>
<b>7</b>	<b>Theories of motivation</b> <ul style="list-style-type: none"> <li>• Instinct theories</li> <li>• Arousal theories</li> <li>• Drive theories</li> <li>• Hedonistic and Activation theories</li> <li>• Cognitive motivation - Expectancy value theories</li> <li>• Applications of motivational theories.</li> </ul>	<b>3, 4, 5</b>	<b>15</b>

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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 .....
<b>Assessment Types</b>	<b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <b>A. Semester End examination</b>



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### Name of course: Cognitive Process Course Summary

#### References

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**Name of course: Cognitive Process  
Course Summary**

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27. Styles, Elizabeth.A.(2007). Attention, perception and memory: an integrated introduction. New York: Psychology Press.
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**SUGGESTED READINGS**

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	<b>Name of course: Cognitive Process Course Summary</b>

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**Name of course: Physiological Psychology  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Physiological Psychology</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C07					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. RajeevKumar.N, PhD					
<b>Course Summary &amp; Justification</b>	Physiological psychology course includes structure and functions of human brain. It explains the localization of psychological process and the interplay between mind and human body. Explanations about hemisphere asymmetry and the relationship between stress and immune system also part of this course.					
<b>Semester</b>	Second					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	10	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand structure and function of human brain.	U	1
2	Understand the biological mechanisms behind psychological processes such as learning, emotion, motivation, perception	U	1
3	Able to identify the complex interplay between stress and immune system.	An	2
4	Able to analyze and apply coping strategies and stress management techniques for promoting their wellbeing	An	4

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)*



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Name of course: Physiological Psychology  
Course Summary

*and Appreciation (Ap)*

## COURSE CONTENT

Module No.	Module Content	C O	Hr
1	Physiological Psychology of Nervous System <ul style="list-style-type: none"><li>• Central and peripheral nervous system- Hierarchy of brain structures</li><li>• Brain stem and cerebellum</li><li>• Diencephalons</li><li>• Cerebral hemispheres</li><li>• Neural bases of behaviour</li></ul>	1	15
2	<ul style="list-style-type: none"><li>• Functional systems: psychological functions</li><li>• Limbic system — hypothalamus: vegetative and endocrine control</li><li>• Amygdala</li><li>• Reward and punishment centers</li><li>• Olfactory system</li><li>• Hippocampal formation</li><li>• Limbic cortex</li><li>• Higher cortical functions: functions of neocortex</li><li>• Neural control of sexual behaviour</li></ul>	1, 2	20
3	<ul style="list-style-type: none"><li>• Psychophysiology of learning and memory- classical, operant and cognitive learning</li><li>• Psychophysiology of attention, perception</li><li>• Visual</li><li>• Auditory</li><li>• Somatosensory</li><li>• Gustatory</li><li>• Vestibular and olfaction perception</li></ul>	1, 2	15



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**Name of course: Physiological Psychology  
Course Summary**

<b>4</b>	<ul style="list-style-type: none"> <li>• Physiological correlates of Emotion: Feeling of emotion</li> <li>• Theories of emotion</li> <li>• Central, peripheral and intermediate mechanisms</li> <li>• Skeletal - muscular and autonomic response in emotional states</li> </ul>	<b>1, 2</b>	<b>15</b>
<b>5</b>	<ul style="list-style-type: none"> <li>• Stress and endocrine system- different viewpoints</li> <li>• Categories of stress and coping strategies</li> <li>• Biofeedback studies</li> <li>• Stress and immune system</li> <li>• Psychoneuro immunology</li> </ul>	<b>1, 3, 4</b>	<b>15</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• Brain and Consciousness: sleep and wakefulness</li> <li>• Split-brain model</li> <li>• Anatomical and behavioural asymmetry of hemispheres</li> </ul>	<b>1</b>	<b>10</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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 .....</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol>



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Name of course: **Physiological Psychology**  
Course Summary


### A. Semester End examination

### References

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19. Anisman, Hymie (2014). An introduction to stress and health. New Delhi: Sage publications India Pvt Ltd.
20. Rath, Hariharan (2008). Coping with life stress: the Indian experience (1st Ed). New Delhi.

### SUGGESTED READINGS



	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course: Physiological Psychology</b> <b>Course Summary</b>

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**MAHATMA GANDHI UNIVERSITY**

**Name of course: Learning Process  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Learning Process</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C 08					
<b>Names of Academic Staff &amp; Qualifications</b>	Swathymol.P.S, MSc Psychology, NET, JRF					
<b>Course Summary &amp; Justification</b>	Learning process course provide knowledge about various learning theories and the classic experiments related to it. It will help the students to inculcate theoretical knowledge of learning and memory. This also helps the students to analyze the role of experimentation in understanding human behaviour.					
<b>Semester</b>	Second					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	20	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Able to apply learning principles to their academic improvements as well as in personal life.	A	5
2	Critically evaluate learning and memory theories for meeting real life challenges	E	5
3	Able to explain experiments behind learning theories.	U	1
4	Analyze the role of experiments in understanding human behaviour.	An	2
5	Able to explain different models of memory	U	1
6			

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)*



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Name of course: Learning Process  
Course Summary

*and Appreciation (Ap)*

## COURSE CONTENT

Module No.	Module Content	C O	Hr
1	<b>Learning</b> <ul style="list-style-type: none"><li>• Nature of Learning</li><li>• Factors influencing learning</li><li>• Neural Basis of learning.</li></ul>	1	10
2	<ul style="list-style-type: none"><li>• Classical Conditioning and its applications – Ivan Pavlov, Rescola – Wagner.</li><li>• Operant Conditioning and its applications – Thorndike, B.F. Skinner.</li><li>• Interactions between Classical and Operant Conditioning</li><li>• Cognitive Processes in Classical and Operant Conditioning.</li></ul>	1, 2, 3, 4	15
3	<ul style="list-style-type: none"><li>• Theories of Learning – Hull,</li><li>• Mowrer</li><li>• Spence</li><li>• Guthrie</li><li>• Tolman</li><li>• William Esters</li></ul>	1, 2	15



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**Name of course: Learning Process  
Course Summary**

<b>4</b>	<ul style="list-style-type: none"><li>• Cognitive learning</li><li>• Latent learning</li><li>• Insight learning</li><li>• Imitation.</li><li>• Transfer of learning, Constraints on learning</li><li>• Information processing approach</li></ul>	<b>1</b>	<b>10</b>
<b>5</b>	<ul style="list-style-type: none"><li>• Models of memory – Atkinson and Shiffrin,</li><li>• Craik and Lockhart</li><li>• Tulving</li><li>• Transient Memories: Sensory Memory</li><li>• Visual Sensory memory &amp; Auditory Sensory Memory</li><li>• Short Term Memory</li><li>• Working Memory- Rehearsal Systems – Phonological Loop – The Visuospatial sketch pad.</li></ul>	<b>2, 4, 5</b>	<b>20</b>
<b>6</b>	<ul style="list-style-type: none"><li>• Long Term Memory:- classification</li><li>• Retrieval cues</li><li>• Flashbulb Memory</li><li>• Constructive Processes in Memory</li></ul>	<b>2</b>	<b>15</b>



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**Name of course: Learning Process  
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	<ul style="list-style-type: none"> <li>• Eye witness testimony</li> <li>• Autobiographical Memory</li> <li>• Biological Basis of Memory</li> <li>• Mnemonics</li> </ul>		
7	<ul style="list-style-type: none"> <li>• Theories of Forgetting</li> <li>• Causes</li> <li>• Memory curve</li> </ul>	2, 5	10

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>



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**Name of course: Learning Process  
Course Summary**

**References**

1. Anderson, J.R. (2000). Learning and Memory: An Integrated Approach (Second Edition). John Wiley & Sons, Inc.
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**SUGGESTED READINGS**

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	<b>Name of course: Learning Process Course Summary</b>

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**MAHATMA GANDHI UNIVERSITY**

**Name of course : Statistics in Behavioural Sciences  
Course Summary**

<b>School Name</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Statistics in Behavioural Sciences</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C 09					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. K. M. Mustafa , M.Sc., MA, M.Ed. MAE, M.Phil., Ph D					
<b>Course Summary &amp; Justification</b>	Consists of five units. First unit deals the Introduction to Research. Epidemiological Methods and Descriptive Designs are the second and third units respectively. The fourth and fifth units are comprised with experimental design, sampling, tool and preparation of reports respectively.					
<b>Semester</b>	Second					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others (field work)	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	50	20	10	10	90
<b>Pre-requisite</b>	Interest and aptitude in the field of research					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand the objectives and purpose of statistics in behavioural sciences.	U	1
2	Utilize various descriptive statistical methods in Behavioural Sciences	A	1, 2
3	Appraise different properties of normal distribution and normal curve.	E,I	1, 2
4	Describe and apply different measures of relationship.	R	2,
5	Understand the relevance of inferential statistics and acquire the skills analyze the data.	U,A	5, 1, 9
6	Apply the statistical skills in analyzing the data and for	A	9, 5





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**Name of course : Statistics in Behavioural Sciences  
Course Summary**

	testing of hypothesis		
7	Analyze the role of computer in statistical analysis of data and then apply in the study.	An ,Ap	9,
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

<b>Unit</b>		<b>Hour</b>	<b>CO No</b>
<b>1</b>	<b>Introduction to Statistics</b>	<b>10</b>	
	<b>1.1.</b> Concept, definition and Functions of Statistics in Behavioural sciences	<b>2</b>	<b>1,2</b>
	<b>1.2.</b> Scales of measurement: Nominal, Ordinal, Interval and Ratio Scales	<b>2</b>	<b>1,2</b>
	Processing of data ,	<b>2</b>	<b>1,2</b>
	<b>1.4.</b> Presentation of data: Frequency distribution, Percentiles and Percentile Rank, Tables and Graphs	<b>2</b>	<b>1,2</b>
	<b>1.5</b> Use of computer in Statistics and Statistical packages	<b>2</b>	<b>1,2</b>
<b>2</b>	<b>Descriptive Statistics</b>	<b>15</b>	
	<b>2.1</b> Concepts and Functions of Descriptive Statistics	<b>3</b>	<b>2,3</b>
	<b>2.2</b> Measures of Central Tendency; Mean, Median, Mode	<b>3</b>	<b>2,3</b>
	<b>2.3</b> Importance and applications of descriptive statistics	<b>3</b>	<b>2,3</b>
	<b>2.4</b> Measures of Dispersion; Range, Quartile Deviation, Mean Deviation, Standard Deviation, Variance and coefficient of variance	<b>3</b>	<b>2,3</b>



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**Name of course : Statistics in Behavioural Sciences  
Course Summary**

	<b>2.5</b> Importance and applications of measures of dispersion	<b>3</b>	<b>2,3</b>
<b>3</b>	<b>Normal Distribution and Normal Curve</b>	<b>15</b>	
	<b>3.1</b> Concept and properties of Normal curve	<b>3</b>	<b>2,3,4</b>
	<b>3.2</b> Application of Normal Curve	<b>3</b>	<b>2,3,4</b>
	<b>3.3</b> Use of normal standard scores in finding the area under Normal Curve studies	<b>3</b>	<b>2,3,4</b>
	<b>3.4</b> Coefficient of Skewness: Concept, Types and Interpretation	<b>3</b>	<b>2,3,4</b>
	<b>3.5</b> Coefficient of Kurtosis: Concept, Types and Interpretation	<b>3</b>	<b>2,3,4</b>
<b>4</b>	<b>Measures of Relationship</b>	<b>20</b>	
	<b>4.1</b> Concept, Types and Applications of Correlation	<b>4</b>	<b>3,4,5</b>
	<b>4.2</b> Product moment correlation and Rank correlation	<b>4</b>	<b>3,4,5</b>
	<b>4.3</b> Biserial, Point Biserial, Tetra choric and Phi coefficient	<b>4</b>	<b>3,4,5</b>
	<b>4.4</b> Partial and Multiple Correlation, Interpretation of Coefficient of correlation	<b>4</b>	<b>3,4,5</b>
	<b>4.5</b> Regression: Concept, uses, regression equations, and lines, Concept of multiple regression.	<b>4</b>	<b>3,4,5</b>
<b>5</b>	<b>Inferential Statistics</b>	<b>30</b>	
	<b>5.1</b> Concept and functions of Inferential statistics, level of significance, Estimation, Confidence interval, Sampling error, Standard error, One tailed and Two tailed tests, Type I	<b>7</b>	<b>5,6,7</b>



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**Name of course : Statistics in Behavioural Sciences  
Course Summary**

	Type II errors and degrees of freedom.		
	<b>5.2</b> Parametric Tests: concepts and applications	<b>3</b>	<b>5,6,7</b>
	<b>5.3</b> Z Test, t Test, Analysis of Variance- ANOVA Logic, assumptions, types and applications, comparison of ANCOVA and Post hoc tests	<b>10</b>	<b>5,6,7</b>
	<b>5.4</b> Non Parametric Tests: Concept, assumptions and uses	<b>3</b>	<b>5,6,7</b>
	<b>5.5</b> Chi Square tests, Mann Whitney U test  Kruskal wallis tests: logic, assumptions and Application. Computer applications for statistics  And Graphical presentations.	<b>7</b>	<b>5,6,7</b>

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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
<b>Assessment Types</b>	<b>Mode of Assessment</b> 1. Continuous Internal Assessment (CIA) 2. Internal Test – two internal written test examinations 3. Assignments – every students to submit two assignments on selected topics 4. Seminar Presentation – every student to prepare a paper on a selected topic and present in the seminar



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**Name of course : Statistics in Behavioural Sciences  
Course Summary**

5. Field activity reports - Mini research projects,  
**A. Semester End examination**

**References**

1. Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi
2. Best, J.W., and Kahn, J.V, (1992). Research in Education. Prentice – Hall of india Pvt. Ltd., New Delhi.
3. Bhatnagar, R.P., and Bhatnagar, P.R. (1989). Experimental Designs of research in Behavioural Sciences. Rajhans Agencies, Meerut.
4. Chawla, D & Sandhi, N (2011) Research Methodology concepts and cases. Vikas publishing House New Delhi.
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14. Langenbach, M., Naughn, C., and Aagaard, L. (1988). An introduction to Educational Research. Allyn and Bacon, New York.




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**Name of course : Statistics in Behavioural Sciences  
Course Summary**

15. Mason, E.J., and Bramble, W.J. (1989). Understanding and conducting, Research (2nd edn.) McGraw- Hill Book Co., New York.
16. Pande,G.C. (1989). Research Methodology in Social Sciences. Anmol Publications, New delhi.
17. Paneer Selvam, R.(2004) Research Methodology. Prentice Hall New Delhi.
18. Panneerselvam, R. (2005). Research in Methodology. Prentice – Hall of India Pvt. Ltd., New Delhi.
19. Reddy, C.R. (1987). Research Methodology in Social Sciences. Daya Publishing House, Delhi.
20. Silverman, D.(2012). Qualitative Research. Sage Publication, London
21. Sukhia, S.P., Mehrotra, P.V., and Mehrotra, R.N.(1981). Elementsa of educational Research. Allied publishers pvt. Ltd., New Delhi.
22. Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
23. Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
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	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course Practicals Course Summary</b>

<b>School Name</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Practicals</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C10					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N, PhD Swathymol.P.S, MSc.Psychology, NET-JRF					
<b>Course Summary &amp; Justification</b>	The practical course provide hands on training in tools and techniques in psychology. Training in basic skills in conducting and administering psychological tests and interviews with individuals. Training includes in the areas of Human Motivation, Learning, Cognitive process, Memory and Statistical analysis.					
<b>Semester</b>	Second					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	10	10	70		90
<b>Pre-requisite</b>						

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	The practical course prepare the students with essential attitude, knowledge and skills for working with individuals in settings like clinical psychology, child guidance centre or situations in which assessment of cognitive functioning of individuals.	S	1
2	This course will help students to learn to build up rapport, administer psychological test like WAIS, WISC, MALINS intelligence scale, BKT etc for intellectual abilities.	A	8,1
3	Analyze the cognitive functioning of an individual	An	3
4	Evaluate motivation of an individual.	A	3



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Name of course Practicals  
Course Summary

5	Apply the cognitive functioning underlying memory process.	S	5
6	Describe various cognitive functions underlying psychological tests	U	1
7	Apply ethical standards in psychological testing	A	7, 9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Module No.	Module Content	C O	Hr
1	<p><b>Prepare at least two different report of each one of the following tests.</b></p> <p>Intelligence testing</p> <ul style="list-style-type: none"> <li>• WAIS</li> <li>• WISC</li> <li>• Malin's intelligence scale</li> </ul>	1, 2, 3, 6, 7	
2	<p><b>Evaluation of Memory</b></p> <p>WMS/ PGIMS</p>	1, 3, 5, 7	
3	<p><b>Evaluation of Motivation</b></p> <p>TAT/CAT</p> <p>Motivation Analysis test</p>	1, 3, 4, 7	



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Name of course Practicals  
Course Summary

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Practical – attitude, belief, and behavior in the involvement and reports</li> <li>3. Conducting the interview, administration and prepare and submit the report.</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**REFERENCES**

1. Manual of WAIS
2. Manual of WISC
3. Manual of PGI
4. Manual of MAT


**SUGGESTED READINGS**

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## **SEMESTER III**

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	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course: Clinical Psychology Course Summary</b>

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Clinical Psychology</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C 11					
<b>Names of Academic Staff &amp; Qualifications</b>	Swathymol.P.S, MSc Psychology, NET, JRF					
<b>Course Summary &amp; Justification</b>	Clinical psychology course contains clinical features, etiology, and management of different disorders. The contents make the students familiarize with the diagnostic systems. It also included neurodevelopmental and neuro cognitive disorders. This course also designed to provide knowledge and skills to distinguish normal and abnormal behaviour and equipping students to form clinical formulations.					
<b>Semester</b>	Third					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	20	-	90
<b>Pre-requisite</b>	Nil					

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Equipped students for history taking	S	2
2	Students should be able to make provisional diagnosis	A	4
3	Understand different disorders and its causes	U	1
4	They should be able to apply management procedures in their professional setting	A	9
5	Learner should understand current diagnostic systems and rules	U	1

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)*



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**Name of course: Clinical Psychology  
Course Summary**

*and Appreciation (Ap)*

**COURSE CONTENT**

<b>Module No.</b>	<b>Module Content</b>	<b>C O</b>	<b>Hr</b>
<b>1</b>	<ul style="list-style-type: none"><li>• Abnormal behaviour: History</li><li>• Definition, the concept of normality, and abnormality models of illnesses</li><li>• Misconceptions</li><li>• Classifications</li><li>• Contribution from various disciplines in the concept of psychopathology.</li><li>• Case history taking-adult and child</li><li>• signs and symptoms of psychiatry.</li></ul>	<b>1, 2, 5</b>	<b>5</b>
<b>2</b>	<ul style="list-style-type: none"><li>• Disorders of perception</li><li>• Disorders of thinking</li><li>• Disorders of memory and orientation</li><li>• Disorders of motor behavior and consciousness.</li></ul>	<b>2,3, 4, 5</b>	<b>10</b>
<b>3</b>	<ul style="list-style-type: none"><li>• Affective and mood disorders</li><li>• Etiology</li><li>• Clinical features</li><li>• Prognosis</li></ul>	<b>2,3, 4, 5</b>	<b>15</b>
<b>4</b>	<ul style="list-style-type: none"><li>• Psychotic disorders: Schizophrenia</li><li>• Schizo affective disorder</li><li>• Delusional disorders</li><li>• Etiology</li><li>• Clinical features and prognosis</li></ul>	<b>2,3, 4, 5</b>	<b>15</b>
<b>5</b>	<ul style="list-style-type: none"><li>• Substance related and addictive disorders.</li></ul>	<b>2,3, 4, 5</b>	<b>5</b>
<b>6</b>	<ul style="list-style-type: none"><li>• Anxiety Disorders</li><li>• Psycho somatic disorders</li><li>• Stress and adjustment related disorders</li></ul>	<b>2, 3, 4, 5</b>	<b>5</b>



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<b>7</b>	<ul style="list-style-type: none"> <li>• Personality Disorders</li> </ul>	<b>2, 3, 4, 5</b>	<b>10</b>
<b>8</b>	<ul style="list-style-type: none"> <li>• Neuro developmental disorders- Mental Retardation: Types, Dynamics and treatment.</li> <li>• Pervasive developmental disorders</li> <li>• learning and motor skill disorders</li> <li>• ADHD</li> <li>• Emotional and Behavioural disorders in children.</li> </ul>	<b>2, 3, 4, 5</b>	<b>10</b>
<b>9</b>	<ul style="list-style-type: none"> <li>• Neuro cognitive Disorders – Dementia</li> <li>• Delirium</li> <li>• Difference between functional and organic brain pathology</li> <li>• Organic mood disorders</li> <li>• Organic psychotic illnesses</li> <li>• Epilepsy</li> </ul>		<b>10</b>
<b>10</b>	<ul style="list-style-type: none"> <li>• Critical Issues in Clinical Psychology- Professional Regulation and Ethico-legal issues</li> <li>• Cultural issues</li> <li>• Current scenario and future prospect: Problems and promise.</li> </ul>		<b>5</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to</li> </ol>



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	prepare a paper and present in the seminar 5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report <b>A. Semester End examination</b>
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**References**

1. Carson Robert C, Butcher James & Nineka. Abnormal Psychology and Modern life. 10th edition.
2. Taylor. K. (1969) Psychopathology its causes and symptoms. Buttor Woidh: London
3. Wolman Benjamin. B. (1965). Hand book of clinical psychology. New York: McGraw Hills
4. Kaplanand Sadock’s Synopsis of Psychiatry Tenth Edt 2007. Cippincott Williams and Wilkins.
5. Tasman A, Kay Jerald 2008 Psychiatry 3rd edition John Wiley and Sons.
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7. R.R. Bootzen, B.R. Aeocella Abnormal Psychology. New York current house 4th.
8. Gender M.G. 2000 Oxford Text Book of Psychiatry oxford press
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10. Sarason.B. & Sarason.I.(2002). Abnormal behaviour: the problem of maladaptive behaviour(10th Ed). Singapore: Pearson Education Asia Pvt Ltd.
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12. Zigler & Hodapp(1986). Understanding mental retardation. Cambridge: Cambridge University Press.

**SUGGESTED READINGS**

Approval Date	
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	<b>Name of course: Clinical Psychology</b> <b>Course Summary</b>

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**Name of course- Practicals  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Practicals</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C 12					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N, M.A., PhD.					
<b>Course Summary &amp; Justification</b>	Third semester practical course consists of psychological lab work includes projective tests such as Rotter’s Incomplete sentence blank, Word Association tests, Rorschach Ink blot test, Thematic Apperception Test, Benton Visual Motor Gestalt Test, and clinical instruments Training in relaxation techniques, as well as bio-feed back is also part of lab work. This course provide practical training in conducting and evaluating projective materials collected with suitable scales. Aim of this course is students shall have the knowledge, skill and favorable attitude in demonstrating psychological mindedness .					
<b>Semester</b>	Third Semester					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Eg. Authentic learning Collaborative learning Independent learning	30		60		90
<b>Pre-requisite</b>	Learning process, Cognitive process					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Student will be able to illustrate the concept of projective tests in psychological assessment. They will explain the common rating scales in clinical setting.	U	1
2	Students will be able to demonstrate skills in administration, scoring and interpreting projective and common clinical scales.	A	3
3		Ap	7,3



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	Students will be able to identify the psychological elements in projective material which will be utilize for psychological evaluation.		
4	The students will be able to Critically examine the projective materials at the descriptive, interpretative or synthetic level and come up with reliable and valid observations.	A	2
5	The students will be able to describe commonly using psychological tests for psychological evaluation.	U	1
6	Explain values and motivation concepts on behavior.	U	9
7	They will be able to articulate the use of relaxation technique and bio-feedback in clinical condition.	C	9
8	The clinical internship help to familiarize the common psychiatric conditions, clinical case taking approached and therapeutic techniques.	S	10
9	Student will be able to understand the clinical procedures in a mental health clinical setting.	U	1
10	Students will be able to demonstrate skills in conducting an interview with a psychiatric case, and collecting identifying data of the case, complaints, referral source or informant details, case history, etc.	A	3
11	Students will be able to identify the psychological elements in mental status of the case which will be utilize for diagnostic formulation.	Ap	7,3
12	The students will be able to Critically examine the case details and able to find out differential diagnosis.	A	2
13	The students will be able to describe psychiatric treatments for the management of mental health issues.	U	1
14	Explain DSM and ICD.	U	9
15	They will be able to identify psychiatric issues like schizophrenia, affective disorders, anxiety related conditions, substance related issues, etc.	C	9
16	The clinical internship help to familiarize the common psychiatric conditions, clinical case taking approached and therapeutic techniques.	S	10

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





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Name of course- Practicals  
Course Summary

COURSE CONTENT

Module No.	Module Content	C O	Hr
<b>(Administration and prepare of at least five report of the selected following tests)</b>			
<b>1</b>	<b>Rating Scales</b> 1. Hamilton Anxiety Rating Scale (HAM – A) 2. Hamilton Depression Rating Scale (HAM – D) 3. Beck depression inventory	<b>1, 2</b>	<b>20</b>
<b>2</b>	<b>Projective Techniques</b> 1. Thematic Apperception Test (TAT) 2. Rorschach Inkblot Test. 3. Word Association Test 4. Rotter’s Incomplete sentence Blank 5. Benton Visual Motor Gestalt Test,	<b>1, 2, 3, 4</b>	<b>20</b>
<b>3</b>	<b>Relaxation Technique</b> Progressive Muscular Relaxation	<b>2, 7</b>	<b>10</b>
<b>4</b>	<b>Bio-Feedback</b>	<b>2, 7</b>	<b>20</b>
<b>5</b>	<b>One month posting in psychiatric settings</b> Gain skill in identifying psychiatric cases. Conduct case studies. Prepare at least 10 case study report	<b>2, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>	
	<ul style="list-style-type: none"> <li>• Concepts of the tests, meaning, purpose of the tests, and standardization details</li> <li>• Concepts and theoretical background of tests</li> <li>• Standardization of ability/potential tests</li> </ul> Test construction principles	<b>2, 5, 6,</b>	



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### Name of course- Practicals Course Summary


<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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
<b>Assessment Types</b>	<b>Mode of Assessment</b> <ol style="list-style-type: none"><li>1. Continuous Internal Assessment (CIA)</li><li>2. Internal Test – One MCQ based and on extended answer type</li><li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li><li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li><li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li></ol> <b>A. Semester End examination</b> Prepare an evaluative report based on a given test. Interpersonal skills –establishing appropriate rapport, maintaining favorable relationship, administering the tools (knowledge of standard/customized instruction) understanding of the subtest/items with in the domain, knowledge of scoring and deriving raw score, ability to use of manual.

### REFERENCES

Manual of Psychological tests

### SUGGESTED READINGS


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	<b>Name of course- Psychodiagnostics Course Summary</b>

<b>School Name</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Psychodiagnostics</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	BE M 21 C 13					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N, MA., PhD.					
<b>Course Summary &amp; Justification</b>	This course includes a guideline for the psychological evaluation to be followed in practice. It also provides the directions for clinical interpretation for objective psychological test results. In this course, Psychometric properties of psychological tests and test standardization procedures are provided.					
<b>Semester</b>	3					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	-	10	90
<b>Pre-requisite</b>						

#### **COURSE OUTCOMES (CO)**


<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Students will be able to Illustrate the sections in a psychological test report.	U	1
2	Students will be able to analyze the projective responses for reliable and valid inferences.	A	2, 3
3	They can elucidate the objective psychological test like WAIS results in the clinical perspective.	Ap	2, 3
4	Critically examine the reality testing of a person.	A	1

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	<b>Name of course- Psychodiagnostics Course Summary</b>

5	Students can able to describe the significance of developmental stages in the personality of an individual.	U	4
6	Explain the dynamic organization of behaviour in the light of anxiety experience.	U	9
7	This course will help to build a perspective on the mechanism of personality organization based on psychodynamic approaches.	C	8
8	Appraise the personality of an individual and clinical implications	E	10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

### COURSE CONTENT

Module No.	Module Content	CO	Hr
1	Introduction to behaviour assessment: Over view Psychological test Report for referral, outline of sections, Behavioural observations and Behavioural rating scale. Case study – Case History taking-adult and child, Mental status Examination signs and symptoms in psychiatry.	1, 5	10
2	General procedures of assessment: Meeting the patient and Samples of Behaviour, the referral and clinical interview, diagnostic formulations.	1	10
3	Assessment of cognitive functions; reality testing and cognitive functioning – Sub test and scatter analysis.	1, 4	20

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<b>4</b>	Assessment of affective process, Impulses vs. Control, the vicissitudes of impulse. Impulses vs. Control – the nature of control mechanisms, defensive structure.	<b>1</b>	<b>20</b>
<b>5</b>	Assessment of personality: logical and content – test construction, factorial Analytic test construction, test construction by empirical criterion keying – Theoretical approach to test construction, clinical prediction and projective tests.	<b>1, 2, 7, 8</b>	<b>20</b>
<b>6</b>	Nature of Anxiety, Defensive structure, Assessment of social and personal behaviour: Inter – personal behaviour – identity, and Character diagnosis.	<b>1, 6</b>	<b>10</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>



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**Name of course- Psychodiagnostics  
Course Summary**

**REFERENCES**

1. Guilford, J.P. Psychometric Methods – McGraw Hill Publications, New Delhi.
2. Nunnally Psychometric Theory McGraw Hill Publications, New Delhi.
3. Edwards, E.L Techniques of Attitude Scale Constructions, Appleton Century Crafts.
4. Cronbach, L.J. Essential of Psychological Testing, Harper and Bros.
5. Anastasi, A. Psychological Testing – 4<sup>th</sup> Edition, Mc,Millan Publications.
6. Cohen,R.H. Swerdik, M.E. and Philips, S.M. (1996) Psychological Testing and Assessment 3<sup>rd</sup> Edn., Mayfield Publishing Co, California.
7. Kellerman H. and Burry A. 2007 Hand Book of Psycho diagnostic Testing. (The analysis of personality in the Psychological Report) Allyn and Bacon.
8. Kaplan and Sadock: Concises Text Book of Psychiatry
9. Casey P and Kelly B Fish’s Clinical Psychopathology signs and symptoms in Psychiatry.
10. Simmons & Rachel(2014). CBT for beginners(2 Ed). Los Angels: Sage Publishers.
11. Aiken, Lewis.R.(2003). Psychological testing and assessment(11<sup>th</sup> Ed). Boston: Allyn and Bacon.
12. Boyle, Matthews & Saklofske(2008). The sage handbook of personality theory and assessment: personality theories and models. New Delhi: Sage Publications India Pvt Ltd.

**SUGGESTED READINGS**

1. Kellerman H. and Burry A. 2007 Hand Book of Psycho diagnostic Testing. (The analysis of personality in the Psychological Report) Allyn and Bacon.
2. Anastasi, A. Psychological Testing – 4<sup>th</sup> Edition, Mc,Millan Publications.

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**Name of course: Behaviour Modification  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Behaviour Modification</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 01</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Swathymol.P.S, MSc Psychology, NET, JRF					
<b>Course Summary &amp; Justification</b>	Behaviour modification course starts with theories and principles behind the behaviour therapies. It includes different types of behaviour therapies and assertive training methods. It deals with different problem behaviours and the behaviour modifications techniques for that. It provide an insight to students about the behaviour problems and equip the students for effectively dealing those issues.					
<b>Semester</b>	Third					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	20	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand the theories behind behaviour modification methods	U	1
2	Students should be skilled in behaviour modification techniques	S	9
3	Able to recommend suitable behaviour modification techniques for child's/adults' behaviour problem	An	2
4	Analyze theories critically and apply learning principles it in real life context	A	5
5	Able to modify problem behaviours for themselves as	S	9



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well as for others

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

## COURSE CONTENT

Module No.	Module Content	C O	Hr
1	<ul style="list-style-type: none"> <li>• The nature of Behaviour Therapy</li> <li>• Theoretical foundation of Behaviour Therapy</li> <li>• The origin of Behaviour Therapy</li> <li>• The basic assumptions and principles of Behaviour Therapy</li> <li>• Behavioral model (ABC)</li> <li>• Behaviour Therapy and the Scientific Method.</li> </ul>	1, 2, 4	10
2	<ul style="list-style-type: none"> <li>• Relaxation and Systematic Desensitization</li> <li>• The Theory of Desensitization</li> <li>• Progressive (Deep) Muscle Relaxation</li> <li>• Guided Somato Psychic Relaxation</li> <li>• Meditation: Foundations of meditation practice</li> <li>• Preparing for meditation,</li> <li>• Categories of meditation: concentrative</li> <li>• Movement and expressive</li> <li>• Transcendental Meditation.</li> </ul>	1, 2, 3, 4, 5	10
3	<ul style="list-style-type: none"> <li>• Assertive Training: Definition</li> <li>• Theory of Assertive Training</li> <li>• Purpose, precautions, preparation after care and risk</li> <li>• Methods of Assertive Training, techniques of assertive training</li> <li>• Implementing Assertive Training.</li> </ul>	1, 2, 3, 5	10





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<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Modeling Procedures</li> <li>• Theoretical foundations</li> <li>• Principles</li> <li>• Vicarious modeling Acquisition and Facilitation of new behaviour</li> <li>• Steps involved in modeling process</li> <li>• Extinction of Fear and Anxiety by Modeling</li> <li>• Additional Modeling Procedures</li> <li>• Application of modeling</li> </ul>	<p><b>1, 2, 3, 4, 5</b></p>	<p><b>10</b></p>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Behaviour modification techniques: Basic Procedures and techniques</li> <li>• The use of Reinforcement</li> <li>• Primary and secondary, positive and negative reinforcement</li> <li>• Schedules of reinforcement</li> <li>• Positive and negative Punishment</li> <li>• Side effects and alternatives of punishment</li> <li>• Systematic desensitization</li> <li>• Aversion therapy</li> <li>• Extinction</li> <li>• Shaping and chaining</li> <li>• Prompting and fading</li> <li>• Behaviour contracting</li> <li>• Token economy</li> <li>• Time out, overcorrection</li> <li>• Stimulus satiation</li> <li>• Covariant Control: Covert Positive and Negative Reinforcement</li> <li>• Assertive training and Bio feedback.</li> </ul>	<p><b>2, 3, 4, 5</b></p>	<p><b>15</b></p>
<p><b>6</b></p>	<ul style="list-style-type: none"> <li>• Response Elimination and Extinction Procedures</li> <li>• Contingency Management</li> <li>• Graduated Extinction</li> <li>• Covert Extinction</li> <li>• Contingency management and contingency Contracting</li> <li>• Institutional use of Contingency management Procedures</li> <li>• Anxiety Induction Therapies</li> </ul>	<p><b>2, 3, 5</b></p>	<p><b>10</b></p>



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**Name of course: Behaviour Modification  
Course Summary**

	<ul style="list-style-type: none"> <li>• Exposure therapy</li> <li>• Flooding ,invio and invitro</li> </ul>		
<b>7</b>	<ul style="list-style-type: none"> <li>• Aversion procedures, Aversion Control Technique</li> <li>• Punishment: Procedures of Contingent Aversive Control</li> <li>• Aversive Counter conditioning</li> <li>• the Use of Drug – Induced Aversive States in Aversive Conditioning, the Counter conditioning</li> <li>• Alternatives to Electrical and Drug – induced Aversive States in Overt Sensitization Procedures</li> <li>• Counter anxiety – Relief Procedures</li> <li>• The use of Cognitive Stimuli in Aversive Counter conditioning</li> </ul>	<b>2, 3, 5</b>	<b>10</b>
<b>8</b>	<ul style="list-style-type: none"> <li>• Cognitive Learning Methods, Rational Emotive Therapy</li> <li>• Thought stopping</li> <li>• Exposure and response prevention</li> <li>• Cognitive bio-behavioral self-treatment</li> <li>• Cognitive Learning Methods in Self-Control</li> <li>• Applying Operant Procedures to problems of Self-Control, Self-Control and Obesity</li> <li>• Self-Control and Study Behaviour</li> <li>• Biofeedback</li> <li>• Stress Inoculation.</li> </ul>	<b>2, 3, 4, 5</b>	<b>10</b>
<b>9</b>	<ul style="list-style-type: none"> <li>• Fuctional behavioral assessment (FBA)</li> <li>• Applied Behaviour Analysis (ABA)</li> <li>• SORC model</li> <li>• Behavioural interview</li> <li>• Observation methods</li> <li>• Behavioural intervention methods.</li> </ul>	<b>2, 3, 5</b>	<b>5</b>



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Course Summary**

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b>            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.</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**References**

1. David C.Rimm & John C masters, Behaviour Therapy: Techniques and Empirical Findings ( 2 edition) Academic Press, New York.
2. Pollak Otto (1976) Human Behaviour and the helping profession, spectrum publication, Inc., New York.
3. Wolp (1973) The practice of behaviour therapy, Pergamon, New York.
4. Wolman Benjamin (1965) Hand Book of Clinical Psychology, McGraw Hill.
5. Anastasi,A. Psychological Testing- 4th Edition, McMillan Publications.
6. Agras, W.Stewart, Kazdin, Alan & Wilson, Terrence(1979). Behaviour therapy: towards an applied clinical science. San Francisco: W.H.Freeman and Company.
7. Dryden, Windy(2009). Skills in rational emotive behaviour: counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.
8. Caballo, V.E.(1998). International handbook of cognitive and behavioural treatments for psychological disorders. New York: Pergamon.



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**Name of course: Behaviour Modification  
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**SUGGESTED READINGS**

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**Name of course –Criminology  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Criminology</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 02</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N, M.A., PhD					
<b>Course Summary &amp; Justification</b>	This elective course intended to prepare the students with higher level of knowledge and understanding in criminology and criminal justice system. This course cover the topic like theories of crime causation, crime typology, psychology of crime behavior and criminal justice system.					
<b>Semester</b>	Third Semester					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Students will be able to Illustrate crime and deviant behaviour	U	1
2	Analyze social, psychological and legal aspects of crime.	A	3
3	Elucidate psychological background of crime	Ap	4
4	Critically examine the theoretical perspective of criminal behavior.	A	9
5	Describe typology of crime	U	1
6	Explain criminal justice and legal background.	U	1,8



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**Name of course –Criminology  
Course Summary**

7	Build a perspective on criminal behaviour	C	2
8	Appraise the psychological, social, biological and legal aspects of crime.	E	10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
<b>1</b>	<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Criminology and crime</li> <li>• Brief History of criminology</li> <li>• Criminology and deviance</li> <li>• Nature and extent of crime - crime trends, crime patterns</li> <li>• Victim and victimization - problems of victims, nature of victimization, caring for victim.</li> </ul>	<b>1, 7</b>	<b>10</b>
<b>2</b>	<b>THEORIES OF CRIME CAUSATION</b> <ul style="list-style-type: none"> <li>• Rational choice theory</li> <li>• Trait theories - foundation of trait theory, biosocial theory, psychological trait theory</li> <li>• Social structure theories, strain theories, cultural deviance theories</li> <li>• Social process theories – social learning theory, social control theory, social reaction theory</li> <li>• Developmental theories.</li> </ul>	<b>1, 3, 4, 7</b>	<b>20</b>
<b>3</b>	<b>CRIME TYPOLOGIES</b> <ul style="list-style-type: none"> <li>• Interpersonal violence – the causes of violence, forcible rape, murder and homicide, assault, robbery, hate crimes</li> <li>• Political crime and terrorism – nature, types of political crime, terrorism</li> <li>• Property crime – theft, burglary, arson</li> <li>• Enterprise crime : white-collar and organized crime</li> </ul>	<b>1, 2, 3, 5</b>	<b>20</b>



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**Name of course –Criminology  
Course Summary**

	<ul style="list-style-type: none"> <li>Public order crime : sex and substance abuse</li> <li>Cyber crime and technology – cyber theft, cyber vandalizing, cyber warfare</li> </ul>		
<b>4</b>	<b>PSYCHOLOGY AND CRIMINAL BEHAVIOUR</b> <ul style="list-style-type: none"> <li>Psychology of crime</li> <li>Deviant behavior</li> <li>Impulsive violence</li> <li>Psychophysiology and crime</li> <li>Learning and crime</li> <li>Anger and aggression</li> <li>Stanley Milgram’s experiment</li> <li>Mental diagnosis, prognosis and treatment of criminal and delinquent behavior</li> <li>Organized crime syndicates.</li> </ul>	<b>1, 2, 3, 7</b>	<b>20</b>
<b>5</b>	<b>CRIMINAL JUSTICE AND LAWS</b> <ul style="list-style-type: none"> <li>Criminal justice - Definition</li> <li>Evolution of criminal justice system</li> <li>Legal provisions of Indian penal code</li> <li>Legal provisions of criminal procedure code</li> <li>Court procedure</li> <li>Legal provisions of Indian evidence act.</li> </ul>	<b>2, 6, 7</b>	<b>20</b>

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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 .....
<b>Assessment Types</b>	<b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>Continuous Internal Assessment (CIA)</li> <li>Internal Test – One MCQ based and on extended answer type</li> </ol>



## MAHATMA GANDHI UNIVERSITY

### Name of course –Criminology Course Summary

3. Book review – every students to review a seminal work on Alternative Education and submit a report
  4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar
  5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report
- A. Semester End examination**


### REFERENCES

1. Siegel, L. J. (2010). *Criminology: Theories, patterns, and typologies* (10th ed.). Boston, MA: Cengage Learning.
2. Wright, R. A., & Miller, J. M. (2005). *Encyclopedia of criminology*. New York: Routledge.
3. Siegel, L. J., & Worrall, J. L. (2007). *Essentials of criminal justice* (5th ed.). Boston, MA: Cengage.
4. Wortley, R. (2011). *Psychological criminology: An integrative approach*. London: Routledge.
5. Gadd, D., & Jefferson, T. (2007). *Psychosocial criminology*. Los Angeles: SAGE.
6. Maguire, M., Morgan, R., & Reiner, R. (1994). *Oxford handbook of criminology*. New York: Oxford University Press.
7. Travis, L. F. (2012). *Introduction To Criminal Justice*. S.L.: Routledge.

### SUGGESTED READINGS

Approval Date	
Version	
Approval by	
Implementation Date	



	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course- Guidance and Counseling: Principles and Practices (Guidance and Counseling) Course Summary</b>

<b>SchoolName</b>	School of Behavioural Sciences					
<b>Programme</b>	M.Sc. Psychology					
<b>Course Name</b>	Guidance and Counseling: Principles and Practices (Guidance and Counseling)					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	BE M 21 E 03					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N, M.A., PhD.					
<b>Course Summary &amp; Justification</b>	This course included the evolution of guidance and counseling movement, history, nature and functions and theoretical foundations. This course also deals with the psychometry in counseling, counseling as a helping profession and current trends. This will provide foundation for counseling preparedness of the students					
<b>Semester</b>	Third					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total LearningHours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Students will be able to Illustrate the historical development of guidance and counseling as a profession. The nature and functions and current trends.	U	1
2	Students will be able to analyze the theoretical foundations of guidance and counseling.	A	3
3	They can elucidate the theories is application	Ap	1, 5, 9



MAHATMA GANDHI UNIVERSITY

Name of course- **Guidance and Counseling: Principles and Practices (Guidance and Counseling)**  
Course Summary

4	Critically examine various theories of guidance and counselling.	A	9
5	Students can able to describe the psychological tests commonly used in guidance and counseling settings. They can analyse the test results in the given counseling setting.	U, A	2, 9, 10
6	Explain the characteristics of helping relationships, the roles, individual and group counseling, skills and therapeutic climate.	U	1
7	Build a perspective on counseling setting	C	9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	Evolution of Guidance and Counselling <ul style="list-style-type: none"> <li>• Historical perspective - Factors contributing to the emergence of guidance and counselling</li> <li>• Moral and philosophical issues</li> <li>• Economic issues</li> <li>• Educational challenges</li> <li>• Mental hygiene</li> </ul>	1	10
2	<b>Nature need and Functions of Counselling</b> <ul style="list-style-type: none"> <li>• Facts and fallacies of counselling needs</li> <li>• Needs for shared approach</li> <li>• Functions of counselling</li> <li>• Achievement of positive mental health and improving personal effectiveness</li> <li>• Resolution of problems and behaviour modification.</li> </ul>	1, 7	15



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**Name of course- Guidance and Counseling: Principles and Practices  
(Guidance and Counseling)  
Course Summary**

<b>3</b>	<b>Counselling Theories</b> <ul style="list-style-type: none"><li>• Definition and purpose of counselling theories</li><li>• Developing a personal counselling theory</li><li>• Psychoanalysis and Psychodynamic theories</li><li>• Behavioural, Cognitive and Developmental theories</li><li>• Humanistic theories</li></ul>	<b>2, 3, 4</b>	<b>20</b>
<b>4</b>	<b>Psychometry</b> <ul style="list-style-type: none"><li>• Orientation to Psychometry</li><li>• Qualities of good tests</li><li>• Classification of tests- intelligence tests, personality tests, aptitude tests, achievement motivation tests, memory tests, memory tests, attention and interest inventories</li><li>• Rating scales – anecdotal records, cumulative records, and socio-metric techniques</li><li>• Case studies</li></ul>	<b>5</b>	<b>20</b>
<b>5</b>	<b>Current trends in Counselling</b> <ul style="list-style-type: none"><li>• Counselling in Indian context</li><li>• Psychotherapy: Trends and issues</li><li>• Multi cultural counseling</li><li>• Accreditation and licensing of counseling</li></ul>	<b>6, 7</b>	<b>10</b>



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Guidance and Counseling: Principles and Practices  
(Guidance and Counseling)  
Course Summary**

	<ul style="list-style-type: none"> <li>Ethical and legal aspects of counseling</li> </ul>		
<b>6</b>	<p><b>Characteristics of a Helping Relationship</b></p> <ul style="list-style-type: none"> <li>The helping relationship – an overview</li> <li>Therapeutic climate and characteristics of an effective counseling relationship</li> <li>Individual and group counseling</li> <li>Counselling skills – Macro and micro skills – Listening skills</li> <li>Role of the counselor – Changing roles of the counselor – Counselor as consultant.</li> </ul>	<b>6, 7</b>	<b>15</b>

**Activities**

1. Prepare a term paper on need, importance and functions of counseling.
2. Conduct group discussions on the relative applications of different theories of counseling.
3. Prepare a chart depicting the classification of psychometric tools.
4. Organize a debate on the topic ‘Counselling in Indian context’.
5. Organize a seminar on the various roles of counselor.

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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</p> <p>.....</p>
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**Name of course- Guidance and Counseling: Principles and Practices  
(Guidance and Counseling)  
Course Summary**

<b>Assessment Types</b>	<b>Mode of Assessment</b>
	<ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**REFERENCES**

**References**

1. George, R.L., & Stride, C. T. (1981). Theory, Methods and processes of Counselling and Psychotherapy. Prentice Hall, New York.
2. Rao, N. S. (1987). Counselling Psychology. Tata McGraw Hill, New Delhi.
3. Ivey, A. E., Gluckstein, N., & Ivery, M. B. (1983). Basic Attending Skill (3<sup>rd</sup> edn.). Micro Training Associates, North Amherst.
4. Okun, B. F. (1987). Effective Helping Interviewing and Counselling Techniques (3<sup>rd</sup> edn). Brooks Cole Publishing Co., California.
5. Goldenberg, I., & Goldenberg, H. (1990). Family Therapy: An Overview. Brooks Cole Publishing Co., California.
6. Henstein, J. M. (1980). Marriage and Family in a changing Society. The P Press, New York.
7. Frank, A. N. (1990). An Introduction to the Profession of Counselling. Merrill Publishing Co., USA.
8. Ivery, A. E., Mary, B. I. V., & Simela, H. (1980). Counselling and Psychotherapy – Integrating Skills, Theory and Practice. Prentice Hall of India Pvt. Ltd., New Delhi.
9. Brannmer, L. M., Abrago, P. J., & Shoestrom, E.L. (1994). Therapeutic Counselling and Psychotherapy.



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**Name of course- Guidance and Counseling: Principles and Practices  
(Guidance and Counseling)  
Course Summary**

10. Moursunt, I.P. (1993). The Process of Counselling and Therapy (3<sup>rd</sup> edn). Prentice Hall of India pvt. Ltd., New Delhi.

### SUGGESTED READINGS

Approval Date	
Version	
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Implementation Date	



**MAHATMA GANDHI UNIVERSITY**

**Name of course Cognitive Neuroscience  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	Cognitive Neuroscience					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 04</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N., MA., PhD					
<b>Course Summary &amp; Justification</b>	This elective paper familiarize students with recent emerging area of cognitive neuropsychology. This course intended for prepare students with in depth perspective on neurocognitive process					
<b>Semester</b>	Third					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>	SBEMPC 06 Cognitive process, SBEMPC 07 Physiological psychology, SBEMPC 08 Learning process.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Illustrate neuro cognitive perspective of perception, attention, memory and language	U	1
2	Analyse neuro cognitive functions of human mind	A	3
3	Elucidate various neuro cognitive functions related to attention, perception, memory and other language	Ap	4
4	Critically examine brain and cognitive functions	A	5
5	Describe brain and behaviour	U	2
6	Explain the mechanism of attention with respect to spatial, listening, and motoric functions	U	9
7	Build a perspective on neurocognitive functions	C	6



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**Name of course Cognitive Neuroscience  
Course Summary**

8	Appraise neurocognitive disturbances on the perspective of neurocognitive functions.	E	10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	<p><b>Cognitive Neuroscience - Perception</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Cognitive Neuroscience - Perception</li> <li>• Representation of objects</li> <li>• Representation of Spatial relation</li> <li>• Top-down effects of visual perception</li> <li>• Mental imagery, spatial imagery, and motor learning</li> <li>• Audition</li> <li>• Neural correlation of Development of speech perception</li> </ul>	1, 2, 3, 4, 5, 7	(15 Hrs)
2	<p><b>Cognitive Neuroscience - Attention</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Auditory attention</li> <li>• Spatial attention</li> <li>• Attention and action</li> <li>• Development of attention</li> <li>• Attentional disorders</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	(15 Hrs)
3	<p><b>Cognitive Neuroscience - Memory</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Semantic memory</li> <li>• Episodic memory</li> <li>• Working memory</li> <li>• Motor skill learning</li> <li>• Memory consolidation</li> <li>• Memory disorders</li> </ul>	1, 2, 3, 4, 5, 7, 8	(15 Hrs)





**MAHATMA GANDHI UNIVERSITY**

**Name of course Cognitive Neuroscience  
Course Summary**

<b>4</b>	<p><b>Cognitive Neuroscience - Language</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Cognitive neuroscience of written language: reading and writing</li> <li>• Speech perception</li> <li>• Conceptual knowledge of objects in human brain</li> <li>• Cognitive neuroscience- where are we now ? &amp; where are we going?</li> </ul>	<b>1, 2, 3, 4, 5, 7</b>	<b>(15 Hrs)</b>
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**REFERENCES**

**1. (following any standard reference format like APA, MLA, Chicago....)**

**SUGGESTED READINGS**

1. Ochsner K N & Kosslyn S M(2014) The Oxford Handbook of Cognitive Neurosciences, Oxford university Press



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**Name of course Cognitive Neuroscience  
Course Summary**

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**MAHATMA GANDHI UNIVERSITY**

**Name of course- Personality and Social Psychology  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	Personality and Social Psychology					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 05</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N., MA. PhD.					
<b>Course Summary &amp; Justification</b>	The elective course on Personality and Social Psychology I covers the areas of scientific explanations in Personality and social psychology.					
<b>Semester</b>	Third					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>	SBEMPC03 Personality					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Illustrate social process that mediate personality	U	1
2	Analyse approaches of personality and social psychology	A	3
3	Elucidate personality and social psychology of psychopathology, wellbeing, and multiculturalism.	Ap	8
4	Critically examine application of personality and social psychology in various settings.	A	5
5	Describe foundations of personality and social psychology	U	3
6	Explain self and identity, motivation, emotion, and close relationships	U	2



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Name of course- **Personality and Social Psychology**  
**Course Summary**

7	Build a perspective on personality and social psychology	C	7
8	Appraise personality mediation by social psychology	E	10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	<b>Personality and Social Psychology- An Overview, issues and challenges</b> <ul style="list-style-type: none"> <li>• Personality trait and social psychology</li> <li>• Social Processes mediate personality</li> <li>• Trait and social behavior</li> </ul>	1, 7, 8	15
2	Foundations of Personality and Social psychology- Historical Conceptual and Methodological perspectives <ul style="list-style-type: none"> <li>• History of personality and social psychology</li> <li>• Perspectives on person</li> <li>• Perspectives on situation</li> <li>• Behaviour and behavior assessment</li> <li>• Neuroscience approaches in social and personality psychology</li> <li>• Cultural psychology approach</li> </ul>	5, 7, 8	15
3	approaches to personality and social psychology <ul style="list-style-type: none"> <li>• Motivation and goal pursuit</li> <li>• Emotion – personality and social psychology</li> <li>• Personality and social interaction</li> <li>• Close relationship</li> </ul>	2, 5, 6, 7, 8	15



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Name of course- Personality and Social Psychology  
Course Summary

4	Life domain <ul style="list-style-type: none"> <li>• Personality, social psychology and psychopathology</li> <li>• Individual and social wellbeing</li> <li>• Multiculturalism</li> </ul>	3, 7, 8	15
5	Personality and social psychology in practice <ul style="list-style-type: none"> <li>• Work and organization</li> <li>• Forensic personality and social psychology</li> <li>• Understanding health Behaviour</li> </ul>	4, 7, 8	15

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

REFERENCES

SUGGESTED READINGS

1. Matthews G (2020) A Grand Challenge for Personality and Social Psychology: Competition, Cooperation, or Co-existence? Front. Psychol. 11:1570. doi: 10.3389/fpsyg.2020.01570
2. Deaux , K & Snyder , M(2012)The Oxford Handbook of Personality and Social Psychology. Oxford University Press.



MAHATMA GANDHI UNIVERSITY

Name of course- **Personality and Social Psychology**  
Course Summary

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**MAHATMA GANDHI UNIVERSITY**

**Name of course - BE M 21 O 01 Counselling (Open Course)  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Counselling</b>					
<b>Type of Course</b>	Open Course					
<b>Course Code</b>	<b>BE M 21 O 01</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N, MA., PhD. Mrs.Swathymol.P.S, MSc.Psychology, NET,JRF					
<b>Course Summary &amp; Justification</b>	The open course in counseling offered to students from other schools and centers. The counseling course help students to understand the importance of counseling in everyday life. This course provide the students to understand the process of counseling its theoretical foundations and the ethically minded counsellor work with individuals.					
<b>Semester</b>	Third					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total LearningHours
	Authentic learning Collaborative learning Independent learning	60	20		10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Students will be able to Illustrate the definition and historical background of the counseling profession.	U	1
2	Students will be able to analyze the counseling needs of various situations.	A	3
3	They can elucidate the theoretical approaches to counselling .	Ap	1
4	Critically examine different theories of counseling..	A	1, 2
5	Students can able to describe professional skills and ethical considerations underlying in counseling.	U	7, 9, 10



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Name of course - BE M 21 O 01 Counselling (Open Course)  
Course Summary

6	Explain the process of counseling, counselor qualities and skills, and techniques in counseling.	U	5
7	This course will help to build a perspective on the counseling as a helping profession.	C	2
8	Appraise the counseling in settings like child and adolescence, family and marriage, crisis intervention, suicide and other preventive/intervention counseling.	E	1
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Module No.	Module Content	C O	Hr
1	<b>An overview of Counselling</b> Definitions, Distinction between counselling and Psychotherapy, goals of counselling, Historical developments of counselling Profession, Ethical and legal aspects of counselling. Research in counselling.	1, 2, 5	15
2	<b>Counselling Process and techniques</b> Preparation for Counselling, Counselling interview, Counselling relationship, Counselling process - Relationship Building, Assessment And Diagnosis, Formulation Of Counselling Goals, Intervention and Problem Solving, Termination and Follow-Up, counselling steps, techniques.	6, 7	20
3	Counsellors' Skills and Qualities of Effective Counsellor, variables affecting counselling process. Research And Evaluation.	5, 6	15





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**Name of course – BE M 21 O 01 Counselling (Open Course)  
Course Summary**

4	<b>Approaches to counselling:</b> Psychoanalytic approach, behaviour, humanistic, gestalt, Adlerian, existential and cognitive approaches to counselling.	3, 4	20
5	<b>Special areas in Counselling :</b> Child and adolescents counselling, Counselling for Children with Special Needs, crisis counselling, counselling for marriage and family, premarital counselling, counselling for relationship issues, counselling for Alcohol and substance abuse, Rape victims, grief counselling, Suicide Prevention Counselling, counselling for HIV /AIDS patients and Terminal Illness, Counselling for minorities, Group Counselling.	2, 7, 8	20

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>



## MAHATMA GANDHI UNIVERSITY

### Name of course – BE M 21 O 01 Counselling (Open Course) Course Summary

#### REFERENCES

Capuzi, D., & Gross, R.D. (2007). *Theories and Applications of Counselling and Psychotherapy*. New Jersey: Pearson pub.

George, R. L., & Christiani, J. S. (1986). *Counselling: theory and practice*. New York: Prentice hall

Gladding, T.S. (2011). *Counseling: A comprehensive profession*. (6<sup>th</sup> ed.). India: Dorling Kindersley.

Hongh, M. (2006). *Counselling Skills and Theory*. London: Hodder Arnold.

Ivey, A. E., D' Andrea, J. M. & Ivey, B.M. (2012). *Theories of Counselling and Psychotherapy*. London: Sage Publications.

Neukrug, E. (2012). *Counseling theory and practice*. India : Cengage learning.

Nystul, M. S. (2015). *Introduction to counseling: An art and science perspective*.(4<sup>th</sup> ed.). Sage Publications.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley & Sons.

#### SUGGESTED READINGS

1. Sally A (2014) Short introductions to the therapy professions, Sage, California.
2. Bor,R & Watts,M(2017)The trainee handbook : a guide for counselling & psychotherapy trainees,Sage, New Delhi.

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MAHATMA GANDHI UNIVERSITY

Name of course - BE M 21 O 01 Counselling (Open Course)  
Course Summary

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# **SEMESTER IV**

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**MAHATMA GANDHI UNIVERSITY**

**Name of course : BE MA 21 C 15 Neuropsychology  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Neuropsychology</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	<b>BE M 21 C 15</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N, MA., PhD.					
<b>Course Summary &amp; Justification</b>	Neuro psychology course impart basic foundations in neurophysiology, neuro anatomy, and disturbances of higher cerebral functions. This course prepare student with understanding in the field of neuropsychology.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total LearningHours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Students will be able to Illustrate brain areas and its functional organization.	U	1
2	Students will be able to analyze the disruptions higher cerebral functions and its behavioural significance.	A	3
3	They can elucidate common neurological disorders, functional organization of the brain, anatomical organization, and higher cerebral functions.	Ap	5
4	Critically examine neurological basis of learning, memory, emotion and motivation.	A	8
5	Students can able to describe neurological basis of vegetative and endocrine functions.	U	1, 9
6		U	1



## MAHATMA GANDHI UNIVERSITY

Name of course : BE MA 21 C 15 Neuropsychology  
Course Summary

	Explain limbic system and specific functional organization of thalamus, hypothalamus, amygdala and other functional nuclei of the subsystem		
7	Build a perspective on neuropsychology as a branch of science.	C	2
8	Appraise the brain and psychological process. The knowledge can be applied in rehabilitation process.	E	9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

### COURSE CONTENT

Module No.	Module Content	C O	Hr
1	Basic Neuroanatomy and Neuropsychology, Historical background of Neuropsychology, Cellular organization of the nervous system, Structure and functions of neurons, neural impulse, Types of neurons, The neurons electrical activity neurotransmitters, The brain electrical activity (EEG, Evoked potential) The topography of the brain: internal structures, blood supply, the brain stem. Neurotransmitters, Gross anatomy of the nervous system. Organization of the nervous system: CNS, Peripheral nervous system, the CSF, and the ventricles.	1, 3	10
2	Organization of the sensory and motor systems: Visual pathway, Auditory pathway, and Somatosensory pathway, Pathway for taste and smell, Pain pathways, Motor pathways: Pyramidal and extra pyramidal systems, Papez circuit.	1, 3	20



**MAHATMA GANDHI UNIVERSITY**

**Name of course : BE MA 21 C 15 Neuropsychology  
Course Summary**

3	Neural bases of motivation and emotion: The ARAS, The limbic system: principles, Structures of the limbic system, Hypothalamus, Amygdale, Hippocampus Kluvar Bacy syndrome. The Hypothalamus: Role in Hunger, Thirst and Sex. The Hippocampus: Role in memory and learning, the amygdale and emotional expression.	2, 3, 4	15
4	Common Neurological Disorders: Cerebral trauma, Intracranial tumors, Cerebro vascular disorders and degenerative disorders. Disruption of higher cerebral functions – Aphasia, Agnosia, apraxia, Agraphia, Alexia, Amnesia, Epilepsy.	2, 3	15
5	Anatomy, functional organization and connections of the cortex, Frontal lobe, Parietal lobe, Temporal lobe, Occipital lobe.	1, 3	15
6	Asymmetry of cortical functions: Concepts of cerebral dominance, unilateral lesion studies, Hemispherectomy, commissurotomy, Agencies of the corpus collosum.	2	15

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>



## MAHATMA GANDHI UNIVERSITY

Name of course : BE MA 21 C 15 Neuropsychology  
Course Summary

### REFERENCES

1. Horton, Arthur & Wedding, Danny(1984). Clinical and behavioural neuropsychology: an introduction.
2. Kolb, Bryan & Whishaw, Ian(2003). Fundamentals of human neuropsychology(5<sup>th</sup> Ed). New York: Worth Publishers.
3. Andrewes, David.G.(2002). Neuropsychology: from theory to practice. New York: Psychology Press.
4. Stirling, John(2002). Introducing neuropsychology. New York: Psychology Press.
5. Anderson, Hendy, Northam & Wrennall(2006). Developmental neuropsychology: a clinical approach. New York: Psychology Press.
6. Allen, Nicholas.B., Pantelis & Wood, Stephen(2009). The neuropsychology of mental illness. New Delhi: Cambridge University Press.
7. Gurd, Jennifer.M., Kischka, Udo & Marshall, John.C.(2012). Handbook of clinical neuropsychology. Oxford: Oxford University Press.

### SUGGESTED READINGS

1. Andrewes, D.(2016) Neuropsychology: From Theory to Practice, 2<sup>nd</sup> ed. Taylor & Francis.
2. *Parsons, M.W., & Hammeke, T.A. (2014) Clinical Neuropsychology, Third Edition, APA, USA.*

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**MAHATMA GANDHI UNIVERSITY**

**Name of course: Counselling  
Course Summary**

<b>School Name</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Counselling</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	<b>BE M 21 C16</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Swathymol.P.S, MSc Psychology, NET, JRF					
<b>Course Summary &amp; Justification</b>	Counseling course is designed to familiarize students with different approaches in counseling, techniques, and the process of counseling. It also includes new approaches like solution focused therapy. Knowledge about needs of counseling, different approaches, skills of a counsellor, and the counseling process will direct students to conduct counseling sessions in real life situations.					
<b>Semester</b>	IV					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	20	20	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understanding an overview of basic approaches in counseling, theories, and techniques in counseling.	U	1
2	Equip students with basic counselling skills	S	9
3	Critically evaluate counselling theories and applying appropriate approach in a real-life situation.	E	2
4	Identify the need for counseling and guidance.	U	1
5	Equip students with guidance skill.	S	9
6	To learn different areas in counseling.	R, U	9, 3



**MAHATMA GANDHI UNIVERSITY**

**Name of course: Counselling  
Course Summary**

7	To know the professional ethics, legal acts, rights in counselling	U	7
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*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

**COURSE CONTENT**

<b>Module No.</b>	<b>Module Content</b>	<b>C O</b>	<b>Hr</b>
<b>1</b>	An overview of Counseling <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Distinction between counseling and psychotherapy</li> <li>• Goals of counselling</li> <li>• Historical developments of counseling profession</li> <li>• The helping professions, and Professional organizations</li> </ul>	<b>1</b>	<b>10</b>
<b>2</b>	Approaches to Counseling <ul style="list-style-type: none"> <li>• Client Centered Therapy</li> <li>• Gestalt Counseling</li> <li>• Existential Counseling</li> <li>• Adlerian</li> <li>• Psychoanalytic Counseling</li> <li>• Solution focused therapy</li> <li>• TA</li> <li>• Behavioural Approach</li> <li>• REBT</li> <li>• CBT</li> <li>• Group counseling – therapeutic group</li> <li>• Stages of therapeutic groups</li> <li>• Encounter group</li> <li>• Psycho drama</li> </ul>	<b>1, 3</b>	<b>15</b>
<b>3</b>	Counseling skills <ul style="list-style-type: none"> <li>• Client Counselor interaction</li> <li>• Qualities of effective Counselor</li> <li>• Attending, Influencing, Integrating, Interview skills, Positive skills, Structuring, Communication skills</li> </ul>	<b>2</b>	<b>15</b>



**MAHATMA GANDHI UNIVERSITY**

**Name of course: Counselling  
Course Summary**

	<ul style="list-style-type: none"> <li>• Verbal skills and Non verbal skills</li> <li>• Helping skills - Micro skills in counseling, Listening, Leading, Reflecting, Summarizing, Confronting, Interpreting Informing.</li> </ul>		
<b>4</b>	<b>Counseling Process</b> <ul style="list-style-type: none"> <li>• Preparation for Counseling</li> <li>• Initial Interview</li> <li>• History taking</li> <li>• Exploration and identification of goals</li> <li>• Ice breaking, Winning Confidence, Value orientation</li> <li>• Steps in Counseling – Interview, Diagnosis, Analysis, Implementation, Follow – up, Termination.</li> </ul>	<b>3</b>	<b>15</b>
<b>5</b>	<b>Different areas of Counseling</b> <ul style="list-style-type: none"> <li>• Family Counseling</li> <li>• Genetic Counseling</li> <li>• Pre- Marital Counseling</li> <li>• Marital Counseling</li> <li>• Child and Adolescent Counseling</li> <li>• Parental Counseling</li> <li>• Student Counseling</li> <li>• Crisis Counseling</li> </ul>	<b>6</b>	<b>15</b>
<b>6</b>	<b>Guidance</b> <ul style="list-style-type: none"> <li>• Objectives of guidance</li> <li>• Basic principles of guidance</li> <li>• Need for guidance</li> <li>• Areas and types</li> </ul>	<b>4, 5</b>	<b>10</b>
<b>7</b>	<b>Ethical standards and Professional competency</b> <ul style="list-style-type: none"> <li>• Ethics in counselling</li> <li>• Mental health care Act</li> <li>• Allied Health Care Act</li> <li>• Rehabilitation Council of India Act</li> <li>• Rights of Persons with Disability Act</li> </ul>	<b>7</b>	<b>10</b>



**MAHATMA GANDHI UNIVERSITY**

**Name of course: Counselling  
Course Summary**

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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.
<b>Assessment Types</b>	<b>Mode of Assessment</b> <ol style="list-style-type: none"><li>1. Continuous Internal Assessment (CIA)</li><li>2. Internal Test – One MCQ based and on extended answer type</li><li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li><li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li><li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li></ol> <b>A. Semester End examination</b>

**Reference**

1. Dryden, Windy & Woolfe, Ray(1996). Handbook of counselling psychology. London: Sage Publications Inc.
2. Sharma, Tara(2002). Modern methods of guidance & counselling. New Delhi: Sarup & sons.
3. Feltham & Horton(2000). Handbook of counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.
4. Nelson-Jones, Richard(2002). Essential counselling and therapy skills: the skilled client model. New Delhi: Sage Publications India Pvt Ltd.
5. Lapworth & Sills(2010). Integration in counselling and psychotherapy. New Delhi: Sage Publications India Pvt Ltd.
6. Chandra, Ramesh(2011). Psychology, counselling and therapeutic practices. New Delhi: Isha books.



**MAHATMA GANDHI UNIVERSITY**

**Name of course: Counselling  
Course Summary**

7. Jacobs, Michael(2010). Psychodynamic counselling in action(4th Ed). New Delhi: Sage Publications India Pvt Ltd.
8. Kottler, Jeffrey.A. & Shephard, David.S.(2008). Counselling: Theories and practices. New Delhi: Cengage Learning India Pvt Ltd.

**SUGGESTED READINGS**

Approval Date	
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Implementation Date	



**MAHATMA GANDHI UNIVERSITY**

**Name of course- BE MA 21 C 17 Dissertation  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Dissertation</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	<b>BE M 21 C17</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N. M.A., PhD Mrs. Swathymol P. S.					
<b>Course Summary &amp; Justification</b>	The research project/dissertation to be undertaken by all students. The dissertation entails field work/lab work, quantitative and/or qualitative analysis of data, report writing, presentation and viva voce.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning					90
<b>Pre-requisite</b>	Research Methodology, Statistics					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	1. Illustrate ..... The ability to develop a research proposal. 2. The ability to prepare tools of data collection. 3. The skills of sampling. 4. The skills in the administration of research tools. 5. The skills in analyzing data by using statistical packages. 6. The skills in the analysis and interpretation of results. 7. The skills in the testing of hypotheses and drawing conclusions. 8. The ability to derive implications of research findings.  The ability to organize the references as per APA format.	U	1
2		A	3



**MAHATMA GANDHI UNIVERSITY**

**Name of course- BE MA 21 C 17 Dissertation  
Course Summary**

	Analyse literature source, primary and secondary materials		
3	Elucidate deductive and inductive process underlying research	Ap	1,2
4	Critically examine the research findings in the underlying methodological issues.	A	3, 7
5	Describe the stages in research	U	1,2
6	Explain qualitative and quantitative research methods	U	9
7	Build a perspective on scientific exploration	C	5
8	Appraise research finding and scientifically minded	E	8, 6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
	Phase 1: Synopsis of the proposed research work Submission  Phase 2: Review of Literature and Development of Tools  Phase 3: Data collection  Phase 4: Data analysis, Results Discussion and Thesis Submission	<b>1, 2, 3, 4, 5, 6, 7, 8</b>	

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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.
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## MAHATMA GANDHI UNIVERSITY

Name of course- BE MA 21 C 17 Dissertation  
Course Summary

### Assessment Types

### Mode of Assessment

1. Continuous Internal Assessment (CIA)
  2. Internal Test – One MCQ based and on extended answer type
  3. Book review – every students to review a seminal work on Alternative Education and submit a report
  4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar
  5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report
- A. Semester End Viva voce examination**

### REFERENCES

1. Following standard reference format APA

### SUGGESTED READINGS

1. Publication Manual of APA

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**MAHATMA GANDHI UNIVERSITY**

**Name of course: BE MA 21 E 06 Psychotherapy  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Psychotherapy</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E06</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Swathymol.P.S, MSc Psychology, NET, JRF					
<b>Course Summary &amp; Justification</b>	Psychotherapy course is designed to familiarize students with different techniques of psychotherapy and theoretical concepts behind it. It also includes psychotherapy in special population and group therapies. The last unit provides the knowledge about psychological tests and its importance in clinical setting.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	20	-	90
<b>Pre-requisite</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Understand different techniques in psychotherapy	U	1
2	Should be able to choose appropriate therapy in clinical settings.	An	9
3	Develop awareness about special population and able to apply techniques in psychotherapy in special population	A	5
4	Able to conduct psychological tests	A	5
5	Understand the basics about psychotherapy	U	1

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)*



## MAHATMA GANDHI UNIVERSITY

Name of course: BE MA 21 E 06 Psychotherapy  
Course Summary

*and Appreciation (Ap)*

### COURSE CONTENT

Module No.	Module Content	C O	Hr
1	Introduction <ul style="list-style-type: none"><li>Objectives and principles of psychotherapy</li><li>Evolution of psychotherapy</li><li>Types of psychotherapies</li><li>Characteristics of psychotherapy</li><li>Research and evaluation in psychotherapy</li></ul>	2, 5	10
2	Psychoanalytic Psychotherapy <ul style="list-style-type: none"><li>Freudian psychoanalysis</li><li>Free association</li><li>Analysis of Transference</li><li>Interpersonal therapy</li></ul>	1, 2	10
3	<ul style="list-style-type: none"><li>Behaviour therapy: Reciprocal inhibition</li><li>Desensitization</li><li>Aversive therapy</li><li>Operant conditioning and counter conditioning techniques</li><li>Modeling</li><li>Biofeedback</li><li>Guided exposure</li><li>Systematic desensitization</li><li>In vivo exposure</li><li>Behaviour contracting</li><li>Cognitive therapy: Cognitive behaviour therapy</li><li>Rational Emotive Therapy</li><li>Beck's Cognitive Therapy</li><li>Evaluating Cognitive Behaviour Therapy</li></ul>	1, 2	20



**MAHATMA GANDHI UNIVERSITY**

**Name of course: BE MA 21 E 06 Psychotherapy  
Course Summary**

4	<ul style="list-style-type: none"> <li>• Humanistic and existential psychotherapies: Carl Roger, Abraham Maslow</li> <li>• Existential psychotherapies: Basic assumptions</li> <li>• View of human nature: Rollo May</li> <li>• Victor Franklin</li> <li>• Gestalt Psychotherapy: Fritz Perls</li> </ul>	2	15
5	<ul style="list-style-type: none"> <li>• Psychotherapy in special population: Children, Adolescents</li> <li>• Old age</li> <li>• HIV AIDS and terminal illness</li> <li>• Rape and trauma</li> <li>• Grief</li> <li>• Suicidal and violent patients</li> <li>• Alcoholics</li> </ul>	2, 3	10
6	<ul style="list-style-type: none"> <li>• Group therapies and New age psychotherapies: Group therapy</li> <li>• Basic principles in organizing group</li> <li>• Advantages, application in different fields</li> <li>• Family therapy</li> <li>• Marital therapy</li> <li>• Couple therapy and sex therapy</li> <li>• New age psychotherapies: Brief psychodynamic psychotherapy</li> <li>• Solution focused therapy</li> <li>• Cognitive analytical therapy (CAT)</li> <li>• Acceptance and commitment therapy (ACT)</li> </ul>	1, 2	15
7	<p>Psychometry: Importance of psychometry in psychotherapy</p> <p>Need for testing- Aptitude, Attitude, Need, Interest, Personality, Intelligence</p> <p>Anecdotal records rating Scales</p> <p>Cumulative techniques</p> <p>Socio metric techniques.</p>	1, 4	10



**MAHATMA GANDHI UNIVERSITY**

**Name of course: BE MA 21 E 06 Psychotherapy  
Course Summary**

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<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b> 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.</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**References**

1. Wilkins, Paul(2009). Person-centered therapy. New York: Routledge.
2. Dreier, Ole(2008). Psychotherapy in everyday life. Cambridge: Cambridge University Press.
3. Beck, Gabbard & Holmes(2007). Oxford textbook of psychotherapy. New Delhi: Oxford University Press.
4. Ckarkson, Petruska & Pokorny(1994). The handbook of psychotherapy. London: Routledge.
5. Davenport & Pipes, Randolph(1990). Introduction to psychotherapy: common clinical wisdom. New Jersey: Prentice Hall.
6. Vurl e. Gilliland, Richard k. James, T. Bowmen (1989), Theories and Strategies in Counseling ND psychotherapy, Allyn and Baco Needham Heights Massachsetts, U.S.A.



**MAHATMA GANDHI UNIVERSITY**

**Name of course: BE MA 21 E 06 Psychotherapy  
Course Summary**

7. Sidney Bloch (1979) introduction to the psychotherapies oxford University press New York.
8. Sidney Bloch (1979) An introduction to the psychotherapies, Oxford University, New York.
9. Wolman BB (1976) The therapist handbook, van Nostra MD Reinhold New York.
10. Wolpe Joseph (1975) Theme and Variation and Behaviour Therapy Case Book.
11. Wolman Benjamin's (1965) Hand Book of Clinical Psychology, Mc Graw Hill
12. Fehr, Scott(2010). 101 interventions in group therapy. New York: Routledge.

**SUGGESTED READINGS**

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Version	
Approval by	
Implementation Date	



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Practicals (Clinical Psychology)  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Practicals (Clinical Psychology)</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M A 21 E 07</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N MA., PhD.					
<b>Course Summary &amp; Justification</b>	This practical course have three sections. First section provide practical training in conducting and evaluating Neuropsychological, as well as other tests for detecting higher cortical and minimal brain deficit. In the second section includes training in use of scales that are commonly used in counseling setting, and in the third section practical training in a counseling setting.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Eg. Authentic learning Collaborative learning Independent learning	30		60		90
<b>Pre-requisite</b>	Learning process, Cognitive process					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Student is able to illustrate the higher cortical functions like attention, mental and motor speed, executive functions learning and memory, and working memory with the neuropsychological tests.	U	1
2	Students will be able to demonstrate skills in administration, scoring and interpreting neuropsychological tests, and dyslexia screening.	A	3



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**Name of course- Practicals (Clinical Psychology)  
Course Summary**

3	Students will be able to apply the test results for identifying brain deficit.	Ap	9
4	The students will be able to utilize the test and evaluate the results in counseling setting	A	9
5	The students will be able to describe the common psychological tests used in counseling.	U	2
6	Able to identify counseling needs and problem in the counseling process	U	5
7	Build a perspective on cognitive and intellectual evaluations with appropriate instruments.	C	8
8	The students will have apprise the strength of the recent tools in use for evaluation of higher psychological functions	E	9,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
<b>(Administer and prepare report of the following tests)</b>			
<b>1</b>	<b>Neuropsychological Test</b> <ul style="list-style-type: none"> <li>• Neuro Psychological Assessment (NIMHANS Battery)</li> <li>• Bender Gestalt Test</li> <li>• Dyslexia Screening Test (DST-S/DST-J)</li> <li>• PGI Battery of brain dysfunction</li> <li>• WAIS</li> </ul>	<b>1, 2, 3, 7, 8</b>	
<b>2</b>	Psychological assessment for counseling needs. 1. Interest 2. Attitude 3. Aptitude 4. Adjustment	<b>7, 8</b>	



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Course Summary**

<b>3</b>	<b>Counseling sessions</b> Individual counselling- Report of a counselling session.	<b>4, 5, 6</b>	
<b>4</b>	<b>Group counseling</b> Organizing – Counseling sessions- Report of a group counselling session	<b>4, 5, 6</b>	
<b>5</b>	<b>Identification</b> Behavioural problems, Emotional problems, Learning backwardness, Learning disability – One case each.	<b>4, 5, 6</b>	
<b>6</b>	<b>Counseling sessions on the above conditions (one session for each conditions)</b> <ul style="list-style-type: none"> <li>• For students</li> <li>• For parents</li> <li>• For teachers</li> </ul>	<b>5</b>	
<b>7</b>	<b>Placement in a counseling centre – 2 weeks</b>		
	<b>Content for Classroom Transaction (Sub-units)</b> <ol style="list-style-type: none"> <li>1.1 Concepts of the tests, meaning, purpose of the tests, and standardization details</li> <li>1.2 Concepts and theoretical background of tests</li> <li>1.3 Standardization of ability/potential tests</li> <li>1.4 Test construction principles</li> </ol>	<b>8</b>	





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Name of course- Practicals (Clinical Psychology)
Course Summary

Table with 2 columns: Teaching and Learning Approach, Assessment Types and Classroom Procedure (Mode of transaction), Mode of Assessment. Includes details on direct instruction, assessment methods like CIA, MCQ, book review, seminar, and field visit reports.

REFERENCES

SUGGESTED READINGS

Table with 2 columns for administrative tracking: Approval Date, Version, Approval by, Implementation Date.



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**Name of course- Practicals (Clinical Psychology)  
Course Summary**



**MAHATMA GANDHI UNIVERSITY**

**Name of course - Forensic Psychology  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Forensic Psychology</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 08</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N, M.A., PhD					
<b>Course Summary &amp; Justification</b>	This elective course deals with psychology application in forensic evaluation. This course include topics of Application of forensic psychology in civil and criminal legal proceedings. psychological techniques for offender profiling, biopsychosocial approaches, and behavioural abnormalities.					
<b>Semester</b>	Fourth Semester					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Students will be able to Illustrate history of forensic psychology	U	1
2	Analyze Bio-social, psychological and legal aspects of crime.	A	3
3	Elucidate application of forensic psychology in civil and criminal legal proceedings.	Ap	5
4	Critically examine the practice of offender profiling in civil and criminal cases.	A	8
5	Describe behavioural abnormalities in criminal behavior.	U	1,2
6	Explain psychological background of criminal behaviors	U	4



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**Name of course - Forensic Psychology  
Course Summary**

7	Build a perspective on forensic psychology in practice.	C	9
8	Appraise the psychological, social, biological and legal aspects of crime.	E	10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• History of forensic psychology</li> <li>• Importance of forensic psychology</li> <li>• Ethical standards of forensic psychology</li> <li>• Role of forensic psychologists.</li> </ul>	1	10
2	<b>CRIMINAL BEHAVIOUR</b> <ul style="list-style-type: none"> <li>• Psychobiological approaches</li> <li>• Psychological approaches</li> <li>• Emotional deprivation</li> <li>• Psychological motives of the crime</li> <li>• Frustration</li> <li>• Attitudes</li> <li>• Peer influence</li> <li>• Psychological vulnerability.</li> </ul>	2, 6, 8	18
3	<b>LEGAL PROCEEDINGS</b> <ul style="list-style-type: none"> <li>• Application of forensic psychology in civil and criminal legal proceedings.</li> <li>• Civil proceedings – Domestic law and rights of adults, Domestic issues in childhood and adolescent, Assessment of childhood and adolescent, Assessment of civil competency, Personal injury evaluation, Evaluation of trauma caused by sexual harassment or rape.</li> <li>• Criminal proceedings – Competency to stand trial, criminal responsibility and insanity defense, risk assessment, psychotherapeutic and counseling services.</li> </ul>	2, 3, 8	26



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**Name of course – Forensic Psychology  
Course Summary**

<b>4</b>	<b>PROFILING AND SOCIAL PERSPECTIVE</b> <ul style="list-style-type: none"> <li>• Offender profiling : polygraph, Narcoanalysis, Neuroimaging</li> <li>• Psychological Autopsy</li> <li>• Social influence and legal system : police interrogations, line ups and effect of media coverage on perception of defendants</li> <li>• Social cognition and legal system : Eyewitness testimony, errors/problems in eyewitness testimony, solutions for increasing eyewitness accuracy</li> <li>• Influence of prejudice and stereotypes on the legal system.</li> </ul>	<b>4, 6, 7</b>	<b>18</b>
<b>5</b>	<b>BEHAVIOURAL ABNORMALITIES</b> <ul style="list-style-type: none"> <li>• Behavior abnormalities : Harassment and types of harassment, bullying and types of bullying, stalking and types of stalking 4</li> <li>• Personality disorders</li> <li>• Juvenile delinquency.</li> </ul>	<b>5, 6</b>	<b>18</b>

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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 .....
<b>Assessment Types</b>	<b>Mode of Assessment</b> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> </ol>



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### Name of course - Forensic Psychology Course Summary

5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report

#### A. Semester End examination

### REFERENCES

1. Siegel, L. J. (2010). *Criminology: Theories, patterns, and typologies* (10th ed.). Boston, MA: Cengage Learning.
2. Wright, R. A., & Miller, J. M. (2005). *Encyclopedia of criminology*. New York: Routledge.
3. Siegel, L. J., & Worrall, J. L. (2007). *Essentials of criminal justice* (5th ed.). Boston, MA: Cengage.
4. Wortley, R. (2011). *Psychological criminology: An integrative approach*. London: Routledge.
5. Gadd, D., & Jefferson, T. (2007). *Psychosocial criminology*. Los Angeles: SAGE.
6. Maguire, M., Morgan, R., & Reiner, R. (1994). *Oxford handbook of criminology*. New York: Oxford University Press.
7. Travis, L. F. (2012). *Introduction To Criminal Justice*. S.L.: Routledge.

### SUGGESTED READINGS

Approval Date	
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Approval by	
Implementation Date	



**MAHATMA GANDHI UNIVERSITY**

**Name of course - Practicals (Forensic Psychology)  
Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc. Psychology</b>					
<b>Course Name</b>	<b>Practical (Forensic Psychology)</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 09</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N, M.A.PhD.					
<b>Course Summary &amp; Justification</b>	The practical course have included different neuropsychological and forensic tests.					
<b>Semester</b>	Fourth Semester					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Eg. Authentic learning Collaborative learning Independent learning	10	10	60	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Students acquired Skills in administration and interpretation of neuropsychological tests.	S	1, 9
2	Administration of psycho-diagnostic tests	A	3, 9
3	Report writing.	U, E, S	8
4	Students should understand and become skilled in Administration of specialized forensic tests.	U, S	9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**



MAHATMA GANDHI UNIVERSITY

Name of course - Practicals (Forensic Psychology)  
Course Summary

Module No.	Module Content	C O	Hr
1	Neuropsychological Assessment tests <ul style="list-style-type: none"><li>• NIMHANS Battery</li><li>• Kaufman Short Neuropsychological Assessment Procedure ( K – SNAP)</li></ul>	1, 3	
2	Psycho-diagnostic testing and specialized Forensic tests <ol style="list-style-type: none"><li>1. Millon Clinical Multitaxial Inventory - III</li><li>2. Hare Psychopathy Checklist-Revised, 2<sup>nd</sup> Ed. (Adult, Youth and Screening Versions)</li><li>3. Multiphasic Sex Inventory-II (Adult and Adolescent forms)</li><li>4. Sexual Violence Risk 20 (SVR-20)</li><li>5. Violence Risk Assessment Instrument (HCR-20)</li></ol>	2, 3, 4	
3	Trauma, Abuse Inventories <ol style="list-style-type: none"><li>1. Substance Abuse Subtle Screening Inventory (SASSI-4)</li><li>2. Trauma Symptom Inventory (TSI-II)</li></ol> Clinician A	4, 3	





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### Name of course - Practicals (Forensic Psychology) Course Summary

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 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.
<b>Assessment Types</b>	<b>Mode of Assessment</b> <ol style="list-style-type: none"><li>1. Continuous Internal Assessment (CIA)</li><li>2. Internal Test – One MCQ based and on extended answer type</li><li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li><li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li><li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li></ol> <b>A. Semester End examination</b>

#### REFERENCES

1. (following any standard reference format like APA, MLA, Chicago....)

#### SUGGESTED READINGS

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Implementation Date	



**MAHATMA GANDHI UNIVERSITY**

**Name of course Counseling Skills  
(Guidance and Counseling)  
Course Summary**

<b>SchoolName</b>	School of Behavioural Sciences					
<b>Programme</b>	M.Sc. Psychology					
<b>Course Name</b>	Counseling Skills (Guidance and Counseling)					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	BE M 21 E10					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N, M.A., PhD.					
<b>Course Summary &amp; Justification</b>	This course objective is to prepare students with greater understanding in counseling relationships, interview, interpersonal communication, various helping skills and knowledge of psychotherapy.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total LearningHours
	Authentic learning Collaborative learning Independent learning	60	10	20		90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Students will be able to Illustrate client counselor interaction, counseling relationship, interview skill, communication skills, self disclosure, helping skill, helping skill for crisis counselling, helping skill for behavioural change.	U	1
2	Students will be able to analyze client counselor interaction and relationship, and rapport	A	3
3	They can elucidate the counseling settings like crisis intervention, counseling for positive behavior change.	Ap	9



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**Name of course Counseling Skills  
(Guidance and Counseling)  
Course Summary**

4	Critically examine the psychotherapy and counselling	A	1, 2
5	Students can able to describe the concept of self disclosure , TA and johari window	U, A	1
6	Explain attitude change, transference, resistance	U	1
7	Build a perspective counseling relationships transference, various skills and rapport.	C	1
8	Appraise different counselling setting like crisis intervention and other helping situations.	E	9s
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	Client Counselor Interaction Characteristics of counseling process – Characteristics of a client- characteristics of a counselor- Qualities of an effective counselor- Role of a counselor- professional variables of a counselor- Limitations of a counselor.	1, 2	10 hrs
2	Counselling Relationship Physical setting- Privacy- Contracting- Value orientation – Attitude change- Empathy- Rapport building- Transference- counter transference- Resistance.	1, 2, 6, 7	12hrs
3	Interviewing Skills Fact finding interview. Interview with significant people- testing interviews- pre-counseling interviews- Counselling interview- Effective interviewing skills- Attending and influencing, Counselee- Counselor relationship in interview- Integrating positive skills- Interview techniques- Structuring the interview-	1, 7	12hrs



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Name of course **Counseling Skills  
(Guidance and Counseling)**

Course Summary

	Degree of lead- Handling pauses.		
4	Communication Skills Factors of communication- Types of communication- verbal and non-verbal communication- Significance of body language in communication- communication skill development- Interpersonal Allergies- Effective interpersonal relationships.	1, 7	12 hrs
5	Self Disclosure Nature of self disclosure- Methods of disclosure- Client self Disclosure- Client self disclosure and counseling- TA- Johari window.	5	12 hrs
6	Helping skills Rational for skill Training-listening- Reflecting- summarizing – Confronting – Interpreting – Informing.	1	12 hrs
7	Helping skills for Crisis Intervention Situations of crisis - Strategies for helping in crisis- Skills for support- skills for crisis management.	3, 8	10hrs
8	Helping Skills for Behavioural Change Problem solving skill- Decision making skill- planning-Attitude change- Assertiveness- Behaviour change.	1	10 hrs



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**Name of course Counseling Skills  
(Guidance and Counseling)  
Course Summary**

<b>9</b>	Psychotherapy: Introduction to psychotherapy, Principles of Psychotherapy. Major types of Psychotherapy	<b>4</b>	

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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 .....</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**REFERENCES**

1. Nelson- Jones (2003) Introduction to Counselling Skills, Sage
2. Nelson- Jones (2005) Practical Counselling and helping skills, Sage
3. McLeod(2008) An Introduction to Counselling, Rawat Pub



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Name of course **Counseling Skills  
(Guidance and Counseling)**  
Course Summary

4. Nelson- Jones (2006) Theory & practice of Counselling and therapy Sage
5. Gilliland, James & Bowman (1994) Theories and strategies in Counselling and Psychotherapy, Allyn & Bacon

**SUGGESTED READINGS**

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**MAHATMA GANDHI UNIVERSITY**

**Name of course** Guidance and Counselling Services  
**(Guidance and Counseling)**  
**Course Summary**

<b>SchoolName</b>	School of Behavioural Sciences					
<b>Programme</b>	M.Sc. Psychology					
<b>Course Name</b>	Guidance and Counselling Services (Guidance and Counselling)					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	BE M 21 E 11					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr. Rajeev Kumar N, M.A., PhD.					
<b>Course Summary &amp; Justification</b>	Guidance and Counselling Services- counselors working at education institutions, in family counseling, individual and counseling services at organizations, and vocational guidance services.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total LearningHours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Students will be able to Illustrate the guidance and counseling services- education setting, in family, personal, medical and voluntary organizations.	U	1
2	Students will be able to analyze the counseling needs in education setting, family, personal and other social issues.	A	3
3	They can elucidate the theories in application	Ap	2
4		A	2



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**Name of course** Guidance and Counselling Services  
**(Guidance and Counseling)**  
**Course Summary**

	Critically examine application various theories in issues in education, family, and person context.		
5	Students can able to describe various theories of counseling.	U, A	1
6	Explain the vocational guidance, admission services.	U	1
7	Build a perspective on counseling services.	C	1
8	Appraise the counseling in education, vocational, admission services, family, medical setting, counseling across life transitions, etc.,	E	9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	Areas and Guidance counseling Education “ Student Counseling- Adolescent Counseling- Family –counseling children- Counseling parents- Counseling women – pre marital counseling – marital counseling- Geriatric Counseling – Genetic counseling- Occupational Counseling – Career guidance and counseling.	1, 2, 5	10
2	Types of Guidance Education guidance: Objectives – principles- classifications- Guidance for special learners- Gifted and Learning disabled- Strategies for educational guidance. Vocational guidance- Concept, objectives and strategies for vocational guidance principles- approaches – Career corner- Career talk- Vocational Counselling Social guidance: Concepts- objectives- Self development skills- Social life- Social problems complexes –	1, 2, 6	(10 hrs)





**MAHATMA GANDHI UNIVERSITY**

**Name of course** Guidance and Counselling Services  
**(Guidance and Counseling)**  
**Course Summary**

	Egocentrism – over dependency, deviant behavior – Attitudes – Prejudices- values. Personal Guidance- Concept- Objectives – Counselling for children- Adolescents- Adults- Old age.		
<b>3</b>	Guidance and Counseling Services Pre admission service Admission service- Orientation service – student information service - placement service- Remedial service- Follow up services- Research services – Evolution services.	<b>6, 7</b>	(5hrs)
<b>4</b>	Guidance for setting up a guidance and counseling centre Need – Objectives- Tasks- Physical facilities. – Organizing activities –Staff training-requirements.	<b>2, 6, 7</b>	(10hours)
<b>5</b>	Counseling Practice Counseling in private practice- Counselling in voluntary organizations- Counselling in personal social services- Counselling in the medical context- counseling in workplace.	<b>3, 7</b>	(10 hours)
<b>6</b>	Grief counseling Facilitating un complicated grief- Abnormal grief relations- Grief therapy- Resolving pathological grief- Training for grief- Training for grief counseling – counselors own grief- Grieving special types of closes- suicide – Sudden death – Accidents.	<b>3, 5, 8</b>	(10 hours)



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**Name of course** Guidance and Counselling Services  
**(Guidance and Counseling)**  
**Course Summary**

7	<p>Family Counselling</p> <p>Family life cycle- stages in family Counselling – Theories based on parent child interaction- Marital Therapy- Sex therapy</p>	3, 4, 5, 8	10
8	<p>Counselling Children</p> <p>Counselling theories and techniques and their application to children. Reality therapy – persons centred counseling –Gestalt Therapy-RET- Cognitive and Behaviour therapy Behavioura Counselling –psychodynamic counseling.</p>	3, 5, 8	10 hours
9	<p>Career Guidance and Counselling</p> <p>Scope- Client- centered Career Counselling- Psycho dynamic career counseling – Developmental career Counselling – Behavioural Career Counselling – Career Counselling with adolescents- Career Counselling with college students- Career Counselling with Adults- problems – complexes – Ego centris- over dependency- deviant behavior – Attitudes – prejudices- Values.</p>	3, 5, 8	(15 hrs)

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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          .....</p>
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## MAHATMA GANDHI UNIVERSITY

### Name of course Guidance and Counselling Services (Guidance and Counseling) Course Summary

Assessment Types	Mode of Assessment
	<ol style="list-style-type: none"><li>1. Continuous Internal Assessment (CIA)</li><li>2. Internal Test – One MCQ based and on extended answer type</li><li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li><li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li><li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li></ol> <p><b>A. Semester End examination</b></p>

### REFERENCES

Sharma ,(2003) Fundamentals of Counselling, Philosophy, theory and Practices, R Lall Book Manju &Nirmala(1997) Marital disputes and counseling, New Delhi, APH Publishing Corporation  
William (1991)Grief counseling and Grief therapy, New York, Springer Publishing Company  
Palmer (1989) Handbook of Couselling, Routledge

### SUGGESTED READINGS

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MAHATMA GANDHI UNIVERSITY

**Name of course** Guidance and Counselling Services  
**(Guidance and Counseling)**  
**Course Summary**



**MAHATMA GANDHI UNIVERSITY**

**Name of course** Cognitive Neuroscience : Social Cognitions  
**Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	Cognitive Neuroscience : Social Cognitions					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 12</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N., MA., PhD					
<b>Course Summary &amp; Justification</b>	This course cover the cognitive neuroscience of emotion, social cognition, higher cognitive functions, clinical application of cognitive neuroscience and the research methods.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Illustrate sensibly the cognitive neuroscience of emotion, self and social cognition, higher cognitive functions, clinical application and research methods.	U	1
2	Analyse neuroscience background of emotion, self and social cognition, higher cognitive functions, clinical application and research methods.	A	3
3	Elucidate the importance of frontal lobe in higher cognitive functions.	Ap	2
4	Critically examine the clinical conditions in the perspective of cognitive neuroscience.	A	4
5	Describe research methods of cognitive neuroscience	U	1



**MAHATMA GANDHI UNIVERSITY**

**Name of course** Cognitive Neuroscience : Social Cognitions  
**Course Summary**

6	Explain cognitive neuroscience of emotion, self and social cognition, and higher cognitive functions	U	2
7	Build a perspective on cognitive neuroscience of various behavioural domain	C	10
8	Appraise cognitive neuroscience as a branch of science	E	5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	<p><b>EMOTION</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• The influence of specific aspects of emotion on attention and perception</li> <li>• Neuroscience of emotion regulation</li> <li>• Impact of emotion on cognition</li> <li>• Genetics and emotion</li> </ul>	1, 2, 6, 8	15
2	<p><b>SELF AND SOCIAL COGNITION</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Self knowledge</li> <li>• Perception of non verbal cues</li> <li>• Face recognition</li> <li>• Cognition and neural basis of impression formation</li> <li>• Theory of mind: how brain think about thoughts.</li> <li>• The pleasures and pain of social interaction</li> <li>• Experience of empathy</li> <li>• Mirror neurons and the perception</li> </ul>	6, 7, 8	15



**MAHATMA GANDHI UNIVERSITY**

**Name of course** Cognitive Neuroscience : Social Cognitions  
**Course Summary**

3	<p><b>HIGHER COGNITIVE FUNCTIONS</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Conflict monitoring and cognitive control</li> <li>• Hierarchical cognitive control of frontal cortex</li> <li>• Thinking</li> <li>• Decision neuroscience</li> <li>• Expectancies and beliefs</li> </ul>	2, 3, 6, 8	(15 Hrs)
4	<p><b>CLINICAL APPLICATIONS</b></p> <p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• ADHD,PTSD,</li> <li>• Generalized anxiety disorders and social phobia</li> <li>• OCD</li> </ul>	1, 2, 4, 8	(15 Hrs)
5	<p><b>RESEARCH METHODS FOR COGNITIVE NEUROSCIENCE</b></p> <ul style="list-style-type: none"> <li>• Research methods and experimental design in cognitive neuroscience</li> <li>• Electro encephalography(EEG) and Event-related potentials (ERP)</li> <li>• Magneto encephalography (MEG)</li> <li>• Magnetic resonance imagin (MRI)</li> <li>• Functional MRI(fMRI)</li> <li>• Structural MRI</li> <li>• Diffusion tensor imaging (DTI) &amp;Tractography</li> <li>• Positron Emission Tomography</li> <li>• Near-infrared Optical imaging (fNIRI)</li> <li>• Transcranial Magnetic stimulation (TMS)</li> </ul>	1, 2, 5, 8	(15 Hrs)



**MAHATMA GANDHI UNIVERSITY**

**Name of course** Cognitive Neuroscience : Social Cognitions  
**Course Summary**

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<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b>          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.</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**REFERENCES**


1. (following any standard reference format like APA, MLA, Chicago....)

**SUGGESTED READINGS**

1. Ochsner, K N & Kosslyn, S M (2014) The Oxford Handbook of Cognitive Neuroscience Vol II. Oxford University Press.

Approval Date	
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Implementation Date	



	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course- Practicals (Cognitive Neuroscience) Course Summary</b>

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	<b>Practicals (Cognitive Neuroscience)</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M A 21 E 13</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N., MA., PhD					
<b>Course Summary &amp; Justification</b>	This practical course includes training in evaluation of cognitive functions in the perspective of cognitive neuroscience.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Student is able to illustrate the higher cortical functions like attention, mental and motor speed, executive functions learning and memory, and working memory with the neuropsychological tests.	U	1
2	Students will be able to demonstrate skills in administration, scoring and interpreting neuropsychological tests, and dyslexia screening.	A	3
3	Students will be able to apply the test results for identifying brain deficit.	Ap	9
4	The students will be able to utilize the test and evaluate the results in counseling setting	A	9
5	The students will be able to describe the common	U	2



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Practicals (Cognitive Neuroscience)  
Course Summary**

	psychological tests used in counseling.		
6	Able to identify counseling needs and problem in the counseling process	U	5
7	Build a perspective on cognitive and intellectual evaluations with appropriate instruments.	C	8
8	The students will have apprise the strength of the recent tools in use for evaluation of higher psychological functions	E	9,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

**(Administer and prepare report of the following tests)**

Module No.	Module Content	C O	Hr
1	<b>Neuropsychological Test</b> <ul style="list-style-type: none"> <li>• Neuro Psychological Assessment (NIMHANS Battery)</li> <li>• Bender Gestalt Test</li> <li>• Dyslexia Screening Test (DST-S/DST-J)</li> <li>• PGI Battery of brain dysfunction</li> <li>• WAIS</li> </ul>	1, 2, 3, 7	
2	<b>Psychological assessment for counseling needs.</b> <ul style="list-style-type: none"> <li>• Interest</li> <li>• Attitude</li> <li>• Aptitude</li> <li>• Adjustment</li> <li>• Need inventory</li> </ul>	4, 5, 6, 7	



MAHATMA GANDHI UNIVERSITY

Name of course- Practicals (Cognitive Neuroscience)  
Course Summary

3	<p><b>Counseling sessions</b></p> <p>Individual counselling- Report of a counselling session.</p>	4, 6	
4	<p><b>Group counseling</b></p> <p>Organizing – Counseling sessions- Report of a group counselling session</p>	4, 6	
5	<p><b>Identification</b></p> <p>Behavioural problems, Emotional problems, Learning backwardness, Learning disability – One case each.</p>	2, 3, 5, 6	
6	<p><b>Counseling sessions on the above conditions (one session for each conditions)</b></p> <ul style="list-style-type: none"> <li>• For students</li> <li>• For parents</li> <li>• For teachers</li> </ul>	5, 6	
7	<p><b>Placement in a counseling centre – 2 weeks</b></p>	6	
	<p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Concepts of the tests, meaning, purpose of the tests, and standardization details</li> <li>• Concepts and theoretical background of tests</li> <li>• Standardization of ability/potential tests</li> <li>• Test construction principles</li> </ul>	8	



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Practicals (Cognitive Neuroscience)  
Course Summary**

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b> 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.</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

**REFERENCES**

**SUGGESTED READINGS**

Approval Date	
Version	
Approval by	
Implementation Date	



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Personality and Social Psychology: Assessments and Evaluations**  
**Course Summary**

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	Personality and Social Psychology: Assessments and Evaluations					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M 21 E 14</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N., MA., PhD					
<b>Course Summary &amp; Justification</b>	The course on personality and social psychology: assessments and evaluations covers the topic like test construction principles and evaluations in various settings, test properties , test construction, assessment and evaluation etc.					
<b>Semester</b>	Four					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Illustrate test construction principles	U	1
2	Analyse psychological test results	A	3
3	Elucidate standard test characteristics like reliability, validity, norms	Ap	4
4	Critically examine properties of objective assessment and evaluation with respect to working with industrial or other specific situations	A	10
5	Describe assessments and evaluation in various settings.	U	9
6	Explain legal issues with psychological testing	U	7



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Personality and Social Psychology: Assessments and Evaluations  
Course Summary**

7	Build a perspective on personality and social psychological basis of assessment and evaluation	C	2
8	Appraise personality and social psychology	E	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

Module No.	Module Content	C O	Hr
1	Psychometric Characteristics of Assessment Procedures: An Overview <b>Content for Classroom Transaction (Sub-units)</b> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• The Generalizability of Test Scores</li> <li>• Test Validity</li> <li>• Factor Analysis of Tests and Items</li> </ul>	1, 3	20
2	Test Development <b>Content for Classroom Transaction (Sub-units)</b> <ul style="list-style-type: none"> <li>• Applying Unidimensional Item Response Theory Models to Psychological Data</li> <li>• Item Analysis</li> <li>• Bias in Psychological Assessment and Other Measures</li> <li>• Test Development Strategies</li> <li>• Item Banking, Test Development, and Test Delivery</li> <li>• Scaling, Norming, and Equating</li> </ul>	1, 7	20
3	<b>Types of Testing</b> <b>Content for Classroom Transaction (Sub-units)</b> <ul style="list-style-type: none"> <li>• Objective Testing of Educational Achievement</li> <li>• Objective Personality Testing</li> <li>• Performance Assessment in Education</li> <li>• Language Testing: History, Validity, Policy</li> </ul>	2, 5	15



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Personality and Social Psychology: Assessments and Evaluations**  
**Course Summary**

4	<p><b>Assessment in Industrial and Organizational Settings</b>  <b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Assessment in Industrial and Organizational Psychology: An Overview</li> <li>• Work Analysis for Assessment</li> <li>• Thinking at Work: Intelligence, Critical Thinking, Job Knowledge, and Reasoning</li> <li>• Personality Measurement and Use in Industrial and Organizational Psychology</li> <li>• Work Sample Tests</li> <li>• Situational Judgment Measures</li> <li>• Holistic Assessment for Selection and Placement</li> </ul>	2, 4, 5, 8	20
5	<p>Legal Issues in Industrial Testing and Assessment  <b>Content for Classroom Transaction (Sub-units)</b>  <i>APA Handbook of Testing and Assessment in Psychology: Vol. 1. Test Theory and Testing and Assessment in Industrial and Organizational Psychology</i>, K. F. Geisinger (Editor-in-Chief) DOI: 10.1037/14047-028</p>	6	15

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b>          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.</p>
<p><b>Assessment Types</b></p>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol>



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Personality and Social Psychology: Assessments and Evaluations**  
**Course Summary**

**A. Semester End examination**

**REFERENCES**


**(following any standard reference format like APA, MLA, Chicago....)**

**SUGGESTED READINGS**

*APA Handbook of Testing and Assessment in Psychology: Vol. 1. Test Theory and Testing and Assessment in Industrial and Organizational Psychology*, K. F. Geisinger (Editor-in-Chief) , DOI: 10.1037/14047-028

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	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course- Practicals (Personality and Social Psychology) Course Summary</b>

<b>SchoolName</b>	<b>School of Behavioural Sciences</b>					
<b>Programme</b>	<b>M.Sc.</b>					
<b>Course Name</b>	Practicals ( Personality and Social Psychology)					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	<b>BE M A 21 E 15</b>					
<b>Names of Academic Staff &amp; Qualifications</b>	Dr.Rajeev Kumar N., MA., PhD					
<b>Course Summary &amp; Justification</b>	The practical course include items of neuropsychological evaluations, learning disability, and tests and evaluations required for industrial and work setting.					
<b>Semester</b>	IV					
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Independent learning	60	10	10	10	90
<b>Pre-requisite</b>						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
1	Student is able to illustrate the higher cortical functions like attention, mental and motor speed, executive functions learning and memory, and working memory with the neuropsychological tests.	U	1
2	Students will be able to demonstrate skills in administration, scoring and interpreting neuropsychological tests, and dyslexia screening.	A	3
3	Students will be able to apply the test results for identifying brain deficit.	Ap	9
4	The students will be able to utilize the test and evaluate the results in counseling and work settings	A	9
5	The students will be able to describe the common	U	2



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Practicals (Personality and Social Psychology)  
Course Summary**

	psychological tests used in counseling at work settings.		
6	Able to identify counseling needs and problem in the counseling process	U	5
7	Build a perspective on cognitive and intellectual evaluations with appropriate instruments.	C	8
8	The students will have apprise the strength of the recent tools in use for evaluation of higher psychological functions	E	9,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**

**(Administer and prepare report of the following tests)**


Module No.	Module Content	C O	Hr
1	<b>Neuropsychological Test</b> <ul style="list-style-type: none"> <li>• Neuro Psychological Assessment (NIMHANS Battery)</li> <li>• Bender Gestalt Test</li> <li>• Dyslexia Screening Test (DST-S/DST-J)</li> <li>• PGI Battery of brain dysfunction</li> <li>• WAIS</li> </ul>	1, 2, 3, 7	
2	<b>Psychological assessment for counseling needs.</b> <ul style="list-style-type: none"> <li>• Interest</li> <li>• Attitude</li> <li>• Aptitude</li> <li>• Adjustment</li> <li>• Need inventory</li> </ul>	4, 5, 6, 7	



**MAHATMA GANDHI UNIVERSITY**

**Name of course- Practicals (Personality and Social Psychology)  
Course Summary**

3	<p><b>Counseling sessions</b></p> <p>Individual counselling- Report of a counselling session.</p>	4, 6	
4	<p><b>Group counseling</b></p> <p>Organizing – Counseling sessions- Report of a group counselling session</p>	4, 6	
5	<p><b>Identification</b></p> <p>Behavioural problems, Emotional problems, Learning backwardness, Learning disability – One case each.</p>	2, 3, 5, 6	
6	<p><b>Counseling sessions on the above conditions (one session for each conditions)</b></p> <ul style="list-style-type: none"> <li>• For students</li> <li>• For parents</li> <li>• For teachers</li> </ul>	5, 6	
7	<p><b>Placement in a counseling centre – 2 weeks</b></p>	6	
	<p><b>Content for Classroom Transaction (Sub-units)</b></p> <ul style="list-style-type: none"> <li>• Concepts of the tests, meaning, purpose of the tests, and standardization details</li> <li>• Concepts and theoretical background of tests</li> <li>• Standardization of ability/potential tests</li> <li>• Test construction principles</li> </ul>	8	

	<b>MAHATMA GANDHI UNIVERSITY</b>
	<b>Name of course- Practicals (Personality and Social Psychology)</b> <b>Course Summary</b>

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>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.</p>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Internal Test – One MCQ based and on extended answer type</li> <li>3. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>4. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>5. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>A. Semester End examination</b></p>

## REFERENCES

## SUGGESTED READINGS

Approval Date	
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Approval by	
Implementation Date	

# MODEL QUESTION PAPERS

**MODEL QUESTION PAPERS**

**MAHATMA GANDHI UNIVERSITY**

**SCHOOL OF BEHAVIOURAL SCIENCES**

**First Semester MSc. Psychology Examination –**

**Course Code BE M 21 C 02**

**CHILD DEVELOPMENT**

**Time: 3 hrs**

**Max.Marks: 60**

**PART – A**

**(Answer any two of the following)**

1. Explain the stages of prenatal development. Analyze the various hazards to prenatal development.
2. Explain Vygotsky's sociocultural theory. How can Vygotsky's sociocultural theory be applied to education?
3. Prepare a note on parenting styles. Describe infant temperament and parenting styles determine the positive developmental outcomes. **(10×2 = 20)**

**PART B**

**(Answer any four of the following)**

4. Write a short note on characteristics of adolescents.
5. What are the Principles of development?
6. Describe Kohlberg's theory of moral development.
7. Briefly describe stages of language development.
8. Explain emotional development of an infant. **(5×4 = 20)**

**PART C**

**(Write in one or two sentences)**

9. What are Reflexes?
10. Define Telegraphic speech.
11. Describe brain plasticity.
12. Define critical period.
13. What is Stranger anxiety? **(2×5 = 10)**

**PART D**

**(Choose the correct answer)**

14. Piaget suggested that children progress through several distinct developmental stages. The order of these stages is:
  - a) sensorimotor, pre-operational, formal operational, concrete operational
  - b) sensorimotor, concrete operational, pre-operational, formal operational
  - c) sensorimotor, pre-operational, concrete operational, formal operational
  - d) sensorimotor, formal operational, pre-operational, concrete operational
15. Bronfenbrenner's ecological theory:

- a) argues that the broad influences of society are more important than family influence
  - b) is a form of psychoanalytic theory
  - c) states that human beings must respect the environment and reduce pollution
  - d) argues that the individual and their environment form integrated systems which develop together.
16. The germinal period ends \_\_\_\_\_ of conception.
- a) After first week of conception
  - b) After two weeks of conception
  - c) After three weeks of conception
  - d) After four weeks of conception
17. Syntax is
- a) the form in which words are combined to make grammatical sentences
  - b) knowledge that the child has about the social context of language
  - c) the study of phonemes
  - d) the meanings encoded in language
18. Who argued that adolescence is a period of 'storm and stress'?
- a) Erik Erikson
  - b) Stanley Hall
  - c) Sigmund Freud
  - d) John Bowlby
19. \_\_\_\_\_ is a disease in which a child's stomach, limbs, and face swell with water.
- a) Kwashiorkor
  - b) Marasmus
  - c) Obesity
  - d) Phenylketonuria
20. Chomsky's theory has been criticized for which two of the following reasons:
- a) there is no empirical evidence for a language acquisition device (LAD)
  - b) there is no empirical evidence for deep and surface structures in language
  - c) both of the above
  - d) neither of the above
21. What does a longitudinal design involve?
- a) repeated measures of the same participants during a period of time
  - b) measures comparing participants of different ages
  - c) repeated measures of participants of different genders
  - d) measures comparing participants of the same age
22. What is a 'genetic epistemologist' interested in?
- a) the role of genes in knowledge
  - b) the origins of disease and how it spreads
  - c) the origins of knowledge
  - d) the role of genes in disease and how it spreads
23. Reflexive grasp is present at
- a) At 3 months
  - b) At 5 months
  - c) At birth
  - d) At 6 months

(1×10 = 10)

**MAHATHMA GANDHI UNIVERSITY**  
**School of Behavioural Sciences**

**BE M 21 C 06 : COGNITIVE PROCESS**

**Time : 2 hours**

**Max Marks: 50**

**Part – A**

**(Answer any two of the following)**

1. Critically evaluate major theories of intelligence and discuss the concept of Intelligence Quotient.
2. Describe biological approaches to motivation.
3. Discuss the concept of language highlighting basic structure and theories. Also explain the relationship between language and thought

(2 x 10 = 20 marks)

**Part – B**

**(Answer any two of the following)**

4. Emotional intelligence
5. Signal detection theory
6. Critically evaluate Drive reduction and Arousal theories of motivation (2 x 5 = 10 marks)

**Part – C**

**( Write one or two sentences)**

7. Extrasensory perception
8. Perceptual style
9. Hedonic treadmill
10. Holophrastic stage of language development
11. Deductive reasoning

(5 x 2 = 10 marks)

**Part – D**

**(Choose the correct answer)**

12. On a Wechsler's Adult Intelligence Scale, having normally distributed scores, the subject had a percentile range of 84. The subject's deviation IQ would be
  - a. 120
  - b. 115
  - c. 84



d. 70

13. According to Piaget, the sensory motor stage is characterized by
- Primary and secondary circular reactions
  - Concrete operations
  - Conservation
  - Centration
14. Vygotsky is best known for his concept
- Zone of proximal development
  - Transformational grammar
  - Psycho-social development
  - Object permanence
15. Chomsky theorized that humans possess an innate ability to acquire language, he referred this to as
- Transformational grammar
  - Language acquisition device
  - Fixed- action pattern
  - Surface structure
16. Which of the following is an assumption of arousal theory?
- Zero level arousal is the most desirable
  - High levels of arousal are the most desirable
  - Optimum levels of arousal exist for each person
  - Optimum levels of arousal exist for various activities
17. The ability of mental flexibility that allows individuals to shift their focus of attention and move between tasks having different cognitive requirement
- Divided attention
  - Alternating attention
  - Selective attention
  - Focused attention
18. Who believed that differences in intelligence results from differences in the 'basic processing mechanism' that implements thinking, which in turn yields knowledge.
- Mike Anderson
  - Robert Sternberg
  - Howard Gardner
  - Louis Thurstone

19. Destruction of \_\_\_\_\_ leads to under eating
- Ventromedial hypothalamus
  - Lateral hypothalamus
  - Nucleus accumbens
  - None of the above
20. Whorf (1956) proposed which of the following theories
- Language universality hypothesis
  - Evolutionary theory of language
  - Linguistic relativity hypothesis
  - Semanticist hypothesis
21. The self-determination theory of motivation falls into which school of thought?
- Social-cognitive
  - Behavioural
  - Cognitive
  - Humanistic

(1 x 10= 10marks)

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF BEHAVIOURAL SCIENCES**  
**First Semester MSc. Psychology Examination –**  
**Course Code : BE M 21 C08**  
**LEARNING PROCESS**

Time: **3 hrs**

Max. Marks: **60**

**PART – A**

**(Answer any TWO of the following)**

1. Examine the cognitive processes that underpin classical and operant conditioning.
2. Analyze and compare various memory models
3. Explain how the Hull and Guthrie theory of learning works in reality.

**(10×2 = 20)**

**PART B**

**(Answer any FOUR of the following)**

4. Investigate the factors that influence learning
5. Briefly explain the information processing approach
6. Baddeley and Hitch suggest that the Multi-Store Model's depiction of short-term memory is considerably too simplistic. Justify the statement
7. Evaluate the role of constructive processes in memory
8. Discuss the theories of forgetting with the help of examples

**(5×4 = 20)**

**PART C**

**(Write in one or two sentences)**

9. How reliable is eye witness testimony?
10. Briefly explain insight learning using example
11. Analyze Ebbinghaus forgetting curve based on your life experience
12. Define Latent inhibition
13. Give a brief outline of two-factor theory of learning

**(2×5 = 10)**

**PART D**

**(Choose the correct answer)**

**(1×10 = 10)**

14. Variable-ratio schedule generate:
  - a. Postreinforcement pauses
  - b. Locked rates
  - c. Break-and-run performance
  - d. High rates of response
15. Imitation requires that the learner emits a \_\_\_\_\_ response that could only occur by observing a \_\_\_\_\_ emit a similar response.
  - a. significant; peer
  - b. operant; organism

- c. novel; model
  - d. similar; nonspecific
16. Any stimulus (or event) that follows a response and increase its frequency is said to have:
- a. a reinforcement function
  - b. a discriminative function
  - c. a conditioned-stimulus function
  - d. a consequence function
17. The Rescorla-Wagner theory suggests that a CS becomes effective:
- a. gradually
  - b. through backward conditioning
  - c. by conditioned inhibition
  - d. following tolerance
18. What defines a contingency of reinforcement
- a. discriminative stimulus
  - b. operant
  - c. reinforcement
  - d. all of the above
19. In stage models of memory, information moves from:
- a. sensory to short-term to long-term memory
  - b. sensory to long-term to working memory
  - c. short-term to long-term to explicit memory
  - d. sensory to eidetic to iconic memory
20. Partial reinforcement is also called:
- a. Schedules of reinforcement
  - b. Intermittent reinforcement
  - c. Span of reinforcement
  - d. Reinforcement schedule
21. Thorndike developed the:
- a. law of effort
  - b. law of energy
  - c. law of effusion
  - d. law of effect
22. Giving a student extra homework after they misbehave in class is an example of:
- a. positive punishment
  - b. negative punishment
  - c. positive reinforcement
  - d. negative reinforcement
23. Damage to the hippocampus is most likely to impair:
- a. sleep
  - b. balance
  - c. memory
  - d. breathing

**MAHATMA GANDHI UNIVERSITY**  
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**First Semester MSc. Psychology Examination –**  
**Course Code : BE M 21 C03**

**PERSONALITY**

Time: **3 hrs**

Max. Marks: **60**

**PART – A**

**(Answer any TWO of the following)**

1. What is your opinion about Healthy vs Unhealthy Personality based on psychoanalytic theory?
2. Analyze the contributions of Roger and Maslow to the understanding of personality and personal growth?
3. Evaluate the importance of social learning and operant conditioning in personality development?

(10×2 = 20)

**PART B**

**(Answer any FOUR of the following)**

4. Highlight the unique features of the personality theory put forward by Adler?
5. What are the constituents of a healthy personality according to the eastern perspective and outline the eastern concepts of personality?
6. Investigate any four defense mechanisms that people use by citing relevant examples from your own life or from the life of someone you know well.
7. Based on your own life, do you agree with Erikson's psychosocial stages. Is it applicable and important in personality development? Why Or why not?
8. How can you describe personal construct theory and critically evaluate Kelly derived 11 corollaries or propositions?

(5×4 = 20)

**PART C**

**(Write in one or two sentences)**

9. What do you remember about Constructive Alternativism?
10. Define Existential anxiety in your own words?
11. Briefly evaluate the concept of common trait and unique trait?
12. How would you outline the main ideas of Ego psychology?
13. What would you infer from the concept Jonah complex?

(2×5 = 10)

**PART D**

**(Choose the correct answer)**

(1×10 = 10)

14. The third Freudian stage, in which the child discovers sexual feelings is known as the .....stage.  
a) Anal stage

- b) Phallic stage
- c) Genital stage
- d) Latency stage

15 Which one of the following is the psychological process of modeling?

- a) Attention, Retention, Reproduction
- b) Reproduction, Retention, Internalization
- c) Reinforcement, Recognition, Attention
- d) Retention, Verification, Internalization

16. 16 PF personality test is based ..... theory?

- a) Eysenck's theory
- b) Cattell's theory
- c) Allport's theory
- d) Non- of the above

17. Becoming a fully functioning person is the concept put forward by.....

- a) Carl Jung
- b) Abraham Maslow
- c) Carl Roger
- d) May

18 Murray agreed with Freud on .....

- a) Tension reduction as a force in behaviour
- b) Sex as a primary motivation
- c) Death instinct
- d) A pessimistic image of human nature

19. Intimacy vs. Isolation occurs at what stage?

- a) During young adulthood
- b) After adulthood
- c) After birth
- d) After maturity

20. The term "eros" is related to .....

- a) Life instinct
- b) Death instinct
- c) Natural instinct
- d) Fear instinct

21. Which of the following is not a characteristic of introvert personality?

- a) Self-centered
- b) Conservative
- c) Sociality
- d) Submissive

22. What are the four components of Rotter's social learning theory?

- a) Behavior potential, psychological situation, sensational reaction, and negative reinforcement probability.
- b) Sensation, regulation, probability, and desire.
- c) Potential, drive, negative drive, and expectancy.
- d) Behavior potential, expectancy, reinforcement value, and psychological situation

23. One trait that dominates a personality so much that it influences nearly everything a person does is a..... trait .

- a) Global Trait
- b) Cardinal Trait
- c) Specific trait
- d) Central Trait
- e) Secondary trait