

Syllabus
4 + 1 Year Integrated UG and PG Programme in
PSYCHOLOGY

w. e. f 2025-26 Academic Year



School of Behavioural Sciences
Mahatma Gandhi University
P. D. Hills P O, Kottayam, Kerala
Phone: 0471 2733365

Graduate School
Mahatma Gandhi University
P. D. Hills P O, Kottayam, Kerala
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**4+ 1 INTEGRATED UG AND PG PROGRAMME IN PSYCHOLOGY-
SEMESTER I**

Course Code	Title	Credit	Hours per week		Level	Type
			Theory	Practical		
MG1DSCUBE101	Foundations of Psychology	4	3	1	Foundation 100-199	Major
MG1DSCUBH121	Learning and Memory	4	4	-	100-199	Minor A
MG1MDCUBH101	Psychology of Adolescence	3	3	-	100-199	MDC
	AEC (English)	3	3	-	100-199	AEC
	AEC (Malayalam)	3	3	-	100-199	AEC
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Foundations of Psychology		
Course Type	Major		
Course Level	100-199		
Course Code	MG1DSCUBE101		
Course Overview	Foundation of Psychology provides an introductory understanding of psychology as a scientific study of behaviour and mental processes. This course familiarizes students with the historical development, major theoretical perspectives, research methods, and core concepts in psychology.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To understand the history of psychology	U	
2	Analyze different theoretical perspectives of learning and memory.	An	
3	Identify key concepts of motivation and emotion.	U	
4	Apply basic psychological concepts to understand oneself.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Psychology	Hours	CO No
Definition of psychology, History of psychology. Psychology: From small beginnings to a thriving field. Methods in Psychology. Field of Psychology Today: Modern Perspectives, Psychological Professionals, and Areas of Specialization	10	1
Module 2 – Learning		
Classical Conditioning Applied to Human Behaviour Operant Conditioning: The Contributions of Thorndike and Skinner, The Concept of Reinforcement, Schedules of Reinforcement The Role of Punishment in Operant Conditioning, Applications of Operant Conditioning: Shaping and Behaviour Modification Cognitive Learning Theory: Tolman's Maze-Running Rats, Latent Learning, Köhler's Smart Chimp: Insight Learning Observational Learning: Bandura and the Bobo Doll, The Four Elements of Observational Learning	15	2, 4
Module 3 – Memory		
Encoding: Getting Information into Memory The Role of Attention, Levels of Processing, and Enriching Encoding. Storage: Maintaining Information in Memory Sensory Memory, Short-Term Memory, Long-Term Memory Retrieval: Getting Information out of Memory Using Cues to Aid Retrieval, Reinstating the Context of an Event, Reconstructing Memories and the Misinformation Effect, Reality Monitoring, Source Monitoring, and Destination Memory Forgetting- Ebbinghaus and the Forgetting Curve, Reasons We Forget Neuroscience of Memory—The Biological Bases of Memory, When Memory Fails: Organic Amnesia. Systems and Types of Memory: Declarative Versus Procedural Memory, Semantic Versus Episodic Memory, Prospective Versus Retrospective Memory	20	2, 4
Module 4 – Motivation and Emotions		
Motives as Inferences, Explanations, and Predictions Motivational Theories and Concepts: Drive Theories, Incentive Theories, Evolutionary Theories, The Range and Diversity of Human Motives The Motivation of Hunger and Eating: Biological Factors in the Regulation of Hunger, Environmental Factors in the Regulation of Hunger, Eating and Weight: The Roots of Obesity Sexual Motivation and Behavior: The Human Sexual Response, Evolutionary Analyses of Human Sexual Behavior Emotion: The Three Elements of Emotion, Early Theories of Emotion, Cognitive Theories of Emotion	15	3, 4
Module 5- Practicum		
1. Ask the students to identify their emotions during various		

situations and list out the different physiological changes experienced during these emotions. Ask them to prepare an introspective report - Determine the level of aspiration of the subject - Each student is assigned to develop a mnemonic strategy to enhance memory - Conduct an experiment to measure Immediate memory span, Bilateral transfer in learning and Trial and error. - Applications of learning principles: Instruct the students to analyse the practical applications of learning principles and submit a report. - Submit a report based on Research methods in Psychology: Assign the students to carry out any two or three research methods in psychology and submit reports - Discuss some of the Motivation enhancement strategies. Analyse the concept of self-actualisation and write a report on the biography of self-actualised personalities Teacher-specific content		
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Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Baron, R.A. (2018). *Psychology*. (5th ed). Pearson education.

Ciccarelli, S. K., & White, J. N. (2018). *Psychology* (6th ed.). Pearson.

Clifford, T., & Morgan, R. A. K. (2001). *Introduction to psychology* (7th ed). *The McGraw-Hill New York*.

Relevance of Learning the Course/ Employability of the Course

This course provides insights into how individuals think, feel, and behave by exploring key psychological theories and concepts. It covers areas such as cognitive development, memory, motivation, and attribution theories, enhancing your comprehension of human behavior.

	MAHATMA GANDHI UNIVERSITY Graduate School
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School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Learning and Memory		
Course Type	Minor		
Course Level	100-199		
Course Code	MG1DSCUBH121		
Course Overview	Human behaviour seems to be very complex. Scientific observations unravel the mystery of behaviour. This course explains the concept of behaviour formation, its nature and stability, the origin of behaviourism as a science of study and early theories about learning. Learning and memory are inseparable entities. The concepts and kinds of human memory are also included in this course.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	90		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Define learning and its nature.	R	
2	Explain human innate behaviour tendencies and early behaviourist concepts.	U	
3	Describe S-R connectionist theories.	U	
4	Explain the characteristics of memory and forgetting.	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Learning	Hours	CO No
History of psychology. Perspectives on psychology -the behaviourist, cognitive, and biological perspectives. Learning in everyday life: What is learning? Domains of learning, Factors of learning	15	1
Module 2- Concepts of Learning		
Habituation and sensitisation, classical conditioning, instrumental conditioning, and complex learning.	15	2,3
Module 3- Human Memory		
Human Memory- Three stages of memory, levels of memory: Sensory, STM, and LTM, Working Memory	15	4
Module 4- Long term Memory		
Long-term Memory and Forgetting: Emotional factors in forgetting.	15	4

Mode of Transaction	Classroom activities: Lecture and participatory group discussions. Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

Nolen-Hoeksema, S., Fredrickson, B.L., Geoff R. Loftus, G R., & Wagena, W.A. (2009) Atkinson & Hilgard 's Introduction to Psychology, 15th Edition Cengage Learning EMEA, UK.

Olson, M. H. & Hergenhahn, B.R. (2016) An introduction to theories of learning, 9th ed. Routledge NY.

Kakkar,S.B.(1992) Advanced Educational Psychology. Oxford & IBH Publishing Co. Pvt. Ltd.

Relevance of Learning the Course/ Employability of the Course

The scientific study of learning and memory is a cornerstone of psychology. This course is aimed at getting acquainted with scientific psychology.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychology of Adolescence		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUBH101		
Course Overview	This course emphasizes the changes happening during the adolescent period. It provides ideas about adolescent issues and how to overcome the hurdles.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop knowledge about adolescents' development	U	
2	Analyze the changes during the adolescent period.	An	
3	Identify the contexts of an adolescent.	U	
4	Evaluate the problems of adolescence	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction	Hours	CO No
Introduction – transition period, boundaries of adolescence	5	1
Module 2- Fundamental changes happening in adolescence		
Biological, physical health, puberty, health care, and its importance Cognitive – brain changes and adolescent thinking, Social – peer group, psychosocial development.	20	1, 2
Module 3- Context and hurdles of adolescence		
Contexts of adolescence – peer group, family – influence of parenting, the role of school, the role of social media Hurdles - identity, autonomy, intimacy, sexuality, and achievement	20	1, 3
Module 4- Psychosocial problems in adolescence		
Psychosocial problems in adolescence – substance abuse, suicide, other psychological problems – antisocial behaviour, and depression.	15	1, 4

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) Quiz, assignments, Group Discussion, individual presentations Semester End Examination

Learning Resources

Santrock, J. (2023). *Adolescence* (18th ed), McGraw-Hill Education.

Steinberg, and Laurence, D. (2018) *Adolescence*. (12th ed). Dubuque, IA McGraw-Hill Education.

Additional reading

Arnett, J.J. (2012). *Adolescence and Emerging Adulthood: A Cultural Approach* (5th ed.). Upper Saddle River, New Jersey: Prentice Hall.

Relevance of Learning the Course/ Employability of the Course

Through this course, each student will be able to understand and identify their current stage of development and overcome the challenges as an adolescent. The course is designed for self-identification and self-development.

**4+ 1 INTEGRATED UG AND PG PROGRAMME IN PSYCHOLOGY-
SEMESTER II**

Course Code	Title	Credit	Hours per week		Level	Type
			Theory	Practical		
MG2DSCUBE101	Individual Differences	4	3	1	100-199	Major
MG2DSCUBH121	Behavioural Neuroscience	4	4	-	100-199	Minor A
MG2DSCUBH143	Psychology of Individual Difference	4	4	-	100-199	Minor B
MG2MDCUBH102	Psychology in Organizations	3	3	-	100-199	MDC
	AEC (English)	3	3	-	100-199	AEC
	AEC (Malayalam)	3	3	-	100-199	AEC
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
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School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Individual Differences		
Course Type	Major		
Course Level	100-199		
Course Code	MG2DSCUBE101		
Course Overview	This course provides an in-depth exploration of the psychological, biological, and social bases of individual differences in human behaviour. It examines the diversity of human traits—cognitive, emotional, and behavioural—and the factors that contribute to these variations. Emphasis is placed on understanding how individual differences such as intelligence, personality, motivation, creativity, learning styles, and emotional functioning impact development, performance, and adaptation across various contexts.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/fieldwork
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the extent to which individual differences are related to human behaviour, cognition, emotion, and motivation.	U	
2	Analyse the theories of personality and intelligence.	An	
3	Examine how individual differences can be utilized to enhance the comprehension of psychological concepts and the practice of psychology.	An	

4	Apply the principles of psychological assessment	A	
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*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1-Biological Basis of Behaviour	Hours	CO No
Overview of biopsychological methods, Neurons and Neurotransmission, Nervous System and its functions, Structure and Function of the Brain, The Endocrine System, Genetics and Behaviour, Biological Basis of Emotions and Motivation, Gender and Diversity.	10	1
Module 2-Intelligence		
Intelligence, Theories of Intelligence: Spearman, Cattell, Guilford, Thurstone, Sternberg, Gardner, PASS theory, Measures for Intelligence, Human Intelligence: The Role of Heredity and the Role of Environment, Gender and diversity, Emotional Intelligence, Creativity.	15	1,2,3
Module 3-Cognition		
Basic Elements of Thought: Concepts, Propositions, Images. Theories, types and disorders: Attention, memory, problem-solving, judgement, Reasoning: Basic Sources of Error, Decision making. Heuristics. Factors affecting Problem Solving. Language.	20	1,3
Module 4-Personality		
Personality, Personality theories: Psychodynamic, Behavioural, cognitive, Humanistic and Trait theories, Measures for personality: MBTI, 16 PF, MMPI, EPQ, NEO-PI-3, projective tests, etc. Gender and diversity.	15	1,2,3
Module 5- Teacher-specific content		
A minimum of two tests from each section need to be conducted and documented. Intelligence: Bhatia's Battery of Intelligence, SPM, APM, Emotional Intelligence test Cognition: Tower of Hanoi, concept formation, multiple choice, and immediate memory. Personality: 16 PF, EPQ R, etc		3,4

Mode of Transaction	Classroom activities: Lecture and participatory group discussions. Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) – 40 End Semester Evaluation (ESE) -60

Learning Resources

Baron, R.A. (2018). *Psychology* (5th ed.). Pearson Education.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.

Murphy, K.R. & Davidshofer, C. O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

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

Relevance of Learning the Course/Employability of the Course
The course helps students understand personality traits and cognitive differences and aids in employee selection, teambuilding, and leadership development.

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School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Behavioural Neuroscience		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUBH121		
Course Overview	Brain and behaviour connections are explained in this course, as well as the philosophical origin and history in the field of study of behaviour.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the behaviour control of the brain	U	
2	Illustrate historical developments in the field of brain and behaviour.	U	
3	Analyse the brain mechanism underpinning emotions and motivation	An	
4	Explain the topography and functional organization of the brain.	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- The Brain	Hours	CO No
The brain theory, Perspectives on the Brain and Behaviour—Aristotle, Descartes, Darwin, Gregor Mendel, and heritable factors. Early insights from brain injury lateralisation of functions, Neuroplasticity, hierarchical organisation, two brain, Conscious and Unconscious Neural Streams	15	1, 2
Module 2- Structure of Brain		
Hierarchy of brain – coverings of the brain, brain structures, blood supply, neuronal transmission—electrical and chemical transmission.	15	4
Module 3- Motivation and emotion		
Motivation and emotion—neural control of basic needs, limbic system and functions (vegetative control), sleep and wakefulness. Emotions- the neural basis of emotion	15	1
Module 4- Brain and behaviour		
Brain and behaviour- Topography of brain, lobes and functions, Language	15	1,4

Mode of Transaction	Classroom activities: lecture class, discussion group, etc
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

Hall, J. E., & Hall, M. E. (2021). *Guyton and Hall Textbook of Medical Physiology (Guyton Physiology)* (14th ed.). Kindle Edition.

Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*. Worth Publishers.

Relevance of Learning the Course/ Employability of the Course

This course allows students to be oriented to the brain and behaviour and understand how psychology evolved as a branch of science.

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School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychology of Individual Differences		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUBH143		
Course Overview	People are different in many ways. The Psychology of Individual Difference Course explains major themes that create individual differences, such as personality, intelligence, and several psychological phenomena happening in the social world.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain various elements that make up the individual difference	U	
2	Analyse the personality makeup that creates individual differences.	An	
3	Understand the individual differences in terms of intelligence.	U	
4	Evaluate individual differences in perception, thinking and feeling about the social world.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Individual Differences and Dimensions	Hours	CO No
Needs, preferences, skills, abilities, aptitude, personality, intelligence, motivation, emotion, gender, culture, race, education, and age. Disabilities, cognitive functions (process), Neurocognitive functions, Behavioural genetics, etc. Determinants of individual difference—biological determinants: genetic factors, brain and behaviour; psychological determinants: learning, memory, perception, cognition, and sociocultural factors.	20	1
Module 2—Personality and personality disorders		
Concepts of personality, factors affecting one's personality, personality theories, personality assessment, and personality disorders.	20	2
Module 3—Intelligence		
Intelligence, concept of intelligence, theories of intelligence, classification of intelligence, giftedness and intellectual deficiency, assessment of intelligence—formal and informal assessments.	20	3
Module 4- Social psychology—thinking about other people.		
Attribution— understanding the causes of others' behaviour Attitudes: Evaluating the social world: Persuasion, Cognitive dissonance. Social behaviour—interacting with others: Prejudice. Social influence: Changing others' behaviour: Conformity, Compliance, Obedience	30	4

Mode of Transaction	Classroom activities: Lecture and participatory group discussions. Field activities: Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and End Semester Evaluation (ESE).

Learning Resources

Baron. R.A. & Misra. G. (2016). *Psychology* (5th ed.). Pearson

Robbins, S.P., & Judge, T.A (2013). *Organizational behaviour* (15th ed.). Pearson

Relevance of Learning the Course/ Employability of the Course

Psychology is a branch of science intended to unravel the mystery of the human mind that makes up unique adjustments of an individual. Psychology of Individual Difference explains the complex mechanisms that interplay within an individual. Learning the course enhances the student's understanding of the area of study.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychology in Organizations		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2MDCUBH102		
Course Overview	This course emphasizes the psychological process in organization. It provides ideas about impact of individual and group behaviour on organizational effectiveness and performance.		
Semester	2	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the key concepts and challenges of organisational behaviour	U	
2	Analyse the impact of individual and group behaviour on organizational effectiveness and performance.	An	
3	Assess individual differences and apply in several organizational situations.	A	
4	Evaluate the psychological process in an organizational setting.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 - Foundations of Organizational Behaviour	Hours	CO No
What is organizational behaviour- Basic psychology and work psychology. Changing world of work, Importance of interpersonal skills, group behaviour, communication, leadership, individual differences etc in organizational setting.	5	1
Module 2- Attitudes and Job satisfaction		
Attitudes and job satisfaction: Attitudes, what are major job attitudes, job satisfaction, impact of job satisfaction. Work life balance.	20	1, 2
Module 3- Motivation		
Defining motivation, fostering workplace motivation, job design and redesign, alternative work arrangements, using pay to motivate employees, managing work motivation.	20	1, 3
Module 4 - Training and Development		
Training cycle, training needs analysis, Training design, Training methods, Training evaluation, Training and development in practice.	15	1, 4

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Greenberg, J. (2011). *Behaviour in Organizations* (10th Ed). Pearson Education

Nelson, D. L., & Quick, J. C. (2000). *Organizational Behaviour – foundations and challenges* (3rd Ed). Thomson Learning

Riggio, R. E. (2022). *Introduction to industrial/organizational psychology* (8th ed.). Routledge.

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour* (18th Ed). Pearson Education India.

Relevance of Learning the Course/ Employability of the Course

Through this course, each student will be able to understand and identify the challenges in organizations. The course is designed for self-identification and self-development.

**4+1 INTEGRATED UG AND PG PROGRAMME IN PSYCHOLOGY-
SEMESTER III**

Course Code	Title	Credit	Hours per week		Level	Type
			Theory	Practical		
MG3DSCUBE201	Fundamentals of Cognitive Processes	4	3	1	Intermediate (200-299)	Major
MG3DSCUBE202	Developmental Psychology (Infancy to Adolescence)	4	3	1	200-299	Major
MG3DSCUBE203	Biological Psychology	4	3	1	200-299	Major
MG3DSCUBH221	Cognitive Processes	4	4	-	200-299	Minor A
MG3MDCUBH201	Forensic Psychology	3	3	-	200-299	MDC
MG3VACUBH201	Indian Psychology	3	3	-	200-299	VAC
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Fundamentals of Cognitive Process		
Course Type	Major		
Course Level	200-299		
Course Code	MG3DSCUBE201		
Course Overview	This course introduces students to the fundamental mental processes that underlie human behaviour and experience. The course explores how individuals acquire and process information. It covers key areas such as attention, sensation, perception, and consciousness. Emphasis is placed on theoretical models and empirical research that explain how cognitive functions operate in everyday life.		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to</i>		
1	To explain the fundamental concepts of cognitive psychology	U	
2	Evaluate the theories related to attention and perception.	E	
3	To describe the perceptual processes	U	
4	To understand the role of consciousness and altered states of awareness in human cognition	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to cognitive psychology	Hours	CO No
Cognitive Psychology: Scope and Definition, History, Rise and Fall of Behaviourism, and Processing Information. Core Concepts: Mental Representations—Stages of Processing, Serial Versus Parallel Processing, Hierarchical Systems, Cognitive Architecture, Memory Stores, Consciousness, and Emotion. The Brain: Cerebral Cortex, Parallel Processing Research Methods: Behavioural Measures and Physiological Measures.	10	1
Module 2 - Attention and Sensation		
Attention: Filter Theories: Early Selection, Attenuation, and Late Selection. Capacity theories: mental effort and multiple resources. Automatic process: criteria of automaticity, practice and automaticity, genetics, and maturation. Visual attention: Neural basis of selection, executive attention, perceptual binding, and subliminal perception. Sensation: The Raw Materials of Understanding, Sensory Threshold, Psychophysics, Psychophysical Scaling Methods, Signal Detection Theories, Sensory Adaptation. Vision—basic structure. Basic Functions of the Visual System: Acuity, Dark Adaptation, Eye Movements, and Colour Vision. Vision and the Brain: Processing Visual Information. Hearing: Basic structure of ear, Sound: The Physical Stimulus for Hearing, Pitch Perception, Sound Localisation Touch and Other Skin Senses: Basic Structure, Pain: Its Nature and Control, Pain Perception: The Role of Physiological Mechanisms, Pain Perception: The Role of Cognitive Processes Smell and Taste: The Chemical Senses, Smell and Taste, How They Operate, Kinesthesia and Vestibular Sense	20	1, 2
Module 3 - Perception		
Perception: theoretical approaches to perception, Perceptual Organization-gestalt law of organisation, bottom-up process, template matching, featural analysis, prototype matching, top-down processing—perceptual learning, word superiority effect, Perceptual Constancies and Illusions, some key perceptual processes—pattern recognition, distance perception, Depth perception: Monocular and Binocular cues, The Plasticity of Perception, Perceptual Style: Field Dependent vs. Field Independent, repressors vs sensitisers, levellers vs sharpeners	15	1, 2, 3

Module 4 – States of consciousness		
Nature of Consciousness, Variations in Levels of Awareness, Consciousness and Brain Activity, Biological Rhythms and Sleep, The Sleep and Waking Cycle, Culture and Sleep, The Neural Bases of Sleep, The Evolutionary Bases of Sleep, Sleep Deprivation, and Sleep Disorders. The World of Dreams, The Contents of Dreams, Links Between Dreams and Waking Life, Culture and Dreams, Theories of Dreaming, Hypnosis: Altered Consciousness or Role Playing, Hypnotic Induction and Susceptibility, Hypnotic Phenomena, Theories of Hypnosis, Meditation—Physiological Correlates, long-term benefits, Altered Consciousness with Drugs	15	1, 4
Module 5 - Teacher-specific content		
A minimum of 2 experiments from each group are to be conducted and documented during the semester. The report of each experiment should contain an introduction, aim, method, results, discussion, conclusion, and references in APA format. a. Psychophysics: method of limits, method of constant stimuli, method of average error. Auditory localisation, Reaction time b. Attention: Span of attention, Division of attention, Distraction of attention, c. Perception: Depth perception, Muller-Lyer illusion, Horizontal-vertical illusion, Colour blindness, Phi-phenomenon		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Baron, R. A. & Misra, G. (2014). *Psychology* (5th ed.). Pearson Education
 Kellogg, R. T. (2007). *Fundamentals of cognitive psychology* (3rd ed.). Sage Publications.
 Solso, R. L. (2009). *Cognitive psychology* (6th ed.). Pearson Education
 Weiten, W. (2011). *Psychology: Themes and Variations* (5th ed.). Brooks/Cole Publishing

Relevance of Learning the Course/ Employability of the Course

This course offers insights into how individuals perceive, think, remember, and learn, which are essential for various applications across multiple domains.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Developmental Psychology (Infancy to Adolescence)		
Course Type	Major		
Course Level	200-299		
Course Code	MG3DSCUBE202		
Course Overview	This course provides a comprehensive understanding of the physical, cognitive, emotional, and social development of children from infancy through adolescence. It introduces key developmental theories and explores how biological, psychological, and environmental factors interact to shape a child’s growth.		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To understand the life span development	U	
2	Describe the major theories and principles of human development from infancy through adolescence.	U	
3	Identify key physical, cognitive, emotional, and social developmental milestones across different stages of childhood.	U	
4	Analyse the cognitive development from infancy to adolescence.	An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1 – An introduction to lifespan development	Hours	CO No
Lifespan Development- Periods of development, Characterizing Lifespan Development, The Scope of the Field of Lifespan Development, Influences on Lifespan Development, Key Issues and Questions: Determining the Nature— and Nurture—of Lifespan Development Theoretical Perspectives on Lifespan Development The Psychodynamic Perspective, The Behavioral Perspective, The Cognitive Perspective, The Humanistic Perspective, The Contextual Perspective, Evolutionary Perspectives Research methods: Theories and Hypotheses, Choosing a Research Strategy, Correlational Studies, Experiments, Theoretical and Applied Research, Measuring Developmental Change, Ethics and Research	10	1, 2
Module 2 - Prenatal period, Birth and the newborn infant		
Earliest Development Genes and Chromosomes: The Code of Life, Multiple Births: Two—or More—for the Genetic Price of One, The Basics of Genetics: The Mixing and Matching of Traits, The Human Genome and Behavioral Genetics: Cracking the Genetic Code, Inherited and Genetic Disorders: When Development Deviates from the Norm, Genetic Counseling: Predicting the Future from the Genes of the Present The Interaction of Heredity and Environment The Role of the Environment in Studying Development. Genes and the Environment Prenatal Growth and Fertilization: The Moment of Conception, The Stages of the Prenatal Period: The Onset of Development, Pregnancy Problems, The Prenatal Environment: Threats to Development Birth and the newborn infant Birth Labor: The Process of Birth Begins, Birth: From Fetus to Neonate, Approaches to Childbirth: Where Medicine and Attitudes Meet Birth Complications Preterm Infants, Postmature Babies, Cesarean Delivery: Stillbirth and Infant Mortality, Postpartum Depression The Competent Newborn Physical Competence, Sensory Capabilities, Early Learning Capabilities, Social Competence Infancy: physical development, cognitive development, social and personality development	20	1, 2, 3
Module 3 - Early and middle childhood		
Early childhood: Physical growth, Influences on Physical Growth and Health, Motor Development Cognitive development Piaget's Stage of Preoperational Thinking, Information- Processing Approaches to Cognitive Development, Vygotsky's View of Cognitive Development Language Development Social and personality development Forming a Sense of Self, Friends and Family, Moral Development and	15	1, 2, 3, 4

Aggression Middle childhood: Physical Development, The Growing Body, Motor Development, Physical and Mental Health during Middle Childhood, Children with Special Needs Cognitive development Piagetian Approaches to Cognitive Development, Information Processing in Middle Childhood, Vygotsky's Approach to Cognitive Development, Language Development Social and personality development: The Developing Self, Relationships: Building Friendship in Middle Childhood, Family and School: Shaping Children's Behavior in Middle Childhood		
Module 4 – Adolescence		
Adolescence Physical Maturation Growth during Adolescence, Nutrition, Food, and Eating Disorders, Brain Development and Thought Cognitive Development and Schooling Piagetian Approaches to Cognitive Development, Information Processing Perspectives, Egocentrism in Thinking, Cyberspace Threats to Adolescents' Well-Being Social and personality development Identity: Asking "Who Am I?", Relationships: Family and Friends, Dating, Sexual Behavior, and Teenage Pregnancy, problems of development	15	1, 2, 3,4
Module 5- Practicum		
From the following list of practicals, any two from each set are to be conducted: Developmental Screening Test, Vineland Social Maturity Scale, BASIC- MR, Seguin Form Board, Draw a Man Test Colored Progressive matrices, MISIC, Pandey's Cognitive Development Test for Preschoolers, Early School Personality Questionnaire, Binet- Kamat Test of Intelligence, Children's Personality Questionnaire, WISC, Raven's Controlled Projective test Peer relationship questionnaire, High School Personality Questionnaire, Adolescent Adjustment Inventory, Academic Resilience scale Teacher Specific Content		

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 Semester End Examination – 60

Learning Resources

Berk, L. E. (2014). *Development through the lifespan* (7th ed.). Pearson.
Feldman, R. S. (2024). *Development across the life span* (10th ed.). Pearson.
Martorell, G., & Papalia, D. E. (2024). *Experience human development* (15th ed.). McGraw Hill.

Additional Reading

Santrock, J. (2011). *Child Development: An Introduction*. (13th ed.) McGraw Hill.

Relevance of Learning the Course/ Employability of the Course
This course provides a comprehensive understanding of the physical, cognitive, emotional, and social development of children from infancy through adolescence.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Biological Psychology		
Course Type	Major		
Course Level	200-299		
Course Code	MG3DSCUBE203		
Course Overview	This course explains the intricate relationship between the brain, nervous system, and behaviour. Students will be able to examine the roles of neurons, neurotransmitters, brain structures, hormones, and genetics in shaping behaviour. Through theoretical learning and exposure to research findings, students will develop a scientific perspective on how biological mechanisms underpin human thought, emotion, and action.		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To familiar with human nervous system	U	
2	To understand disorders and dysfunctions of nervous system	U	
3	Analyze the relationship between hormones and behaviours	An	
4	Able to explain the disorders related to the endocrine system	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – The Nervous System – Structural Foundations	Hours	CO No
Cells of the Nervous System: Neurons, Supporting Cells, Blood-Brain Barrier Neural Conduction: Resting Potential, Action Potential, and Synaptic Transmission Organization of the Nervous System: CNS and PNS Divisions of the Brain: Hindbrain, Midbrain, Forebrain Major Brain Structures: Cerebral Cortex, Limbic System, Basal Ganglia, Thalamus, Hypothalamus	15	1
Module 2 - The Nervous System – Disorders and Dysfunction		
Epilepsy and Seizure Disorders Brain Tumours: Types and Effects Developmental Disorders: Down Syndrome, Tay-Sachs Disease, PKU Neurodegenerative Disorders: Parkinson's, Alzheimer's, Multiple Sclerosis Traumatic Brain Injury and Stroke: Causes and Consequences	15	1, 2
Module 3 - The Endocrine System – Hormones and Behaviour		
Overview of the Endocrine System; Major Glands and Hormones: Pituitary, Thyroid, Adrenal, Gonads, Pancreas; Hypothalamus-Pituitary Interaction; Hormonal Regulation of Drives: Stress, Sex, Hunger; Endocrine-Nervous System Interaction in Behaviour	15	34
Module 4 – The Endocrine System – Disorders and Imbalances		
Thyroid Disorders: Hypothyroidism and Hyperthyroidism Effects on Cognition and Mood Diabetes Mellitus: Neurological and Behavioural Impact Adrenal Disorders: Cushing's Syndrome and Addison's Disease PCOS: Hormonal and Psychological Aspects Hormonal Imbalances and Mental Health: PMS, PMDD, Postpartum Depression	15	4
Module 5 – Teacher-specific content		
Brain Structure Mapping Activity: Students label and colour-code brain structures on blank brain diagrams to learn anatomy and functional roles. Neurological Case Study Analysis: Students analyze case vignettes involving disorders like Parkinson's, stroke, or epilepsy and identify affected brain regions. Symptom Matching Game: Students match symptoms to nervous and endocrine system disorders to enhance diagnostic reasoning and memory retention. Invite professionals to give lectures on recent advancements in the area		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Quiz, assignments, Group Discussion, individual presentations Semester End Examination – 60 marks

Learning Resources

Carlson, N. R. (1995). *Foundations of Behavioral Neuroscience* (3rd ed.). Pearson Education.

Kalat, J. W. (2013). *Biological psychology*. Wadsworth Publishing Company.

Pinel, J. P. (2015). *Introduction to biopsychology*. Pearson Higher Ed.

Relevance of Learning the Course/Employability of the Course

Understanding the intricate relationship between the brain, behaviour, and mental processes is crucial.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behaviour Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Cognitive Processes		
Course Type	Minor		
Course Level	200-299		
Course Code	MG3DSCUBH221		
Course Overview	Cognitive Process means the psychology of the mental process. This course deals with the human characteristics of sensation, attention and perception, thinking and Problem-solving, Reasoning and decision-making		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the meaning of the cognitive process, including various components that make up the cognitive process.	U	
2	Explain the sensory experience and attention process	R	
3	Analyse the mechanism of perception	An	
4	Apply the knowledge of Thinking and Problem-solving, Reasoning and Decision making	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1: Cognitive Psychology	Hours	CO No
Cognitive Psychology- Definition, meaning and basic concepts. An introduction and development of cognitive psychology as a branch of psychology.	15	1
Module 2: Sensation and Attention.		
Characteristics of sensory modalities Threshold sensitivity, Suprathreshold sensation, Sensory coding Sensation- visual, auditory, gustatory and olfactory sensations. Pressure and temperature, Pain Attention- Nature and Definition of Attention, Perception and Consciousness, Preconscious Processing, Selective and Divided Attention Theories of attention - Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory, Feature-Integration Theory, Similarity Theory. Automatic and Controlled Processes in Attention: Factors That Influence Our Ability to Pay Attention	35	2
Module 3: Perception		
Figure and ground, Grouping of objects Perceiving distance, Perceiving motion Depth cues- binocular or monocular. Feature integration theory Top-down processing Perceptual Constancies, Illusions	25	3
Module 4: Thinking and Problem-solving		
Thinking and Problem-solving: Definition, Types of problems, ways of problem solving, Problems with problem solving Reasoning and Decision making: Reasoning: definition, types of reasoning Decision Making: definition, decision-making process	15	4

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

Groome, D. (2021.) *An Introduction to Cognitive Psychology: Process and Disorders* (4th ed.). Routledge.

Nolen-Hoeksema, Fredrickson, B.L, Loftus, G.R and Wagenaar, W.A. (2009) *Atkinson & Hilgard's Introduction to Psychology* (15th ed). Cengage Learning.

Relevance of Learning the Course/ Employability of the Course

This course prepares students with foundation concepts in the higher psychological process.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Forensic Psychology		
Course Type	MDC		
Course Level	200-299		
Course Code	MG3MDCUBH201		
Course Overview	Forensic psychology aims to understand the psychological makeup of criminal behaviour, assist the legal system, and provide assessment and evaluation. This Forensic Psychology course helps students familiarize themselves with the subject.		
Semester	3	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	75		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Students will be able to Illustrate fundamental principles of forensic psychology.	U	
2	Analyse the intersection between psychology and the legal system.	An	
3	Critically examine applications of psychological principles to forensic contexts.	U	
4	Build a psychological perspective on criminal behaviour	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S)

COURSE CONTENT

Module 1 - Forensic Psychology: An Introduction	Hours	CO No
Definition and scope of forensic psychology. Historical development of the field. The relationship between psychology and the law. Overview of the legal system (criminal and civil). Ethical principles in forensic psychology. Role of forensic psychologist	20	1
Module 2 - Psychology of Criminal Behaviour		
Theories of crime (biological, psychological, sociological). Psychopathy and antisocial personality disorder. Risk assessment and violence prediction. Criminal Profiling Basics. Juvenile delinquency. Psychology of crime Deviant behaviour Impulsive violence Psychophysiology and crime Learning and crime Anger and aggression Stanley Milgram's experiment Mental diagnosis, prognosis, and treatment of criminal and delinquent behaviour Organised crime syndicates.	20	2, 3, 4
Module 3: Crime Typologies		
Interpersonal violence: the causes of violence, forcible rape, murder and homicide, assault, robbery, hate crimes Political crime and terrorism: nature, types of political crime, and terrorism. Property crime: theft, burglary, and arson. Enterprise crime: white-collar and organised crime Public order crime: sex and substance abuse Cybercrime and technology: cyber theft, cyber vandalism, and cyber warfare.	20	2, 3, 4
Module 4- Forensic Assessment and Evaluation		
Offender profiling: Polygraph, Narcoanalysis, and Neuroimaging Psychological Autopsy Social influence and legal system: police interrogations, line-ups, and the effect of media coverage on perception of defendants Social cognition and legal system: Eyewitness testimony, errors/problems in eyewitness testimony, and solutions for increasing eyewitness accuracy Influence of prejudice and stereotypes on the legal system.	15	3

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

Andrews, D. A., & Bonta, J. (2017). *The psychology of criminal conduct*. Routledge.

Bartol, C. R., & Bartol, A. M. (2020). *Criminal behaviour: A psychological approach*. Pearson.

Davis, R. C., & Norris, F. H. (2018). *Victimology: Crime victims and victim services*. Sage Publications.

Hess, A. K., & Weiner, I. B. (2018). *The handbook of forensic psychology*. John Wiley & Sons.

Kassin, S. M. (2017). *Psychology in court*. Guilford Publications.

Melton, G. B., Petrila, J., Poythress, N. G., & Slobogin, C. (2018). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers* Guilford Publications.

Otto, R. K., & Heilbrun, K. (2002). *The practice of forensic psychology*. American Psychological Association

Pozzulo, J. D., Bennell, C., & Forth, A. E. (2018). *Forensic psychology*. John Wiley & Sons.

Siegel, L. J. (2010). *Criminology: Theories, patterns, and typologies* (10th ed.). Cengage Learning.

Relevance of Learning the Course/ Employability of the Course

This Forensic Psychology course helps students familiarise themselves with the subject.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Indian Psychology		
Course Type	VAC		
Course Level	200-299		
Course Code	MG3VACUBH201		
Course Overview	India has a long tradition of knowledge systems that span Upanishad, ayurveda, Patanjali yoga, etc. These philosophical roots explain the concept of mind and mental processes. This course familiarises the students with the Indian knowledge of psychology.		
Semester	3	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90	-	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the Indian concepts of mind and mental processes.	U	
2	Explain Indian views on mental processes such as sensation, perception, and learning and memory.	U	
3	Describe the Indian perspective on human motivation, emotion, personality, and abnormal behaviour.	U	
4	Sensibly analyse Indian psychology in context.	An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction	Hours	CO No
Indian psychology as the science of living Sources of Indian Psychological Concepts Scope and methods: Role of intuition and Subjective experience-Yoga and Tantra techniques. The concept of consciousness—the principle of chit - States of consciousness the Self, mind and senses Altered states of consciousness	25	1
Module 2- Sensation and Perception		
Relationship between sense organs and objects—manas as a sense organ—illusion—transcendental perception Learning and memory Self and past experience—Samskara and Vasana – Conditions of retention and recall	25	1, 2, 4
Module 3- Motivation and Emotions		
Nature and kinds of motives – raga, dvesha and moha – Gita's theory of action – the concept of purushartha - the concepts of attachment and non-attachment. Personality and personality development Different theories of personality –the concept of sthithaprajna – Yoga: the eightfold path to Self-realization.	30	1, 3, 4
Module 4- Abnormal Behaviour and Its Treatment.		
Indian classification of abnormal behaviour - therapeutic techniques.	10	3

Mode of Transaction	Classroom activities: Lecture and participatory group discussions. Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

Jadunath (2017). Indian Psychology (3 Volumes), Motilal Banarsidass Publishers (P) Ltd.

Kuppuswamy, B. (1990). *Elements of Ancient Indian Psychology*. Konark Publishers Ltd.

Cornelissen, R. M., Misra, G., & Varma, S. (2014). *Foundations and Applications of Indian Psychology*. Pearson Education

Ramakrishna Rao, K. (Ed.) (2008). *Handbook of Indian Psychology*. Foundation Books.

Relevance of Learning the Course/ Employability of the Course

This course familiarises the students with the Indian knowledge of psychology.

**4+1 INTEGRATED UG AND PG PROGRAMME IN PSYCHOLOGY-
SEMESTER IV**

Course Code	Title	Credits	Hours per week		Level	Type
			Theory	Practical		
MG4DSCUBE201	Advanced Cognitive Processes	4	3	1	200-299	Major
MG4DSCUBE202	Human Behaviour in Social Context	4	3	1	200-299	Major
MG4DSCUBE203	Developmental Psychology (Adulthood to Old Age)	4	3	1	200-299	Major
MG4DSCUBH241	Language and Thought	4	4	-	200-299	Minor
MG4SECUBH201	Skills for Helping Professions	3	3	-	200-299	SEC
MG4VACUBH201	Psychology for Health and Well-being	3	3	-	200-299	VAC
MG4INTUBE201	Internship	2	-	-	200-299	
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Advanced Cognitive Process		
Course Type	Major		
Course Level	200-299		
Course Code	MG4DSCUBE201		
Course Overview	This course provides an in-depth exploration of the complex mechanisms that underlie human cognition. This course delves into advanced topics such as memory systems, language processing, reasoning, problem-solving, and decision-making. Emphasis is placed on the integration of cognitive theories with findings from neuroscience and experimental psychology.		
Semester	4	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand advanced cognitive processes	U	
2	Critically evaluate cognitive theories and research methodologies used in studying higher-order mental functions.	E	
3	Understand the cognitive development of a person.	U	
4	Apply cognitive principles to analyze real-life issues such as problem-solving, creativity, and cognitive biases in judgment and decision-making.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Language and development of cognition	Hours	CO No
Language: cognition and neurology, Linguistic Hierarchy-phoneme, morpheme and syntax, Chomsky's theory of language, psycholinguistic aspects of language, abstraction of linguistic ideas, language and neurology, words and reading-perceptual span, lexical decision making task, word recognition, comprehension of language-word recognition, sentence comprehension and discourse comprehension. Reading speed and comprehension, dyslexia. Cognitive development: Vygotsky and Piaget, neurocognitive development- early neural development, environment and neural development, lateralisation studies, cognitive development-intelligence and abilities, development of information acquisition skills, memory, higher order cognition in children, prototype formation in children	20	1, 2, 3, 4
Module 2 – Visual imagery and special cognition		
Mnemonics, The Dual-Coding Hypothesis, The Relational-Organisational Hypothesis, Empirical Investigations of Imagery, Mental Rotation of Images, Scanning Images, The Nature of Mental Imagery, Principles of Visual Imagery, Critiques of Mental Imagery Research and Theory, Spatial Cognition	10	1, 2, 4
Module 3 – Memory System		
Sensory memory-Iconic memory, echoic memory, Short term vs Long term memory- serial positioning effect, neurological dissociations, capacity, duration, working memory- multiple component model, embedded process model, types of long term memory- declarative vs procedural, episodic vs semantic, prospective memory, encoding and storing events-levels of processing, transfer appropriate processing, distinctiveness, relational processing, emotion and memory storage, retrieval process-retrieval mode, encoding specificity, emotion and retrieval. Memory distortion-reconstructive retrieval, encoding distortions, source monitoring, and Eyewitness testimony.	15	1, 2, 4
Module 4 – The Representation of Knowledge		
Semantic organisation, associationistic approach, semantic memory: set theoretical model, semantic feature comparison model, network model, propositional network, Representation of knowledge-neurocognitive considerations, memory consolidation, connectionism and representation of knowledge, Mental imagery— dual coding hypothesis, conceptual propositional hypothesis, functional-equivalence hypothesis, cognitive maps, synesthesia.	15	1, 2, 4

Module 5- Teacher-specific content		
Memory: A minimum of 2 experiments from each set are to be conducted and documented during the semester. The report of each experiment should contain an introduction, aim, method, result, discussion, conclusion, and references in APA Format. a. Memory: Retention as a function of memory, the Wechsler Memory Scale (WMS), proactive inhibition, and retroactive inhibition. b. Knowledge of results, the Stroop test, and Maze learning experiments.		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA)—40 marks Quizzes, group discussions, individual presentations, and assignments. Semester End Examination – 60 marks

Learning Resources

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

Galotti, K. M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Cengage.

Kellogg, R. T. (2015). *Fundamentals of cognitive psychology* (3rd ed.). Sage Publications.

Solso, R. L. (2009). *Cognitive psychology* (6th ed.). Pearson Education.

Relevance of Learning the Course/ Employability of the Course
This course delves into advanced topics such as memory systems, language processing, reasoning, problem-solving, and decision-making. Emphasis is placed on the integration of cognitive theories with findings from neuroscience and experimental psychology.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Human Behaviour in Social Context		
Course Type	Major		
Course Level	200-299		
Course Code	MG4DSCUBE202		
Course Overview	This course explores how individual behaviour is shaped by social environments. It introduces students to key concepts and theories from social psychology, focusing on how people think, feel, and act in the presence of others. Topics include social perception, attitudes, group dynamics, conformity, aggression, and prosocial behaviour in shaping identity and values.		
Semester	4	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand key concepts and theoretical perspectives of human behaviour in social context.	U	
2	Analyse the influence of social factors on individual and group behaviour.	An	
3	Evaluate psychological processes like attitude formation, social perception, conformity, and prosocial behavior in everyday situations.	E	
4	Apply social psychological principles to address real-life issues such as prejudice, discrimination, interpersonal conflict, and social influence.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction to Social Psychology	Hours	CO No.
Definition, History, Methods, and its importance of Social Psychology. A brief history of social psychology in India- sociological social psychology (SSP) and psychological social psychology (PSP). Relationship with other disciplines. Theoretical perspectives of social psychology: social comparison, sociocultural, Evolutionary, Social learning, Phenomenological, and Social cognitive Multidisciplinary approaches in social psychology. Future research in social psychology ethically.	10	1,4
Module 2- Social Perception and Cognition		
Social cognition- brain, mechanisms, friendship, and reinforcement theories. Concepts of social perception: interpersonal perception, nonverbal communication, facial expression, gaze, stares, body language, touching, Deception, and micro expressions. Definition and theories of Attribution: Theories- correspondence inference, Kelly's theory. Applications of Attribution theory. Attitude: Definition, components, functions, theories, and experiments. Prejudice, stereotype and discrimination.	20	1, 2, 3, 4
Module 3 -Group Leadership and Social Influence		
Groups: Definition, formation, group dynamics, types, and group cohesiveness. Leadership: Types, Functions, Characteristics, and Theories. Social exchange process. Social influence: conformity, compliance, and obedience	15	1, 2, 3, 4
Module 4- Interpersonal Attraction and Prosocial Behaviour		
Definition and Theories of Interpersonal Attraction. Internal and external sources of liking others: the role of affect and the triangular model of love. Social media and relationship development. Prosocial, Altruism, and Altruistic Behaviour: Determinants, Theories, and Factors.	15	1, 2, 3, 4
Module 5- Practicum		
Students are expected to present a report of any two of the following Activities. Identify and become familiar with research methods in social psychology. Students can conduct practical sessions related to nonverbal communication and identify microexpressions related to deception.		

Organise a Group discussion of different social psychology topics in the classroom and prepare a report. Students can be assigned to practice tactics related to social influence. Students can be assigned to do personal place role play. Students can perform and experience prosocial behaviour and related factors. Teacher-specific content		
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Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	Mode of Assessment Continuous Internal Assessment (CIA) - 40 marks Quizzes, group discussions, assignments, and individual presentations. Semester End Examination- 60 marks

Learning Resources

Baron, R.A., & Byrne, D. (2002). *Social Psychology* (10th ed.). Pearson Education.

Baron, R.A., & Branscombe, G. (2022). *Social Psychology* (14th ed.). Pearson Education.

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

Feldman, R.S. (2001). *Social Psychology* (3rd ed.). Pearson Education.

Mangal, S., & Mangal, S. (2023). *Essentials of social psychology: An Indian perspective* (1st ed.). Routledge.

Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Thomson Wadsworth Publication.

Myers, D.G. (1999). *Social Psychology* (7th ed.). Pearson Education.

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

Suggested Readings

Imam, E., & Tanisha, M. (2023). Role of social media in interpersonal relationships among youth. *International Journal for Modern Trends in Science and Technology*, 9(8), 11–18.
<https://doi.org/10.46501/IJMTST0908003>

Orben, A., & Dunbar, R. I. M. (2017). Social media and relationship development: The effect of valence and intimacy of posts. *Computers in Human Behavior*, 73, 489–498.
<https://doi.org/10.1016/j.chb.2017.04.006>

Thomas, L. (2019). Online retailer tactics and impulse buying: Consumers welcome tools to avoid it. *University of Michigan News*. <https://news.umich.edu/online-retailer-tactics-and-impulse-buying-consumers-welcome-tools-to-avoid-it/>

Relevance of Learning the Course/ Employability of the Course

This course explores how individual behaviour is shaped by social environments. It introduces students to key concepts and theories from social psychology, focusing on how people think, feel, and act in the presence of others.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Developmental Psychology (Adulthood to Old age)		
Course Type	Major		
Course Level	200-299		
Course Code	MG4DSCUBE203		
Course Overview	This course focuses on the psychological development of individuals from early adulthood through late old age. It explores the physical, cognitive, emotional, and social changes that occur across adult life stages. This course also addresses the death and grief.		
Semester	4	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the physical, cognitive, social, emotional, and personality development from adulthood to old age.	U	
2	Analyze key developmental theories and models related to adult aging.	An	
3	Understand the process of dying Grief and Bereavement	U	
4	Apply developmental knowledge to promote well-being and healthy aging practices.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Early Adulthood	Hours	CO No
Physical development Physical Development, Fitness, and Health, Eating, Nutrition, and Obesity, Physical Disabilities, Stress and Coping, Cognitive Development Intellectual Growth in Early Adulthood, Approaches to Postformal Thinking, Intelligence Changes in the Structure of Thought, Epistemic cognition, Pragmatic Thought, and cognitive-affective complexity College: Pursuing Higher Education, Vocational Choice Social and personality development Theories of Adult Psychosocial Development: Levinson’s seasons of life, Vaillant’s adaptation to life, and the social Clock Forging Relationships: Intimacy, Liking, and Loving during Early Adulthood The Course of Relationships Career development	15	1, 2, 4
Module 2 - Middle adulthood		
Physical Transition, The Senses, Reaction Time, Sex in Middle Adulthood, Health, and adapting to the Physical Challenges of midlife Cognitive Development Changes in mental abilities, information Processing, vocational life, and Cognitive development Social and personality development Personality Development: Theories, Relationships: Family in Middle Age, Work and Leisure	15	1, 2, 4
Module 3 - Late adulthood		
Physical Development in Late Adulthood: Aging, Physical Transitions, Slowing Reaction Time, The Senses Health and Wellness in Late Adulthood: Health Problems, Wellness, Sexuality in Old Age, Approaches to Aging, Postponing Aging Cognitive Development in Late Adulthood: Intelligence, Memory, Language Processing, Problem Solving, Wisdom, Factors related to Cognitive maintenance and Change, Cognitive interventions Social and personality development: Personality Development and Successful Aging, The Daily Life of Late Adulthood, Relationships	15	1, 2, 4
Module 4 – Old Age		
The Meaning of Death and Dying, Dying and Death across the Life Span: Defining Death, Death Education	15	1, 2, 3, 4

Confronting Death: Understanding the Process of Dying, Choosing the Nature of Death, Caring for the Terminally Ill Grief and Bereavement: Grief Process, Personal and Situational Variations, Bereavement Interventions		
Module 5- Practicals		
From the following list of practicals, any two from each set are to be conducted WAPIS, WAIS, Marital Adjustment Inventory, Rotter's Locus of Control, Career and Family- Values scale, Work Motivation Questionnaire, Parenting Scale Mini-Cog, Mini Mental Status Examination, Addenbrooke's Cognitive Examination, Geriatric Depression Scale Teacher Specific Content		

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 Semester End Examination – 60

Learning Resources

Berk, L. E. (2014). *Development through the lifespan* (7th ed.). Pearson.
Feldman, R. S. (2024). *Development across the life span* (10th ed.). Pearson.
Martorell, G., & Papalia, D. E. (2024). *Experience human development* (15th ed.). McGraw Hill.

Additional Reading

Santrock, J. (2011). *Child Development: An Introduction*. (13th ed.) McGraw Hill.

Relevance of Learning the Course/ Employability of the Course
This course focuses on the psychological development of individuals from early adulthood through late old age.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Language and Thought		
Course Type	Minor		
Course Level	200-299		
Course Code	MG4DSCUBH241		
Course Overview	Language and thought encompass a significant mental process involving imagination, thinking, reasoning, and problem-solving. This course covers topics such as the components of language, theoretical assumptions of language development, the neural basis of language, and the role of language and thought in activities like imagination, reasoning, and problem-solving.		
Semester	4	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	90		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the science behind the language and thought process	U	
2	Describe the ‘concept’ -the building blocks of thoughts.	U	
3	Analyse the reasoning and problem-solving activities in the thought process.	An	
4	Evaluate the dynamics of language and thought process.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 - Language And Communication	Hours	CO No
Levels of Language Language Units and Processes Effects of Context on Comprehension and Production – The Neural Basis of Language What is Acquired? Learning Processes Innate Factors	25	1
Module 2- The Development Of Language		
Prototypes Hierarchies of concepts Different categorisation processes Acquiring concepts The neural basis of concepts and categorisation	25	2
Module 3 - Concepts And Categorization: The Building Blocks Of Thought		
Reasoning: Deductive reasoning, Inductive reasoning, and the neural basis of reasoning Imaginal thought: Imaginal operations, and the neural basis of imagery	20	3
Module 4—Thought In Action: Problem Solving		
Problem-solving strategies Representing the problem Experts versus novices Automaticity	20	4

Mode of Transaction	Classroom activities: Lecture and participatory group discussions Lab-based activities: Activity-based practical
Mode of Assessment	Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

Learning Resources

Fredrickson, B., Loftus, G. R., Wagenaar, W., & Fredrickson, B. (2009). Atkinson & Hilgard's Introduction to Psychology (15th Ed). Cengage Learning.

Relevance of Learning the Course/ Employability of the Course

This course covers topics such as the components of language, theoretical assumptions of language development, the neural basis of language, and the role of language and thought in activities like imagination, reasoning, and problem-solving

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Skills for Helping Professional		
Course Type	SEC		
Course Level	200-299		
Course Code	MG4SECUBH201		
Course Overview	The course aims to equip the students with the knowledge of how people help other people to grow toward their personal goals and strengthen their capacities for coping with life. Working with people inevitably involves interaction, the coming together of two or more people, sometimes with common aims, sometimes with conflicting ones. It is therefore important for the students to explore the range of processes and skills that have a bearing on interpersonal interactions in the context of people's work. Students will be familiarized with the concept of Psychological First Aid (PFA) and will gain an understanding of its principles and application in providing immediate support to individuals affected by crises.		
Semester	4	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the concept of helping	U	
2	Learn about various interaction skills	S	
3	Understand the basics of PFA	U	
4	Become equipped to apply PFA in crises	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Helping	Hours	CO No
Concept and meaning Characteristics of helpers Helping process, Helping skills for understanding	15	1
Module 2 – Interaction Skills		
Valuing diversity Verbal and non-verbal communication Written communication Interviewing Influencing skills Handling feelings and conflicts	15	2
Module 3 – Psychological First Aid (PFA)		
Concept and development of PFA Core Competencies of PFA Rapport Establishment in PFA Reflective Listening in PFA	15	3
Module 4 – Techniques in Psychological First Aid		
Assessment of Needs Prioritization in PFA Intervention in PFA Disposition in PFA	15	4

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) Semester End Examination

Learning Resources

American Psychiatric Association. (1954). Psychological first aid in community disaster. Washington, DC: Author

Brammer, L. M. (1993). The Helping Relationship: Process and Skills (5th ed.). Allyn and Bacon.

Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines

Thompson, N. (2002). People skills (2nd ed.). Palgrave

Relevance of Learning the Course/ Employability of the Course

The course aims to equip the students with the knowledge of how people help other people to grow toward their personal goals and strengthen their capacities for coping with life

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychology for Health and Well-being		
Course Type	VAC		
Course Level	200-299		
Course Code	MG4VACUBH201		
Course Overview	This course intends to provide knowledge about health psychology and well-being. It gives awareness about the connection between lifestyle and mental health, health-compromising behaviours, and stress. It ultimately looks for changes in health-compromising behaviours and improves mental health.		
Semester	4	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	75		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To understand fundamental concept of health psychology	U	
2	To analyze the role of stress, coping, and life style in mental health	An	
3	To understand health compromising behaviours	U	
4	To evaluate the health promotion strategies in community	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1 - Introduction to Health Psychology	Hours	CO No
Definition and Scope of Health Psychology, Mind-Body Relationship, and Biopsychosocial Model of Health. Health behaviours—practising and changing health behaviours. Psychological Determinants of Health and Illness	20	1
Module 2- Stress and Coping		
Concepts and Types of Stress: Theoretical Contribution, Physiological and Psychological Effects of Stress, and Coping with Stress. Role of Social Support in Coping and Health: concept of resilience	15	1, 2
Module 3- Lifestyle and Mental Health		
Psychological Aspects of Nutrition, Exercise, and Sleep Impact of Substance Abuse on Health and Well-being Mindfulness and Meditation for Well-being The Role of Spirituality in Health	20	3
Module 4 - Health Promotion and Behaviour Change		
Health Communication and Behaviour Change Strategies. Psychological Interventions for Lifestyle Modification and Stress Management Strategies. Role of Counselling and Psychotherapy in Health Promotion Community and Public Health Perspectives Policies, and Programs for Health Promotion in India	20	4

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 30 marks Quiz, assignments, Group Discussion, individual presentations Semester End Examination – 40 marks

Learning Resources

Cassady, T. (2023). *Stress, Cognition and Health: Real World Examples and Practical Applications* (2nd ed.). Routledge.

Diener, E., Oishi, S., & Tay, L. (2018). *Handbook of Well-Being*. DEF Publishers.

Sarafino, E. P., & Smith, T. W. (2020). *Health Psychology: Biopsychosocial Interactions* (10th ed.). Wiley.

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

Relevance of Learning the Course/ Employability of the Course

This course intends to provide knowledge about health psychology and well-being.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Internship		
Course Type			
Course Level	200-299		
Course Code	MG4INTUBE201		
Course Overview	Designed to provide the necessary psychological skills for working in various settings.		
Semester	4	Credit	2
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

OUTCOMES

- Skill in case history taking (S)
- Ethical awareness (U)
- Skill in clinical interviews (S)
- Skill in evaluation and reporting (S)

COURSE OBJECTIVES

After completing the internship training programme, students should be able to learn the necessary skills to perform clinical interviews, case history taking, observation, evaluation, and report writing.

Other objectives are -

- To provide hands-on experience in applying psychological theories, principles, and methods in real-life settings such as hospitals, clinics, NGOs, rehabilitation centres, educational institutions, or corporate sectors.

- To develop professional competencies, including observation, assessment, communication, and documentation skills under the supervision of trained professionals.
- To enhance ethical awareness by understanding the ethical codes and professional conduct expected in various applied psychology settings.
- To bridge the gap between theory and practice, helping students understand how academic knowledge translates into practical interventions and strategies.
- To foster critical thinking and reflective skills by encouraging interns to analyze psychological practices and interventions encountered during fieldwork.
- To expose students to diverse populations and psychological concerns, promoting sensitivity to cultural, social, and individual differences.
- To assist students in career exploration by allowing them to experience different psychology subfields and professional roles.
- To encourage research-mindedness by engaging students in observation, case documentation, and possibly small-scale field-based studies.
- To prepare students for advanced training or employment by improving their confidence, professionalism, and self-awareness in psychological practice.

**4 + 1 Year Integrated UG and PG Programme in
Psychology - Semester V**

Course Code	Title	Credits	Hours per week		Level	Type
			Theory	Practical		
MG5DSCUBE301	Quantitative Research and Statistics	4	3	1	Higher (300-399)	Major
MG5DSCUBE302	Foundations of Mental Health and Disorders	4	3	1	300-399	Major
MG5DSCUBE303	Psychology of Criminal Behaviour	4	3	1	300-399	Major
MG5DSCUBE304	Psychology in Educational Settings	4	3	1	300-399	Major
MG5SECUBH301	Soft Skills for Better Living	3	3	-	300-399	SEC
MG5VACUBH301	Environmental Psychology	3	3	-	300-399	VAC
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Quantitative Research and Statistics		
Course Type	Major		
Course Level	300-399		
Course Code	MG5DSCUBE301		
Course Overview	This course provides students with a comprehensive understanding of quantitative approaches to psychological and social science research. It covers the foundational concepts of research design, hypothesis formulation, sampling techniques, data collection methods, and statistical analysis. Emphasis is placed on experimental, quasi-experimental, and survey research designs. Students will learn how to use statistical tools to analyze data, interpret findings, and report results in a scientifically valid manner.		
Semester	5	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand the basic idea about quantitative research	U	
2	Able to do literature review, mini researches, and report writing	A	
3	Apply research knowledge to analyse the data and interpret	A	
4	Understand research designs and sampling methods	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Generating Research Ideas	Hours	CO No
Sources of Research Ideas: Experience, Theory, Applied Issues, Discussion with Experts, and Literature Review. Research Literature: Purpose of Literature Review. Primary and secondary sources. Conducting a literature search: Database (PsycINFO, PsycARTICLES, ERIC, MEDLINE, PubMed, JSTOR, Google Scholar), Indexing: Scopus, Web of Science. Review process: Maintaining focus, screening articles, and ending a literature search. Research map, research gap, systematic review. AI-based tools: Consensus AI, Elicit AI, etc. Research Problem, Research Question, Research Objectives, and Characteristics of a Good Research Question. Hypothesis: Null, Alternative, Directional, Non-directional, Characteristics of good hypothesis; Variables and Participants - Variables: Constructs, Operational definition, Types of variables: Independent Variable, Dependent variable, Extraneous variable, confounding variable, Mediating variable, Moderating variable. Participants: Populations, Target population, Samples, Sampling frame, Representative sample, and biased sample. Sampling errors, Volunteers in research studies.; Probability-based sampling methods, Non-probability-based sampling methods, Sampling methods for online survey.	15	1, 2, 4
Module 2 - Quantitative Research Design		
Meaning, purpose and criteria of research design. Basic principles in Experimental Designs.; Types of Experimental designs: Within-group designs, two-group, multi-group, factorial designs, Small-N designs, Within-subject and between-subject designs. ; Single case experimental design and small pilot trial designs, randomised and controlled trial in intervention studies, Sources of error variance and its management in the various types of experimental designs and virtual environments in clinical psychology research. Designing, conducting and evaluating therapy process research.	15	1, 2, 4
Module 3 - Research Strategies and Reporting		
Research methods: Qualitative, Quantitative and Mixed Methods (Basic Concepts) Research strategies: Descriptive Research, Correlational research strategy, Experimental, Quasi experimental and Non-experimental research strategy (Basic concepts of the research strategies); Interpretation of Data (Concepts, Assumptions and Software training only): Fundamentals of descriptive and inferential statistics (Correlation: r, Group comparison: t test, Mann-Whitney U test, Wilcoxon signed rank test, Chi-square test). Coding in Qualitative Analysis. Creation of coding unit in qualitative data	15	1, 2

analysis. Research Report Styles: APA, The elements of an APA-Style Research Report. Preparation of research Proposal. Scientific presentations: Poster and oral presentation		
Module 4 – Descriptive and Inferential Statistics		
Measures of Central Tendency: Mean, median, mode. Measures of Dispersion: Range, quartile deviation, mean deviation, standard deviation, variance and Coefficient of variation. Concept of correlation: Linear, Pearson product-moment, Spearman's rank order, Scatter diagram. Concept of Regression: Regression coefficients. Interpretation of correlation and regression analysis. Concept of probability, Characteristics of the Normal probability Curve, skewness and kurtosis. Parametric and non-parametric tests, t-test, the independent samples t-test, the dependent sample t-test, one-way and two-way ANOVA, MANOVA, and Post-hoc tests. Non-parametric tests. Mann-Whitney U test, Wilcoxon signed rank test, Friedman test and Kruskal-Wallis test. Interpretations of parametric and non-parametric tests. SPSS for analyzing and interpreting data	15	1, 2, 3
Module 5 - Teacher-specific content		
Systematic review research Mini project Data analysis using various software		

Mode of Transaction	Classroom activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 30 marks Quiz, assignments, Group Discussion, individual presentations Semester End Examination – 40 marks

Learning Resources

Anasthasi, A. & Urbina, S. (2016). *Psychological Testing* (7th ed.). Pearson.

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

Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis* (3rd ed.). Routledge.

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

Gravetter, F.J. & Wallnau, L.B. (2013). *Statistics for the Behavioral Sciences* (9th ed.). Wadsworth.

Gregory, R.J. (2014). *Psychological Testing History, Principles, and Applications*. Pearson Education Limited

Gregory, R.J. (2017). *Psychological testing History, principles and applications* (7th ed.). Pearson

Kenneth Bordens, K. & Abbott, B.B. (2018). *Research Design and Methods: A Process Approach* (10th ed). NY: McGraw-Hill Education

Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological Assessment and Theory: Creating and Using Psychological Tests* (8th ed.). Westview Press.

Malec, M.A. (2012). *Essential Statistics for Social Research* (2nd ed.). Rawat Publications.

ADDITIONAL READING

Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of psychological assessment* (6th ed). John Wiley.

Howell, D. C. (2012). *Statistical methods for psychology* (8th ed.). Wadsworth.

King, B. M. (2012) *Statistical Reasoning in the Behavioural Sciences*, (6th ed). Wiley.

Relevance of Learning the Course/ Employability of the Course
This course provides students with a comprehensive understanding of quantitative approaches to psychological and social science research.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Foundations of Mental Health and Disorders		
Course Type	Major		
Course Level	300-399		
Course Code	MG5DSCUBE302		
Course Overview	This course offers a comprehensive exploration of mental disorders, focusing on their classification, etiology, and management across diverse populations. Students will delve into major diagnostic systems, including the DSM-5 and ICD-11, to understand the criteria and categories of mental illnesses.		
Semester	5	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the concept of abnormality and the classification of abnormal behaviours	U	
2	Identify the signs and symptoms, aetiology, and management of major mental disorders.	U	
3	Evaluate theoretical perspectives (biological, cognitive, behavioural, psychodynamic, etc.) in understanding mental illness.	E	
4	Distinguish between overlapping and comorbid features of disorders.	An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Abnormal Behaviour and Childhood Disorders	Hours	CO No
Mental Health— Definition, and Characteristics Abnormality— Definition and Criteria. Historical views: Biopsychosocial model of disorders. Classificatory System— Approaches to classification—Categorical, dimensional, and hierarchical models. Systems in classification—ICD–11, DSM–5, and modifications in DSM–5 TR classifications. Childhood disorders: exceptional children, definition, gifted children, intellectual disability, childhood disorders, autism, dyslexia, ADHD, and ADD.	15	1, 2, 3, 4
Module 2 – Anxiety, stress, and somatic disorders		
Anxiety disorders: fear and anxiety; Phobias: specific phobia, social phobia, agoraphobia, generalized anxiety disorders, panic disorders, Obsessive-compulsive disorders, Body dysmorphic disorders, Hoarding, trichotillomania, excoriation Stress and stressors- coping strategies, stress disorders, PTSD, acute stress disorder; Somatic and dissociative disorders: somatic symptoms and related disorders, illness anxiety disorder, conversion disorder, factitious disorder, dissociative disorders, and derealization/depersonalization disorder, Dissociative Amnesia, and Dissociative Identity Disorder.	15	2, 3, 4
Module 3 – Mood Disorders and Schizophrenia		
Unipolar disorders, Major depressive disorders, Persistent Depressive disorders, Specifiers of MDD; Bipolar disorders: Mania, depression, Bipolar 1 and 2 disorders, cyclothymia Suicidal behaviours: suicidal ideation, warning signs, non-suicidal self-injury Schizophrenia: clinical picture— delusions, hallucinations. Disorganized speech and behaviour, positive and negative symptoms, schizoaffective disorders, schizophreniform disorders, brief psychotic disorder, other psychotic disorders, delusional disorder, and psychotic disorder secondary to medical condition/substance.	15	2, 3, 4
Module 4 – Personality disorders, eating disorders, sexual disorders		
Cluster A Personality Disorder: Paranoid personality disorder, schizoid personality disorder, and schizotypal personality disorder. Cluster B Personality Disorder: antisocial personality disorder, borderline personality disorder, histrionic personality disorder, and narcissistic personality disorder. Cluster C Personality Disorder: Avoidant personality disorder, dependent personality disorder, and obsessive-compulsive personality	15	2, 3, 4

disorder. Eating Disorders: Anorexia nervosa, Bulimia nervosa, Binge-eating disorder. Paraphilic disorders: fetishistic disorder, transvestic disorder, pedophilic disorder, voyeuristic disorder, exhibitionistic disorder, frotteuristic disorder, sexual sadism disorder, and sexual masochistic disorder. Sexual Abuse: Incest, Rape, and Child Sexual Abuse		
Module 5 - Teacher-specific content		
Understand and submit an assignment on any one of the following: National Mental Health Policy 2014 & Mental Health Care Act 2017, PWDs, 2016, Rehabilitation Council of India (Registration Process), POCSO Act (Interview with a lawyer) Visit at least three centres and submit observation reports: NMHP & DMHP— Rashtreeya Kishore Swasthya Karyakram (RKSK), Ayushman Bharat Health and Wellness Centers (AB-HWC), Atmanirbhar Bharat Abhiyan, DISA, Chiri, School Mental Health Program, Jeevani Center for Wellbeing.		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

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

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.).

Barlow H.D. & Durand M.V. (2016). *Abnormal Psychology: an integrative approach* (7th ed.). Cengage Learning.

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

Sadock, B. J., & Sadock, V. A. (2007). *Kaplan & Sadock's synopsis of psychiatry: Behavioural sciences/clinical psychiatry* (10th ed.). Lippincott Williams and Wilkins.

Relevance of Learning the Course/ Employability of the Course
This course offers a comprehensive exploration of mental disorders, focusing on their classification, etiology, and management across diverse populations. Students will delve into major diagnostic systems, including the DSM-5 and ICD-11, to understand the criteria and categories of mental illness.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychology of Criminal Behaviour		
Course Type	Major		
Course Level	300-399		
Course Code	MG5DSCUBE303		
Course Overview	The course is designed to provide an understanding of concepts and theoretical perspectives of criminal behaviours and details about the types and causes of crime.		
Semester	5	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To understand the concept of criminology and victimology	U	
2	Understand the types of crime and criminals	U	
3	Analyse the causes of crime.	An	
4	Evaluate Indian correctional system	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1 – Crime and Criminology	Hours	CO No
Crime: definition, nature, and extent of crime. Criminology- Criminology and Criminal Justice, Criminology and Deviance, brief history, ethical issues; Theories of Criminology: Pre-Classical,	15	1

Classical, Neo-Classical, Positivist, Biological, Social Learning Theory, Differential Association theory, Labelling Theory, Containment theory, and Routine Activity Theory		
Module 2 - Causes and Types of Crime		
Causes of crime: Social, Economic, Political and Psychological; Social Problems and crime: Juvenile Delinquency, Prostitution, Dowry, drug abuse, and child labour. Crime typologies - Interpersonal Violence, Political Crime and Terrorism, Property Crime, Enterprise Crime: White-Collar and Organized Crime, Public Order Crime: Sex and Substance Abuse, Cyber Crime and Technology; Types of Criminals: Habitual, Professional and White-Collar criminals.	15	1, 2, 3
Module 3 - Penology		
Historical Development of Penology, definitions of punishment-types, Theories of punishment: Retributive, Prevention, Deterrence, and Reformatory; Prisons: Historical development of Indian Prisons, Correctional Administration: Classification of Prisons and Prisoners, Non-Institutional Programmes- Probation, Parole, and After-Care. Unusual Problems in Correctional Institutions.	15	4
Module 4 – Victimology		
Introduction to victimology: Historical Development, Victim and Victimization: Concept and Nature.; Victim - Crime victim - Victim genesis -Victim Precipitation- General Victim- Victimization Proneness, Victim Responsiveness. Victim Psychology; Psychodynamics of Victimization- Primary Victimization, Secondary Victimization, Tertiary Victimization, Victim Vulnerability and Victimless Crimes.	15	1, 2
Module 5 - Teacher specific content		
• Analysis of daily newspapers. • Content analysis of films - related to crime. • Crime statistics analysis • Kim's game: observation, Retention, Memory and Interpretation.		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Brown, S. E., Esbensen, F. A., Geis, G. (2015). *Criminology: Explaining crime and its context* (8th edition). Elsevier Science: Routledge.

Clevenger, S., Higgins, G. E., Marcum, C. D., Navarro, J. N. (2020). *Understanding Victimology: an Active-Learning Approach*. Taylor and Francis.

- Howitt, D. (2022). *Introduction to Forensic and Criminal Psychology* (7th ed). Pearson Education Limited.
- Siegel, L. J. (2010) *Criminology – Theories, Patterns, and Typologies*. Wadsworth/Thomson Learning.
- Siegel, L. J. (2010). *Criminology*. Wadsworth/Thomson Learning.
- Siegel, L. J. (2019). *Criminology – The Core*. Wadsworth/Thomson Learning.

Additional Reading

- Doerner, W. and Lab, S. (2012). *Victimology*. Elsevier.
- EI-Dakkak, P. D. (2014). *Criminology and penology*. The Judicial Department. Gillin, J. L. *Criminology and Penology- Volume 1*.
- Lab, S. P. (2016). *Crime Prevention: Approaches, Practices, and Evaluations*. Routledge.
- Pamela Davies, P. F. (2007). *Victims, crime and society*. SAGE.
- Paranjepe, N.V. (2016). *Criminology and Penology*. Central Law Publications, Allahabad.
- Shahidullah, S. M. (2017). *Crime, Criminal Justice, and the Evolving Science of Criminology in South Asia: India, Pakistan, and Bangladesh*. Palgrave Macmillan UK.
- Thilagaraj, R. (2013). *Criminal Justice System in India*. In J. Liu, B. Heberton, S. Jou, *Handbook of Asian Criminology* (pp. 199-211). New York: Springer-Verlag.
- Turvey, B. E. (2014). *Forensic Victimology: Examining Violent Crime Victims in Investigative and Legal Contexts*. Elsevier, Turvey and Fergusson.
- Williams, K. S. (2012). *Textbook on criminology*. Oxford University Press, USA.

Relevance of Learning the Course/ Employability of the Course
The course is designed to provide an understanding of concepts and theoretical perspectives of criminal behaviours and details about the types and causes of crime.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychology in Educational Settings		
Course Type	Major		
Course Level	300-399		
Course Code	MG5DSCUBE304		
Course Overview	This course explores how psychological principles can be applied to improve teaching and learning in educational settings. It covers major theories of learning, language, emotion, and development and examines how students acquire knowledge and skills across different stages of growth.		
Semester	5	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the nature and scope of educational psychology	U	
2	Critically evaluate theories related to educational psychology	E	
3	Analyse theories in learning	An	
4	Apply psychological principles to enhance teaching effectiveness and student learning.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Nature and Methods of Educational Psychology	Hours	CO No
Definition-Scope-Subject Matter- Role of Research in Educational Psychology-Goals of Research—Value of Research— Research Methods in Educational Psychology: Experimental Research, Correlational Studies, and Descriptive Research	5	1
Module 2 – Theoretical perspectives and development		
Cognitive Development: General principles - Brain-based Learning and Teaching—Piaget's theory: Major concepts - application of concepts in education - Vygotsky's socio-cultural theory—Major concepts applications in education - Language development: Main Aspects - Language and thinking - Facilitating language development in the classroom. Socio-emotional development: Erikson's stages of psychosocial development - Kohlberg's Developmental stages of Moral Reasoning - Social contexts of development: families, peers, and schools.	15	2
Module 3 – Theories in Learning		
Concept of Learning—Importance of Learning, Barriers to Learning, and Proactive Strategies for Promotion of Learning; Theories of Learning: Behavioral Approaches by Pavlov, Thorndike, and Skinner—Implications of Behavioural Learning Approach in Education. Bandura's Social Cognitive Theory: process governing Observational learning-Sequence of Observational Learning- Vicarious Reinforcement and Vicarious Punishment. Cognitive Strategies Affecting Meaningful Learning: Abstracting- Elaborating- Schematizing- Organising- Questioning- Note taking.	20	2, 3
Module 4 – Effective teaching and learning; Understanding the learners		
Teacher effectiveness: Trait, Style and contingency approaches- Role of Teacher-Cognitive abilities and personality characteristics Need for classroom management-Communication strategies- Discipline effect of punishment- Making Rules-Creating and maintaining Effective learning environment- Strategies for creating the right environment in the class-Impact of time on learning, Methods of teaching; Differences in Intelligence, Socioeconomic status, culture, Gender, Learning Style Differences- Learning and Thinking Styles: Impulsive/Reflective Styles-Deep Surface Style. Increasing Learner motivation: Extrinsic and Intrinsic motivation; Personal factors in motivation- Model for promoting student motivation- Teacher-student relationship. School Climate	20	4
Module 5- Practicum		
Assessment in educational setting Assessment of intelligence and memory: Wechsler Preschool and Primary Scale of Intelligence, Raven's Progressive Matrices (Standard and Advanced) - Assessment of Memory: Benton Visual Retention Test, Children's Memory Scale, Rivermead Behavioural Memory Test for Children (RBMT-C), Visual Aural Digit Span Test, Wechsler Memory Scale		

Assessment of Disorders in Childhood: Childhood Autism Rating Scale, Indian Scale for Assessment of Autism, Conner's rating scale, ADHD Rating Scale 5 for Children and Adolescents, NIMHANS Index of SLD, Child Behaviour Checklist, Behavioural and Emotional rating Scale, Children's Yale-Brown Obsessive Questionnaire, Obsessive Compulsive Rating Scale, NIMH Global Obsessive Compulsive Rating Scale, Padua Inventory, Clark-Beck Obsessive Compulsive Inventory. Assessment of Anxiety, Depression and Suicide Risk: Anxiety Disorders Interview Schedule, Social anxiety scale for children - Revised, Social Phobia and Anxiety Inventory for Children, Beck Anxiety Inventory- Children's Depression Inventory, Reynolds Adolescent Depression Scale, Beck Scale for Suicide Ideation, Beck Hopelessness Scale, Hopelessness scale for children. Assessment of Aptitude and Interest: General Aptitude Test Battery, Differential Aptitude Test (DAT), Strong Vocational Interest, Kuder Interest Inventories and personality, Thurstone Interest Schedule, Career Decision Making Any achievement tests- Testing special abilities- Tests of Creativity- Applications and issues in ability testing Attitude measurement- Likert, Thurstone, Semantic Differential, Guttman, Q-sort, Semantic Differential, Stapel Scale Measurement of Values- Personal Orientation, Assessment of Moral, Spiritual and Religious concepts. Teacher-specific content		
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Mode of Transaction	Classroom activities: Assignments, Seminar Presentation on selected topics, Quiz and debates, Demonstration of simple experiments Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Airasian, P. (1997). *Classroom assessment*. McGraw Hill.

Eggen, P., & Kauchak, D. (1999), *Educational psychology*. Prentice-hall of India Private Limited.

Farrell, M. (2009). *Foundations of special education:An introduction*. Chichester: WilyBlackwell.

Flanders, N. A. (1970). *Analysing teacher behaviour*. Addison-Wesley Publishing Company.

Fontana, D. (1995). *Psychology for Teachers* (3rd ed.). MacMillan Press Ltd.

Hallahan, D., & Kauffman, J. (1994). *Exceptional children*. Allyn& Bacon.

Hoff, E. (2008). *Language development*. Thomson Learning

Lindgren, H.C. (1989). *Educational psychology in the classroom* (ed.). John Wiley & Sons.

Peacock, G. G., Ervin, R. A., Merrell, K. W., & Edward J. Daly, 1. (2012). *Practical handbook of school psychology: Effective practices for the 21st century*. Guilford Press.

Santrock, J.W. (2006). *Educational psychology* (2nd ed.). Tata McGraw-Hill.

- Salkind, N. J (2008). Encyclopedia of Educational psychology (2 Volume Set). Sage Publications, Inc.
- Schroeder, E. & Kuriansky, J. (2009). *Sexuality education: past, present and future*. Prager perspectives educational psychology.
- Skinner, C. E. (1995). *Educational psychology* (4th ed.). Prentice Hall of India Private Limited.
- Slavin, R. E. (2015). *Educational psychology: Theory and practice*. Pearson Education.
- Sprinthall, R. C., & Sprinthall, N. A. (1974). *Educational psychology: A developmental approach*. Addison Wesley Publishing Company.
- Tolmic, A. (2011). *Educational psychology: Research on cognitive and biological factors*. Edited: Davey, G. Applied Psychology. UK: Blackwell
- Tuckman, B., & Monetti, D. (2010). *Educational psychology*. Cengage Learning. Woolfolk, A (2014). *Educational psychology* (12th ed.). Pearson Education.
- Woolfolk, A., Misra, G, Jha, A.K. (2012). *Fundamentals of educational psychology* (11th ed.). Pearson, India.
- Wright, R. J. (2012). *Introduction to school counselling*. Sage Publications, Inc.

Relevance of Learning the Course/ Employability of the Course
This course explores how psychological principles can be applied to improve teaching and learning in educational settings.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Soft skills for better living		
Course Type	SEC		
Course Level	300-399		
Course Code	MG5SECUBH301		
Course Overview	This course is designed to enhance students' personal and professional effectiveness by developing essential soft skills. The course aims to equip learners with the practical tools needed to lead a more balanced, successful, and fulfilling life—both personally and professionally.		
Semester	5	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Evaluate the importance of self-awareness and demonstrating an understanding of soft skills	E	
2	Apply effective communication strategies, including verbal and nonverbal communication	A	
3	Developing presentation skills	S	
4	Understand factors for better living and develop assertiveness skills	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Self and Soft Skills	Hours	CO No
Soft skills: Characteristics of soft skills, Misconceptions about soft skills, Dimensions of soft skills. Self-Concept- The Nature of the Self-Concept, Self-Discrepancies, Factors Shaping the Self-Concept. Self-Esteem- The Importance of Self-Esteem, The Development of Self-Esteem, Building Self-Esteem; Self-awareness- understanding oneself, Self-Efficacy, Self-Defeating Behaviour. The self you would like to be. Learning from criticism, accepting criticism, acting on criticism, and Greater self-direction	15	1
Module 2 – Communication Skills		
The Process of Interpersonal Communication, Components and Features; Nonverbal Communication -General Principles, Elements of Nonverbal Communication - Personal Space, Facial Expression, Eye Contact, Body Language, Touch, Paralanguage, The Significance of Nonverbal Communication Effective Communication- Listening Skills- Steps in active listening, Conversational Skills, Self-Disclosure, Empathy, Barriers to effective communication	15	2
Module 3 – Presentation Skills		
Preparing the presentation- researching and developing the topic, Structure of a presentation- Introduction, body, conclusion, Audience Analysis, Using Visual Aids - Types Components of effective delivery-Body language- Posture, Use of hands, Eye contact, Gestures. Vocal Variety: Using the Voice Channel- Pronunciation and Articulation, Emphasis, Pace, Pitch, Volume, Pause, Coping with stage fear	15	3
Module 4 – Other factors for better living		
Developing an Assertive Communication Style- Nature of Assertiveness, Steps in Assertiveness Training, Coping with emotion, Emotional regulation, Coping mechanism- emotion-focused and problem-focused; Stress and stress management, Importance of diet, exercise and sleep	15	4

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) Semester End Examination

Learning Resources

- Cassidy, T. (2023). *Stress, cognition, and health: Real-world examples and practical applications*. Routledge
- Chauhan, G.S., Sharma, S. (2016). *Soft Skills: An integrated approach to maximize personality*. Wiley India Pvt. Ltd.
- Kirsh, S., Duffy, K. G., & Atwater, E. G. (2015). *Psychology for Living: Adjustment, Growth, and Behavior Today* (11th ed.). Pearson.
- Ramesh, G., Ramesh, M. (2010). *The Ace of Soft Skills: Attitude, Communication & Etiquette for Success*. Dorling Kindersley Pvt. Ltd.
- Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (12th ed.). Wadsworth Cengage Learning.

Relevance of Learning the Course/ Employability of the Course
This course is designed to enhance students' personal and professional effectiveness by developing essential soft skills.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Environmental Psychology		
Course Type	VAC		
Course Level	300-399		
Course Code	MG5VACUBH301		
Course Overview	The course provides knowledge about how environmental factors influence human behavior, emotions, well-being, and performance, and how individuals perceive, respond to, and shape their environments.		
Semester	5	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the basics of environmental psychology	U	
2	Analyse the environmental factors influencing well-being	An	
3	Evaluate various factors influencing environmental behaviour	E	
4	Understand methods for encouraging pro-environmental behaviours	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Environmental Psychology	Hours	CO No
Importance and scope of environmental psychology, research methods in environmental psychology Human behaviour and physical environment, stimulation theories, control theories, behaviour setting theories, and eco-cortical theories.	10	1
Module 2 – Environmental influences and wellbeing		
Environmental risk perception—environmental risk, subjective risk judgment, emotional reactions to environmental risk Environmental stress conceptualisation and effects of environmental stress; Environment and quality of life. Urban setting as a source of stress, comfort, well-being and restoration; approach to urban environmental quality, Quality of Life—objective and subjective measures, Unidimensional and multidimensional measures.	20	2
Module 3 – Factors influencing environmental behaviour		
Factors affecting environmental behaviour: Individual factors (psychological and demographic) and social and cultural factors (social norms, social networks and cultural beliefs) Measuring environmental behaviour: self-report measures, observations, and scales	15	3
Module 4 – Encouraging pro-environmental behaviours		
Promoting pro-environmental behaviour, changing knowledge, awareness, and attitude, encouraging pro-environmental behaviours with rewards and penalties	15	4
Module 5—Teacher-specific module		
Students have to conduct either a) A group activity on promoting pro-environmental behaviour on the campus. A detailed report needs to be submitted to the teacher by all students for evaluation. The activity could be done by the class as a whole or in different subgroups. or b) Each student has conduct a survey among different subgroups to understand their knowledge, attitude or belief system related to the environmental protection and importance of the environment on human behaviour, thought and emotion Report and Verbatim has to be submitted for evaluation		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities
Mode of Assessment	Continuous Internal Assessment (CIA) Semester End Examination

Learning Resources

Hutchinson, E. D. (2015). Dimensions of human behaviour: person and environment. Sage Publishers.

Nagar, D. (2006). Environmental Psychology. Concept Publishing Company.

Steg, L., Van Den Berg, A.E., & De Groot, J.I.M. (2019). *Environmental Psychology: An Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.

Relevance of Learning the Course/ Employability of the Course
The course provides knowledge about how environmental factors influence human behaviour, emotions, well-being, and performance, and how individuals perceive, respond to, and shape their environments.

**4 + 1 Year Integrated UG and PG Programme in
Psychology - Semester VI**

Course Code	Title	Credit	Hours per week		Level	Type
			Theory	Practical		
MG6DSCUBE301	Qualitative Research and Data Analysis	4	3	1	300-399	Major
MG6DSCUBE302	Principles and Approaches in Counselling	4	3	1	300-399	Major
MG6DSCUBE303	Psychopathology	4	3	1	300-399	Major
MG6DSEUBE304	Fundamentals of Organizational Behaviour	4	3	1	300-399	Major (E)
MG6DSEUBE305	OR Sports and Exercise Psychology					
MG6DSEUBE306	Rehabilitation Psychology	4	3	1	300-399	Major (E)
MG6DSEUBE307	OR Geriatric Psychology					
MG6SECUBH301	Psychology of Interpersonal Relationships	3	3	-	300-399	SEC
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Qualitative Research and Data Analysis		
Course Type	Major		
Course Level	300-399		
Course Code	MG6DSCUBE301		
Course Overview	This course offers an in-depth introduction to the philosophical foundations, methodologies, and analytical techniques of qualitative research in psychology and the social sciences. The course also covers techniques for data collection and introduces methods of data coding, thematic analysis, and interpretation.		
Semester	6	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the philosophical foundations and key characteristics of qualitative research methodologies.	U	
2	Analyze various qualitative research designs and methods	An	
3	Understand the nature of qualitative data and sampling methods	U	
4	Apply qualitative data analysis techniques using manual or software-assisted approaches.	A	
5	Interpret and present qualitative findings in a coherent and theoretically grounded manner	C	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Research Approaches	Hours	CO No
Foundational concepts in research philosophy: Ontology, Epistemology, and Axiology. Foundation of research approaches: Philosophical worldview, Research design, and Research methods Philosophical worldview: Positivism, Interpretivism, and Critical realism Research design and Research methods: Strategies for sampling, data collection, and data interpretation	10	1
Module 2 – Qualitative Data, Sampling, and Research Process		
Nature of qualitative data: text, reality—texts, talk, visual data, naturalistic data, multifocus data, media data—social constructions, and mimesis. Conceptualizing theoretical paradigms and research questions, Conceptual Map, Phases in the research process Research strategies while entering the field: role definitions, access to institutions and individuals, strangeness, familiarity, and Researcher-participant relationship Sampling in qualitative research- designing samples, sampling decisions, types of sampling- Purposive sampling, Theoretical sampling- Concept of saturation, Negative cases Documentation of data: Instrumentation, Recording, Field notes, Research diary. Documentation sheets, Transcription, Interim case summary, and Vignettes Codes and principles: ethics in conducting and reporting qualitative research, Researching online- ethics, Quality criteria in qualitative research- Selective plausibilization, Reliability, validity, Objectivity, Assessing quality— Credibility and trustworthiness of the data, and Auditing.	15	3, 5
Module 3 – Qualitative Research Designs and Methods		
Planning and constructing designs in qualitative research Designing qualitative research in different traditions- Grounded theory, Discursive psychology and discourse analysis, Narrative inquiry, Phenomenology, Ethnography, Action research, Case study research, Historical research, Emergent qualitative methods, Case studies, Comparative studies, Retrospective studies, Longitudinal studies, Internet/Online qualitative research (Post-Google era) Various methods of collecting qualitative data: Interview, Observation, Focus group discussion, Survey, Working with documents, Audiovisual materials, Oral history, Life history, Conversations, Narrative Analysis, Cooperative Enquiry, and Critical document analysis	15	2, 5
Module 4 – Qualitative Data Analysis and Interpretation		
Designing an analysis- Text-driven, Problem-driven, Method-driven Steps in data analysis: a) Data preparation—translation and transcription; b) Data exploration & data reduction, c) Coding and Categorizing, d) Memo writing, and e) Interpretation	20	4, 5

Different Traditions of Qualitative data analysis- Framework analysis, Thematic analysis, Interpretative Phenomenological Analysis, Constructivist grounded theory, Narrative analysis, Discourse analysis, Focus group data analysis- Content analysis and Ethnographic analysis, Video analysis, Secondary analysis, Conversation analysis, Hermeneutics, Semiotics, Narrative and Metaphor Computer-assisted qualitative data analysis—NVivo 12, Dedoose		
Module 5- Teacher-specific content- Practicum		
Qualitative Research Report Writing Evaluating qualitative psychology research– Balancing strengths and weaknesses. Rhetorical and contractual functions of a research proposal, components in a qualitative research proposal, Three aspects of qualitative writing- Practice, Genre, and Audience Research report writing- Abstract, Introduction, Literature review, Description of research procedures (Research paradigm, Research strategy, Data sources, Data analysis and presentation), Implications, Conclusion. Strategies for testing findings and generating meanings Reporting qualitative research data		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Biber, S.N.H. & Leavy. (2006). The practice of qualitative research. New Delhi: Sage.

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology: Qualitative research in psychology, 3 (2). pp. 77-101.

Bryant, A. (2019). The varieties of grounded theory. Los Angeles: Sage. Thousand Oaks: Sage.

Creswell, J. W. (2009). Research design: qualitative, quantitative, and mixed methods approaches. (3rd ed.). Los Angeles: Sage.

Creswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W., & Poth, C. N. (2017). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA: Sage.

Flick, U. (2006). An introduction to qualitative research. London: Sage Publications.

Forrester, M.A. (2010). Doing qualitative research in psychology. New Delhi: Sage Publications.

Guert, G., Namey, E.E., & Mitcher, M. L, (2013). Collecting qualitative data. New Delhi: Sage Publications.

Hesse-Biber, S.N. (2006). The practice of qualitative research (3rd ed.). Thousand Oaks: Sage

- Israel. M. & Hay L. (2006). Research ethics for social scientists. New Delhi: Sage publications.
- Ivankova N.V. (2015). Mixed methods applications in action research: From methods to community action. New Delhi: Sage publications.
- Kapur,R.L.(ed.).(1999). Qualitative methods in mental health research. Bangalore: NIAS.
- Keller. R., (2013). Doing discourse research: An introduction for social scientists. New Delhi: Sage Publications Inc.
- Kidder, L.H., & Fine, M. (1997). Qualitative inquiry in psychology: A radical tradition. In D. Fox and I.
- King, N., Horrocks, C., & Brooks, J. (2019). Interviews in qualitative research (2nd ed.). Sage Publications Ltd.
- Krippendorff, K. (2004). Content analysis: An introduction to its methodology. (2nd ed). Thousand Oaks: Sage.
- Kvale, S. (1997). Psychology & post-modernism. New Delhi: Sage Publications
- Mason,J. (1996). Qualitative researching. New Delhi: Sage.
- Maxwell, J. H. (2013). Qualitative research design: An interactive approach. New Delhi: Sage Publications Inc.
- Miles, M.B & Huberman, A.M. (1994). Qualitative data analysis: An expanded sourcebook. (2nd ed). Thousand Oaks: Sage.
- Miller T., Birch M., Mauthner, M., & Jessop J. (2012). Ethics in qualitative research. New Delhi: Sage publications.
- McLeod, J. (2011). Qualitative research in counselling and psychotherapy. (2nd ed). Los Angeles: Sage.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2013). Qualitative data analysis: A methods sourcebook. (3rd ed.). Sage, New Delhi
- Morgan, D. L. (2014). Integrating qualitative and quantitative methods: A pragmatic approach. New Delhi: Sage publications.
- O'Really, M.O. & Parker, N. (2014). Doing mental health research with children and adolescents: A guide to qualitative methods. Los Angeles: Sage
- Packer, M.J. (2018). The science of qualitative research. (2nd ed). Cambridge University Press.
- Patton, M. Q. (2014). Qualitative research and evaluation methods: Integrating theory and practice (4th ed.). CA: Sage Publications.
- Raulin, M.L., & Graziano, A. M. (2010). Research methods: A process of inquiry. London: Pearson.
- Silverman, D. (2010). Doing qualitative research. (3rd ed). New Delhi: Sage Publications Inc.
- Silverman, D. (2011). Qualitative research: Issues of theory, method and practice (3rd ed). Los Angeles: Sage.
- Silverman, D. (2014). Interpreting qualitative data (5th ed.). New Delhi: Sage Publications.
- Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory. New Delhi: Sage publication.
- Sullivan, C., Gibsen, S., & Riley, S. (2012). Doing your qualitative psychology project. New Delhi: Sage Publications.
- Smith, J .A. (2015). Qualitative psychology: A practical guide to research methods. (3rd ed). Los Angeles: Sage.
- Thanem, T. & Knights, D. (2019). Embodied research methods. Los Angeles: Sage.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Buckingham: Open University Press.

Willig, C. & Strainton- Rogers, W. (2013). The Sage handbook of qualitative research in psychology. Los Angeles: Sage.

Relevance of Learning the Course/ Employability of the Course
This course offers an in-depth introduction to the philosophical foundations, methodologies, and analytical techniques of qualitative research in psychology and the social sciences. The course also covers techniques for data collection and introduces methods of data coding, thematic analysis, and interpretation.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Principles and Approaches in Counselling		
Course Type	Major		
Course Level	300-399		
Course Code	MG6DSCUBE302		
Course Overview	This course introduces students to the foundational concepts, ethical principles, and diverse theoretical approaches that guide the practice of counselling. The course examines major counselling approaches such as psychodynamic, humanistic, cognitive-behavioral, existential, and eclectic models, emphasizing their key concepts, techniques, and applications. Students will also learn core counselling skills.		
Semester	6	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the fundamental principles, goals, and ethical standards of counselling	U	
2	Analyze the major theoretical approaches to counselling	An	
3	Analyze the effectiveness of various counselling techniques	An	
4	Demonstrate the counsellor–client relationship and essential counselling skills such as empathy, active listening, and rapport building.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Counselling	Hours	CO No
Counselling – Definition and scope, Goals of counselling Distinction between Counselling and Psychotherapy; Counselling and Guidance Types of Counselling-Individual and Group counselling, Career counselling, Premarital counselling, School counselling, Family Counselling, Geriatric Counselling Counsellor and counsee characteristics. Characteristics of an effective counsellor Generic models of counselling- Egan, Hill, Ivey and Ivey (brief) and Online Counselling Ethics in Counselling	10	1
Module 2 - Approaches to Counselling		
Directive, Non-directive, and Eclectic Approaches Affective approaches: Psychoanalytic counselling, Client centred counselling, Gestalt counselling, Existential counselling, Adlerian counselling Cognitive Behavioural approaches: Beck's Cognitive Behaviour Therapy (CBT), Ellis' Rational Emotive Behaviour Therapy (REBT), Behavioural counselling, Cognitive Behaviour Modification, Stress Inoculation Therapy Constructionist counselling and Systemic counselling	20	2
Module 3 - Counselling Skills		
Skills- Opening Techniques – Rapport building, physical arrangements, Non-verbal skills (SOLER) Non-verbal Behaviours: Eye-contact, Facial expressions, Head Nods, Body Postures, Bodily Movements, Space, Tone of Voice, Silence Listening and Observation Skills: Types of listening- active & passive Skills for Exploring Thoughts and Feelings: Open questions about Thoughts, Reflection of feeling, Sources of reflections, PRISCO-paraphrasing and reflecting meaning, paraphrasing and reflecting feeling Skills to manage reluctance and resistance, Probing and Summarizing, recognizing patterns and themes, Understanding client's frames of reference Skills for fostering awareness, Skills for facilitating Insight; Skills to implement action goals, giving information, integrating action skills, Termination skills	15	4
Module 4 – Processes and Techniques in Counselling		
Counselling Process- steps involved in counselling Client-centred approach: introduction, view of human nature, therapeutic relationship & techniques Gestalt approach: view of human nature, therapeutic relationship & techniques Existential: view of human nature, therapeutic relationship & techniques; Reality Therapy; other approaches: Indian approach to Yoga and	15	3

Meditation in Counselling, Hypnosis, Relaxation techniques: Guided Somato-Psychic Relaxation (GSPR), Jacobson's Progressive Muscle Relaxation (JPMR); Mindfulness based stress reduction (MBSR) & Guided Imagery strategies & application. Dialectical behaviour therapy (DBT), Acceptance & Commitment Therapy (ACT); Narrative Counselling, Solution Focused Therapy (SFT), Feminist Counselling, Trauma Counselling		
Module 5 - Teacher-specific content	Hours	
Mock Counselling Sessions: Students take turns playing counsellor, client, and observer to simulate real counselling sessions. Case Study Discussions: Groups analyze counselling case scenarios to apply theory and identify appropriate interventions. Group Presentations on Counselling Theories: Small groups research and present different counselling approaches creatively. Ethical Dilemma Debates: Students debate responses to ethical dilemmas in counselling to enhance decision-making skills. Relaxation and Mindfulness Practice: Students experience techniques like JPMR, GSPR, and mindfulness during in-class guided sessions.		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Corey, G. (2017). *Theory and practice of counseling and psychotherapy*.
 Gladding, S. T., & Batra, P. (2018). *Counseling : A comprehensive profession*. Pearson Education India.
 Nelson-Jones, R. (2015). *Basic counselling skills: A Helper's manual*. SAGE.
 Raju, S., Jasseer, J., & Githin, V. G. (2025). *Basics of Counselling Psychology*. TVPM: Dalegate Books
 Sharf, R. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.

Relevance of Learning the Course/ Employability of the Course

This course introduces students to the foundational concepts, ethical principles, and diverse theoretical approaches that guide the practice of counselling.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychopathology		
Course Type	Major		
Course Level	300-399		
Course Code	MG6DSCUBE303		
Course Overview	This course offers an in-depth exploration of the psychopathological mechanisms of major disorders. The course examines cognitive, emotional, behavioral, and physiological aspects of mental illness.		
Semester	6	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand fundamental concepts and Classification of Psychiatric Disorders	U	
2	Analyze the symptoms, etiological factors, and progression of major psychological disorders	An	
3	Analyze the psychopathological mechanisms underlying various disorders	An	
4	Apply diagnostic understanding in case-based scenarios using DSM/ICD frameworks,	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Psychopathology	Hours	CO No
Classification of Psychiatric Disorders: Syndromes and diseases, Early distinctions, Personality disorders and psychogenic reactions, Modern classifications, Interview Schedules Fundamental concepts of Descriptive Psychopathology- What is psychotherapy? Phenomenology and Psychopathology, Concepts	10	1
Module 2 – Perception, thought, memory, and emotion		
Disorders of Perception: Sensory distortions, Sensory deceptions Disorders of thought: Disorders of intelligence, stream of thought and possession of thought, obsessions and compulsions and disorders of content and form of thinking. Disorders of Memory: The amnesias, Disorders of memory or paramnesia, Hyperamnesia Disorders of emotion: Normal emotional reactions, abnormal emotional reactions, Morbid disorders of emotion,	15	2, 3, 4
Module 3 – Speech and Motor Disorders		
Disorders of speech: Stammering and stuttering, Mutism, Vorbeireden, Neologisms, Speech confusions and schizophasia, Aphasia; Motor disorders: Subjective motor disorders: the alienation of motor acts, Classification of motor disorders	15	2, 3, 4
Module 4 – Disorders of consciousness, Experience of Self and Personality		
Disorders of consciousness: Dream-like change of consciousness, Lowering of consciousness, Restriction of consciousness. Disorders of experience of self: Disturbance of awareness of self-activity, Disturbances in the immediate awareness of self-unity, Disturbance of the continuity of self, Disturbances of the boundaries of the self, Theory of mind, consciousness and schizophrenia Disorders of personality: Definition, Assessing personality, Clinical descriptions of categories, Other categories.	20	2, 3, 4
Module 5- Teacher-specific content		
MMSE, Field visit		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Casey, Patricia & Kelly, Brendan. (2007). Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry (Third Edition).. 10.1017/9781108578264.

Oyebode, F. (2022). Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology E-Book: Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology E-Book. Elsevier Health Sciences.

Relevance of Learning the Course/Employability of the Course
This course offers an in-depth exploration of the psychopathological mechanisms of major disorders. The course examines cognitive, emotional, behavioral, and physiological aspects of mental illness.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Fundamentals of Organizational Behaviour		
Course Type	Major (E)		
Course Level	300-399		
Course Code	MG6DSEUBE304		
Course Overview	This course provides a foundational understanding of how individual, group, and organizational dynamics influence behaviour within the workplace. It covers key concepts such as motivation, leadership, communication, group dynamics, and decision-making processes, emphasizing their impact on organizational performance and culture.		
Semester	6	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the key concepts and challenges of organisational behaviour	U	
2	Analyze the impact of individual and group behaviour on organizational effectiveness and performance.	An	
3	Evaluate different motivational theories and their application in managing employee performance and satisfaction.	E	
4	Apply conflict management, negotiation, and communication strategies to real-world organizational situations.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Organizational Behaviour	Hours	CO No
The Concept of Organizations; Traditional V/S Modern Organizations, Concept of Organizational Behaviour (OB); Definition and nature of OB; Why Study organizational behaviour, Disciplines that contribute to OB; An interdisciplinary approach to OB, Major challenges and opportunities of organizational behaviour, Organization structures- Types, Organizational behaviour models, Brief outline of various Organizational Theories, Applying OB to management practices	10	1
Module 2 - Human Behavior in Work		
Perception— Concept of perception; Perceptual Process; Importance of perception in OB, Perceptual selectivity, perceptual organisation; Learning—Concept of learning (learning as a process and as a product); Organisational Behaviour modification; Personality- Concept of personality; Determinants of personality; Personality traits affecting behaviour; Organisational application of personality	15	2
Module 3 - Motivation		
Motivation –Concept of motivation; The motivation process, Basic characteristics of work motivation, Motivation theories and research: Content theories and process theories, Techniques of motivation, The definition of work attitude, its constituents (job satisfaction, organisational commitment, job involvement, organisational silence, work engagement), perceived organisational support, work stress, its causes, effective stress management, and work-life balance	15	3
Module 4 – Group Dynamics		
Definition and classification of groups; why do people form groups; stages of group development – five stage model; Group properties, group behaviour, group decision- making – group think, group shift; techniques of group decision- making- interacting groups, brainstorming, nominal group technique, electronic meeting, Understanding work teams – difference between teams and groups; types of teams- problem-solving teams, self-managed work teams, cross-functional teams, virtual teams, effective teams Communication: process of communication; direction of communication- downward, upward & lateral; Organizational communication - Formal, grapevine, & electronic communication, barriers to effective communication Leadership: define leadership; leadership styles; Leadership theories, Conflict and Negotiation: Definition; Types and loci of conflict, The conflict process; Negotiation, Bargaining strategies – distributive and integrative bargaining	20	2, 4
Module 5- Practicum		
Experiments, Practical Applications, and Course Perform any two psychological exams and any tests the instructor chooses: 1. Myers-Briggs Type Indicator 2. Big Five Personality Traits 3. Emotional Intelligence Inventory 4. Work stress analysis 5. Occupational		

stress inventory. 6. Vocational adjustment. Case Analysis: Assign the students to research a case from any company and write a thorough report on it. Plan a class discussion on the same topic as well. Visit to an industrial or organisational setting: Visit any organisation and write a thorough report that includes a flowchart showing its organisational structure. Teacher-specific content		
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Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Group discussions, individual presentations, assignments, and quizzes. Semester End Examination – 60 marks

Learning Resources

Greenberg, J. (2011). *Behaviour in Organizations* (10th ed.). Pearson Education

Nelson, D. L., & Quick, J. C. (2000). *Organizational Behaviour – foundations and challenges* (3rd ed.). Thomson Learning

Luthans, F. (2010). *Organizational Behaviour. An Evidence-based Approach* (12th ed.). McGraw Hill

Robins, S. P., Judge, T. A., Millet, B., and Boyle, M. (2014). *Organizational Behaviour* (7th ed.). Pearson

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour* (18th ed.). Pearson Education India.

Saha, J. (2006). *Management and Organizational Behaviour*. Excel Books

Relevance of Learning the Course/ Employability of the Course
This course provides a foundational understanding of how individual, group, and organizational dynamics influence behaviour within the workplace.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Sports and Exercise Psychology		
Course Type	Major (E)		
Course Level	300-399		
Course Code	MG6DSEUBE305		
Course Overview	This course provides an introduction to the field of sport psychology, exploring the psychological factors influencing athletic performance, motivation, and well-being in sport and exercise settings. Students will learn about various theories, research methods, and practical applications of sport psychology principles.		
Semester	6	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understanding the basic concepts of sports and exercise psychology	U	
2	Analyze the knowledge gained from theories of sports psychology	An	
3	Create intervention strategies for improving sports performance	C	
4	Apply intervention strategies for improving mental health of sports personnel	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Understanding Sports Psychology	Hours	CO
Definitions, Foundations, Historical perspective, theoretical perspectives, Development of professional organizations, Nature and scope of sports psychology and ethics in Sport and Performance Psychology.	15	1
Module 2- Nutrition and Psychological Factors		
Nutrition: the base for human performance, energy value of food, energy transfer in exercise, measurement of human energy expenditure, Psychological effect of physical activity, Psychological Issues Presenting in Athletes, Self-esteem and self-perception in sport and exercise.	15	2
Module 3- Interventions in Sports Psychology-1		
Therapeutic Models: Cognitive behavioural interventions, Coping and intervention strategies, Goal setting in sports, Imagery and hypnosis in sports, Self talk. Mental Skills. Inclusion in Sport Psychology	15	3
Module 4 - Interventions in Sports Psychology-2		
Psychological skill training, Self-regulation and biofeedback, Consultancy in sports and exercise psychology. Special issues-Burnout in athletes, psychology of athletic injuries, drug abuse in sport and exercise	15	4
Module 5- Practicum		
Visit to sports school Interaction with Guest Faculty Sports performance enhancement activities Teacher-specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments ,Authentic learning, Library work, and Group discussion, Presentation by individual student/ Group representative
Assessment Types	A. Continuous Comprehensive Assessment (CCA)- Total marks – 40 Marks Quizzes, presentations, group discussions, and assignments. B. Semester End examination - 60 Marks

References

Cox, R.H. (2007). *Sport Psychology* (6th ed.). McGraw-Hill Companies, Inc.
 Kremer, J., Moran, A., Walker, G., & Craig, C. (2012). *Key concepts in sport psychology*. Sage Publications.
 McArdle, W.D., Katch, F.I., & Katch, V.L. (1996). *Exercise physiology* (4th ed.). Lippincott Williams & Wilkins.

Morris, T., Summers, J. (2004). *Sport Psychology: Theory, applications, and issues*. John Wiley & Sons Australia, Ltd

Thatcher, J., Day, M., & Rahman, R. (2011). *Sport and exercise psychology*. British Library Cataloguing in Publishing Data.

Tod, D., Hodge, K., & Krane, V. (Eds.). (2023). *Routledge handbook of applied sport psychology: A comprehensive guide for students and practitioners*. Routledge

Relevance of Learning the Course/ Employability of the Course
This course provides an introduction to the field of sport psychology, exploring the psychological factors influencing athletic performance, motivation, and well-being in sport and exercise settings

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Rehabilitation Psychology		
Course Type	Major (E)		
Course Level	300-399		
Course Code	MG6DSEUBE306		
Course Overview	The course aims to provide students with an in-depth understanding of the psychological principles, theories, and practices involved in the rehabilitation of individuals with disabilities and chronic health conditions. The course aims to foster knowledge of how to support individuals in achieving optimal physical, psychological, and social functioning.		
Semester	6	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Working knowledge of various psychosocial models of disability and their implications in successful rehabilitation.	An	
2	Awareness of the range of psychosocial problems/issues with which disabled can present to services, as well as their contextual mediation.	U	
3	Understand societal and family attitudes/stigma/prejudices impact on the disability adjustment process and persons' self-efficacy.	U	
4	Various ethical and moral issues involved in rehabilitation process and how it reflects in the national policies and practices.	U, An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction, Concept & Theories of Rehabilitation	Hours	CO No
Profession of Rehabilitation Psychology: history, growth and scope, professional role and functions; current issues and trends, areas of specialization, magnitude and incidence of disability, cost of disability (disability adjusted life years (DALY)), major national epidemiological reports and surveys. Concept of impairment, disability and handicap, models of disability, international classification of functioning, impairment, disability and handicap, theories and models of adaptation to disability and adaptation processes, ways of coping with disability, concept of quality of life and its domains, assessment, global & specific indicators of QOL.	15	1
Module 2 - Adjustment and well-being in Persons with Disability		
Personality variables, mediators and moderators of psychosocial adjustment and wellbeing, education and intervention strategies to enhance integration and self-efficacy and promotion of well-being	15	1, 2
Module 3 - Family, Society and Disability		
Family and disability: Impact of disability on family, family care and burden, role of family on coping, adaptation and integration, needs of families and their assessment and strengthening family to support and care of PwD. Society and disability: Societal attitudes toward disabilities, strategies for attitude change, social competence, participation and integration. social network and support; disabling factors in social environment, prejudice, stigma, discrimination, marginalization, gender disparity.	15	2, 3
Module 4 – Mental health & Ethical issues in the Disabled		
Psychological reactions, emotional reaction, coping styles and strategies; co-existing mental morbidity in children and adolescents, problems related to marital and sexual life, abuse and exploitation of persons with disability; stages of adaptation and factors impeding adjustment. interventions for mental illnesses;.Ethical issues:Issues around the role of being caregivers, autonomy and informed consent, ethical and legal issues in social integration, rights issues, professional code of conduct	15	2, 4
Module 5 - Practicum		
Testing person with disability: non-language test, non-reading and motor reduced tests, testing person with visual impairment, Testing individuals who are deaf, assessment of adaptive behaviour intellectual disabilities. Teacher specific content		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
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Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks
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Learning Resources

Fish, F, & Hamilton, M (1979). Fish's Clinical Psychopathology. . John Wright & Sons: Bristol

Ivan Brown, Roy I Brown, Ann Turnbull (2004) Quality of Life and Disability: An Approach for Community Practitioners. Jessica Kingsley Publishers. London

Jose Murickan & Georgekutty .(1995) Persons with of Disabilities the in Society. Kerala Federation of the Blind, Trivandrum.

Kapur (1995). Mental Health of Indian Children, Sage publications: New Deihi

Kuppuswamy, B. (1990) Elements of ancient Indian Psychology, 1st ed. Konark Publishers: New Delhi.

Klein, D.M. & White, J.M. (1996). Family Theories - An Introduction, Sage Publications.

Naomi Dale (1996) Working with families of children with special needs, partnership and practice. (1995) Routledge London.

Radley, A (1994) Making sense of Illness: the social psychology of health and disease publications.

Robert G. Frank Timothy R.Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.

Indian Social Problems, Vol.1 & 2, Madan G.R (2003). Allied Publishers Pvt. Ltd.. New Delhi.

Saraswathi, T.S (1999). Culture, Socialization and human development, Sage publications: New Delhi.

Vincent B. Van Hasselt, P. S. Strain, & M. Hersen.(1988) Handbook of Developmental and Physical Disabilities. Pergamon Press, New York.

Relevance of Learning the Course/ Employability of the Course

The course aims to foster knowledge of how to support individuals in achieving optimal physical, psychological, and social functioning.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Geriatric Psychology		
Course Type	Major (E)		
Course Level	300-399		
Course Code	MG6DSEUBE307		
Course Overview	This program aims to provide participants with foundational and practical knowledge in geriatric counselling. It focuses on understanding the psychological, emotional, and social challenges faced by older adults and equips learners with effective counselling techniques to address these issues.		
Semester	6	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Enhance the understanding about psychology of ageing	U	
2	Explore biological, cognitive, psychological, and social aspects of ageing process	E	
3	Develop skills to conduct psychological assessment for elderly	A	
4	Organize in-depth knowledge about the mental health of elderly.	An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Basic concepts, theories, and methods in the psychology of ageing	Hours	CO
What is ageing-Definitions of ageing, Differences in life expectancy, The epidemiology of ageing. Theoretical Issues in the Psychology of Ageing- Theoretical themes, Future directions for psychological theories of ageing. Methodological and Analytical Issues in the Psychology of Ageing- Research design in studies of ageing, Methodological issues, Statistical model for assessing changes in ageing research, Future directions and methodological recommendations in ageing research Historical Influences on Ageing and Behavior- Changes in conceptual frame work, Educational influences, Chanes of occupational status and work complexity, Changes in health care chronic disease and life style.	15	1
Module 2- Biological & Cognitive aspects of ageing		
Biological aspects of ageing- Biological ageing, Evolution and ageing, The ageing body, Basic anatomy of the nervous system. Neuronal changes in later life. Physical changes- Biological theories of ageing, Ageing sensory system, Changes in appearance and mobility, vital functions, reproductive system. Cognitive aspects of ageing- Attention and perceptual processing, Ageing and Memory, Learning, Language comprehension & production in Normal Ageing, problem solving, and intelligence.	15	2
Module 3- Psychological & Social aspects of ageing		
Social cognition- Social judgement process, Motivation and social processing goal, Stereotype and ageing, Social situation and social competence, Inter- generational communication practices. Ageing Personality and life style, Relationships, Work leisure and retirement. Religion and Spirituality, Wisdom and ageing, Elder abuse and neglect, Death, dying and bereavement. Person-Perception: Sterotyping the elderly.	15	3
Module 4 - Mental illness and ageing		
Models of Mental Health in Later Life- Psychodynamic model, Cognitive Behavioral Model, Stress and Coping Model, Family system model. Cautious behaviour. Pathological aging—depression, dementia, Alzheimer's disease, neurodegenerative disorders, Schizophrenia and Other Late-Life Psychoses, Anxiety, Sexual disorders, Sleep Disorders, Substance abuse, and Personality disorder. Assessment and formulation - Clinical interview, Geropsychological assessment, Neuropsychological assessment for older people, Problems in Measuring the Psychological Status of Older People	15	4
Module 5- Practicum		
Applications: Institution visits & Assessment and formulation: Visit any old age home or institution and submit a report of clinical interview and any		

neuropsychological or other psychological assessment appropriate to the condition of the elderly. Teacher-specific content		
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Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments ,Authentic learning, Library work, and Group discussion, Presentation by individual student/ Group representative
Assessment Types	Mode of Assessment A. Continuous Comprehensive Assessment (CCA)- Total marks – 40 Marks Quizzes, presentations, group discussions, and assignments. B. Semester End examination - 60 Marks

References

- Birren, J. E., Schaie, K. W. (2006). *Handbook of psychology of aging* (6th ed.). Elsevier, Inc
- Botwinick, J. (1984). *Aging and behavior: A comprehensive integration of research findings* (3rd ed.). Springer.
- Cavanaugh, J. C., Blanchard-Fields, F. (2006). *Adult development and aging* (5th ed.). Wadsworth Thomson Learning, Inc
- Hersen, M., VanHasselt, V. B. (1998). *Handbook of clinical geropsychology*. Springer science & Business Media, Inc.
- Hill, P. L., & Allemand, M. (Eds.). (2020). *Personality and healthy aging in adulthood: New directions and techniques* (Vol. 26). Springer.
- Johnson, M. L. (2005). *The Cambridge handbook of age and ageing*. Cambridge University Press
- Papalia, D. E., Camp, C. J., Feldman, R. D., & Sterns, H. L. (2007). *Adult development and aging* (3rd ed.). McGraw-Hill.
- Schaie, K. W., and Willis, S.L. (2011). *Handbook of the Psychology of Aging* (7th ed.). Elsevier
- Segal, D.L., Qualls, S.H., Smyer, M.A. (2011). *Aging and Mental Health* (2nd ed). Blackwell Publishers
- Stuart-hamilton, I. (2006). *The psychology of aging- An introduction* (4th ed.). Jessica Kingsley Publishers.
- Woods, B., Clare, L. (2015). *Handbook of clinical psychology of aging* (2nd ed.). John Wiley & Sons, Ltd

Relevance of Learning the Course/ Employability of the Course

This program aims to provide participants with foundational and practical knowledge in geriatric counselling.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychology of Interpersonal Relationships		
Course Type	SEC		
Course Level	300-399		
Course Code	MG6SECUBH301		
Course Overview	The course is designed to enhance the interpersonal relationships and communication of students.		
Semester	6	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the different processes of interpersonal relationships	U	
2	Evaluate the importance of the development of interpersonal relationships	E	
3	Apply interpersonal skills in real-world situations and to reduce stress	A	
4	Developing effective relationships	S	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Process of interpersonal relationships	Hours	CO No
The process of interpersonal communication, non-verbal communication, effective communication, communication problems, interpersonal conflict, and developing an assertive communication style	15	1, 4
Module 2 – Impression of others		
Forming impressions of others, the problem of prejudice, the power of persuasion, and the power of social pressure	15	2
Module 3 – Relationship Development		
Relationship development, friendship, romantic love, internet, and close relationships, overcoming loneliness	15	2,3
Module 4 – Psychology of Adjustment		
The psychology of adjustment, Nature and source of stress, potential effects of stress, reducing stress through self-control	15	3

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) - 40 marks quizzes, individual presentations, assignments, and group discussions. Semester End Examination- 60 marks

Learning Resources

Cassidy, T. (2023). *Stress cognition and health: Real-world examples and practical applications*. Routledge

Chauhan, G.S., Sharma, S. (2016). *Soft Skills: An integrated approach to maximize personality*. Wiley India Pvt. Ltd.

Weiten, W., Dunn, D., & Hammer, E.Y. (2024). *Psychology applied to Modern life: Adjustment in the 21st Century* (13th ed.). Wadsworth Cengage Learning

Relevance of Learning the Course/ Employability of the Course

The course is designed to enhance the interpersonal relationships and communication of students.

**4 + 1 Year Integrated UG and PG Programme in
Psychology - Semester VII**

Course Code	Title	Credit	Hours per week		Level	Type
			Theory	Practical		
MG7DSCUBE401	Theories of personality	4	3	1	Advanced (400-499)	Major
MG7DSEUBE402	Human Resource Management OR Media Psychology	4	3	1	400-499	Major (E)
MG7DSEUBE403						
MG7DSEUBE404	Neuropsychology OR Political Psychology	4	3	1	400-499	Major (E)
MG7DSEUBE405						
MG7DSCUBH427	Health Psychology	4	3	1	400-499	Minor A/B
MG7DSEUBH428	Positive Psychology	4	4	-	400-499	Minor A/B (E)
MG7DSEUBH429	Community Psychology	4	4	-	400-499	Minor A/B (E)
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Theories of Personality		
Course Type	Major		
Course Level	400-499		
Course Code	MG7DSCUBE401		
Course Overview	This course provides a comprehensive exploration of the major theories and approaches to understanding human personality. Students will study classical and contemporary perspectives, including psychodynamic, humanistic, trait, behavioural, cognitive, and socio-cultural theories. Through critical comparison and application, students will evaluate the relevance, strengths, and limitations of each approach in explaining individual differences and human behaviour.		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand key concepts of personality.	U	
2	Compare and contrast different theoretical perspectives of personality.	An	
3	Analyse how each theory explains the development, structure, and dynamics of personality.	An	
4	Apply theoretical concepts to interpret real-life behaviour and personality characteristics.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Personality: An Introduction	Hours	CO No
Definitions of personality. Differentiate Character, temperament, attitude Approaches to personality, Functionalistic Vs Differential, Specific Vs Generalized, Personal Vs Impersonal, Unique Vs common, Idiographic Vs Nomothetic Introduction to View of human nature: freedom, optimism, rationality, holism, constitutionalism, changeability, subjectivity, reactivity, homeostasis, knowability. Personality Assessment: Objective tests; interview; situational tests; projective tests	15	1
Module 2 - Psychodynamic Perspectives		
Classical psychoanalytic theory of Sigmund Freud Analytical theory of Carl Jung Social Psychological Theories: Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, H. Murray Eric Erikson & Anna Freud Object relations theories: Margaret Mahler, Heinz Kohut, Melanie Klein, Winnicott	15	2, 3, 4
Module 3 - Behaviouristic, Cognitive, Humanistic, Existential, Trait and Type Perspectives		
Skinner's operant conditioning, Stimulus Response theory: Dollard and Miller, Bandura and social learning theories Personal construct – George Kelly, Julian Rotter and Mischel, Kurt Lewin Goldstein, Carl Rogers, Abraham Maslow, Victor Frankl, Rollo May Trait Theories: Allport, Cattell, Big 5, HEXACO, and the Dark Triad	15	2, 3, 4
Module 4 – Indian Perspectives		
The Bhagavad Gita (three types of personality), Constitution (Prakriti) and personality types (Gunas and doshas) Indian perspective of 4 stages of life Buddhism (Buddhist perspective on personality types) Sufism-Nafs, Annihilation and return	15	2, 3, 4
Module 5- Teacher Specific Content -Practicum		
Case Study Application: Students apply different personality theories to a fictional case to compare interpretations across approaches. Conduct any 2 objective personality tests from the following: 16PF, NEO-FFI, MBTI, Multidimensional Assessment of Personality Series Projective Technique Demonstration: Instructor demonstrates projective tests like TAT or Rorschach and invites students to interpret sample responses. Create a mind-map of the major personality theories		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Ewen, B. R. (2003). *An Introduction to Theories of Personality* (6th ed.). Psychology Press.

Engler, B. (2013). *Personality theories*. Cengage Learning.

Feist, J., & Feist, G. J. (2001). *Theories of personality*. McGraw-Hill Humanities, Social Sciences & World Languages.

Funder, D. C., & C., D. (2019). *The personality puzzle international student edition*.

Rao, K. R., & Paranjpe, A. C. (2015). *Psychology in the Indian tradition*. Springer.

Schultz, D. P., & Schultz, S. E. (2025). *Theories of personality*.

Relevance of Learning the Course/ Employability of the Course

This course provides a comprehensive exploration of the major theories and approaches to understanding human personality.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Human Resource Management		
Course Type	Major (E)		
Course Level	400-499		
Course Code	MG7DSEUBE402		
Course Overview	This course provides a comprehensive introduction to the principles, functions, and strategic role of human resource management in organizations. It explores core HR activities including job analysis, recruitment and selection, training and development, performance appraisal, compensation management, and employee relations.		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Describe the fundamental concepts, functions, and perspectives of human resource management.	U	
2	Analyse key HR processes	An	
3	Critically assess the role of HRM in organizational change, talent management, and strategic decision-making.	E	
4	Apply HR planning, development, and conflict resolution strategies in simulated or real-world organizational scenarios.	A	
5	To develop performance appraisal technique	C	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Human Resource Development	Hours	CO No
Understanding Human Resources: Concepts, Perspectives, and Functions and Objectives. Globalization Impact, Legal and Ethical Context. Legal Considerations and Employee Rights in HR. Fundamentals of Equal Employment Opportunity and Ethical Issues.	10	1
Module 2 - Planning, Selection, and Recruitment		
Human resource planning—uses and benefits, importance, and planning process, Problems and barriers. HR policy, anticipating human resource needs, steps, and methods. Human resource selection: process, steps, and sources. Increasing the pool of potentially qualified applicants, selection devices, Recruitment and placement Interview—Induction—Assessment Centre Approach. Recruitment goals and recruitment strategies.	15	2, 3, 4
Module 3 - Competency Analysis and Job Design		
Significance and Development of Competency Models. Job description. Designing and analysing jobs, significance of job design, Critical issues in analysis, Job redesigning, Approaches and activities of job designing—need for information, structured procedures, and methods. Job: changes, Promotions, and transfer policies –Termination and other dislocations—job enlargement, job enrichment, rotation, and job evaluation process	15	2, 3, 4
Module 4 – Development, Motivation, and Performance Management		
Training and Development Methods. Employee Orientation. Basic concepts in performance appraisal: performance appraisal cycle, techniques, and career planning. Motivation Strategies, Incentives, and Reward Systems Maintenance of Human Resources and Effective Relationships: Social Security, Fringe Benefits, and Total Compensation. Worker participation, work-life balance, and employee benefits. HR Research, Labour Relations, Industrial Conflicts, and Negotiations	20	2, 3, 4, 5
Module 5- Teacher-specific content		
One activity from the following should be selected to be conducted: Conduct interviews with human resources professionals across various industries to learn how they execute HRD procedures in their companies. Study the selection procedures used by at least two companies and write a report comparing the techniques used by the companies Write a job analysis report outlining important concerns and suggesting redesign strategies for a particular role in a selected industry.		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Individual presentations, quizzes, group discussions, and assignments. Semester End Examination – 60 marks

Learning Resources

Beich, E (2015). *Training and Development for Dummies*. John Wiley & Sons.

Bishop, M. & Crooks, S (2016). *HR for Small Business*. West Sussex: John Wiley & Sons.

Cenzo, De & Robbins, S.P. (1996). *Human Resource Management* (5th ed.). John Wiley and Sons Inc.

Capuzzi, D & Stauffer, M.D. (2019). *Career Counseling: Foundations, perspectives, and applications* (3rd ed.). Routledge

Dalar, A. & Singh, A.K. (1989). *Human Resource Development: Psychological Perspectives*. The Academic Press, Gurgaon, Haryana.

Deb, T. (2006). *Strategic Approach To HRM: Concepts, Tools and Application*.

Dessler, G. (2007). *Human Resource Management* (7 th ed.). Prentice Hall, Atlantic Publishers and Distributors

Mamoria, C.B. (1992). *Personal Management (Management of Human Resources)* (8th ed). Himalaya Publishing House, Bombay.

Pareek, U & Purohit, S. (2018). *Training Instruments in HRD and OD*. SAGE

Pareek, U. & Lynton, R. P. (2011). *Training for Development*. SAGE

Sanghi, S. (2007). *The Handbook of Competency Mapping* (2nd ed.). Response Books. SAGE.

Swanson, J.L & Fouad, N. A. (2020). *Career Theory & Practice: Learning through Case studies* (4th ed.). SAGE.

Stones, A.F., Freeman, R.F. and Gilbert, D.R. (1997). *Management* (6 th ed.). Prentice Hall.

Tripathi, P.C. (1982). *Personal Management* (3rd ed.). Sultan Chand & Sons, Daryaganj.

Relevance of Learning the Course/ Employability of the Course

This course provides a comprehensive introduction to the principles, functions, and strategic role of human resource management in organizations.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Media Psychology		
Course Type	Major (E)		
Course Level	400-499		
Course Code	MG7DSEUBE403		
Course Overview	It highlights the relevance of media psychology, the effects of media on diverse individual and group behaviour, and the role of media psychologists for social benefits.		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand the basic principles and theories of media psychology	U	
2	Analyse the psychological impact of various types of media	An	
3	Propose the benefits of social media for the social cause	A	
4	Evaluate the psychological effects of the media	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Basics of media psychology	Hours	CO
What Is Media Psychology: types and characteristics. Development of The field of media Psychology. Need for media Psychology. Practicing media psychology. Research methods in media psychology. Media psychology and related disciplines. Theoretical issues in Media Psychology. Theoretical Issues in Media Research.	15	1
Module 2- Media on human behaviour		
Media Violence and Consequences. Effects of Pornography. Media and prosocial behaviour. Advertising. Social networking sites: pros and cons. Social media addiction: symptoms and effects Social media and mental health: benefits and risks. The viewer as Psychologist: identification and parasocial interaction. Children socialization through media. Development issues in media psychology: Young Children and Television, Media and Adolescence, and Psychology of Gaming.	15	2
Module 3- Media in group behaviour		
Social Justice and the Media: Gender, Class, and Disability, persons with mental illness. Psychology of the media audiences. Impact of entertainment industries: Understanding the basics of fan culture. Mass media and political campaign: exit poll, and paid news. Genres: News and Current Affairs, Sport, Audience Participation and Reality TV, and Soaps.	15	3
Module 4 - Media and Cultural diversity		
Media and culture(cultural diversity), Media and social norms, Media in marketing, Role of psychology in advertising, Cognitive and behavioural effects of advertisement (consumer behaviour, lifestyle, awareness, and attitude), Use of psychological techniques in advertisements and the future of media psychology.	15	4
Module 5- Practicum		
Students present on media influence in a specific domain (e.g., advertising, politics, or youth culture). Conduct Case Studies, roleplay, etc. Teacher-specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments, Authentic learning, Library work, and Group discussion, Presentation by individual student/ Group representative
Mode of Assessment	A. Continuous Comprehensive Assessment (CCA)- Total marks – 40 Marks Quizzes, presentations, group discussions, and assignments. B. Semester End examination - 60 Marks

References

- Alogan, R.K. (2010). *Understanding New Media*. Extending Marshall McLuhan. Peter Lang Publishing.
- Dill, K. (2012). *The Oxford Handbook of Media Psychology*. Oxford University Press.
- Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. Bloomsbury Publishing USA.
- Giles, D. (2003). *Media Psychology*. Lawrence Erlbaum Associates, Publishers.
- Harris, R. J., & Sanborn, F. W. (2014). *A cognitive psychology of mass communication* (6th ed.). Routledge/Taylor & Francis Group.
- Lauzen, M.M., Dozier, D.M., Horan, N. (2008). *Constructing Gender Stereotypes Through Social Roles in Prime-Time Television*. *Journal of Broadcasting & Electronic Media*, 52(2), 200- 214.
- Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). *Social media and mental health: benefits, risks, and opportunities for research and practice*. *Journal of technology in behavioral science*, 5, 245-257. <https://doi.org/10.1007/s41347-020-00134-x>
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.
- Stever, G. S., Giles, D. C., Cohen, J. D., & Myers, M. E. (2022). *Understanding media psychology*. Routledge. <https://doi.org/10.4324/9781003086906>

Relevance of Learning the Course/ Employability of the Course

The course Media Psychology is relevant for students across disciplines, as it equips them with the critical tools to understand and analyse the psychological impact of media on individuals and society.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Neuropsychology		
Course Type	Major (E)		
Course Level	400-499		
Course Code	MG7DSEUBE404		
Course Overview	This course provides a comprehensive understanding of the relationship between brain structures and human behaviour, with a specific focus on the functional roles of different cerebral lobes and the consequences of their dysfunctions. The course emphasizes the use of neuropsychological assessment tools and standardized tests to evaluate cognitive, emotional, and behavioural impairments.		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand the nature, scope, and historical development of neuropsychology	U	
2	Understand the concept of cerebral asymmetry	U	
3	Describe the anatomy and functions of major brain lobes	U	
4	Analyse the behavioural and cognitive impairments associated with lesions or dysfunctions in specific lobes of the brain.	An	
5	Examine the role of neuropsychological testing in diagnosis, treatment planning, and monitoring of neurological and psychiatric conditions.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction to Neuropsychology	Hours	CO
Nature and scope of neuropsychology, the historical development of neuropsychology as a scientific discipline. Neuropsychology in India. Emerging research areas. Methods of studying the brain: neurohistology techniques, radiologic procedures, electrophysiologic procedures, imaging of brain metabolism, magnetic imaging procedures, cerebrospinal fluid studies, behavioural examinations, neurologic examinations, and neuropsychological evaluations. Brain Theory, Evolution of the Human Brain and Behaviour, and Brain Function: Insights from Brain Injury.	15	1
Module 2-Fundamentals of Cognitive Neuroscience	15	2
Communication between neurons Cortical Organization: Organization of the sensory and motor systems; Principles of Neocortical Function Cerebral Asymmetry; Variations in Cerebral Asymmetry Principles of Psychopharmacology.		
Module 3- Functional Aspects of Lobes	15	3, 4, 5
Anatomy and Functions, Symptoms, and Disorders of Cortical Function of Parietal Lobes, Temporal Lobes, Frontal Lobes, and Occipital Lobes. Clinical Neuropsychological Assessments		
Module 4- Neurological Disorders, Testing and Rehabilitation	15	4, 5
Brain Development and Plasticity. Executive functions: attention and consciousness, language, learning and memory, emotion, and the social brain. Overview of Neurodevelopmental Disorders, Recovery, and Rehabilitation of the Adult Brain. Cerebrovascular Disorders, Tumours, Traumatic Brain Injuries, Brain infections, Epilepsy, Tumours, Headaches, Disorders of Sleep, and Neurodegenerative Disorders Rationale and purpose of neuropsychological assessment. Neurological mental status examination: orientation (arousal), sensation, perception, attention, concentration, motor skills, verbal functions/language, Visuospatial Organization, memory, Judgment, and Problem Solving. Neuropsychological test batteries: Halsted-Reitan Neuropsychological Test Battery and Luria-Nebraska Neuropsychology Battery. Frequently used assessment devices: assessment process, interpreting assessment data, reporting the findings, and psychometric issues in neuropsychological assessment. Application of Neuropsychology in Neurorehabilitation.		

Module 5- Practicum		
Students will be trained in following aspects of the course Neuropsychological Assessment Battery – Adults & Children Visit to Neurorehabilitation centre Prepare a Neuropsychological Test Report Neuropsychological Rehabilitation Plan based on the report Prepare cognitive retraining based on the different domains of learning in normal individuals Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active Cooperative Learning, Seminar, Group Assignments, Authentic learning, Library work, and Group Discussion. Presentation by individual student/group representative
Mode of Assessment	Mode of Assessment A. Continuous Comprehensive Assessment (CCA)- 40 marks Quizzes, group discussions, individual presentations, and assignments. B. Semester End examination - 60

Learning Resources

Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). *The SAGE Handbook of Clinical Neuropsychology: Clinical Neuropsychological Assessment and Diagnosis*. SAGE Publications Ltd.

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An Introduction to behavioural, cognitive, and clinical neuroscience* (5th ed.). Sinauer Associates, Inc., Sunderland.

Carlson, N. R. (2014). *Foundations of Behavioural Neuroscience*. Pearson.

Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology, A Clinical Approach* (5th ed.). Elsevier.

Jennifer M. Gurd, Udo Kischka, John C. Marshall (Eds.).(2010). *The Handbook of Clinical Neuropsychology*. Oxford University Press.

Lezak, M. et al., (2012). *Neuropsychological Assessment* (5th ed.). OJP USA.

Pinel, J. P. J., & Barnes, S. J. (2018). *Biopsychology*. Harlow: Pearson Education Limited.

Reddy, K. J. (2024). *Essentials of neuropsychology: Integrating Eastern and Western perspectives* (1st ed.). Routledge

Schoenberg, M. R., & Scott, J. G. (2011). *The little black book of neuropsychology: A Syndrome-based Approach*. Springer.

Wilson, B. A., & Betteridge, S. (2019). *Essentials of Neuropsychological Rehabilitation*. The Guilford Press.

SUGGESTED READINGS

Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of Human Neuropsychology*. Macmillan Learning.

Zillmer, E. A., & Spiers, M. V. (2008). *Principles of neuropsychology*. Wadsworth/Thomson Learning.

Relevance of Learning the Course/ Employability of the Course
This course provides a comprehensive understanding of the relationship between brain structures and human behaviour, with a specific focus on the functional roles of different cerebral lobes and the consequences of their dysfunctions.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Political Psychology		
Course Type	Major (E)		
Course Level	400-499		
Course Code	MG7DSEUBE405		
Course Overview	Political Psychology is an interdisciplinary field that explores the psychological underpinnings of political behaviour. It examines how individual and group-level psychological processes influence political beliefs, attitudes, decision-making, and behaviour. The course integrates concepts from psychology, political science, sociology, and media studies.		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand the psychological bases of political phenomena like nationalism, polarization, authoritarianism, and political violence.	U	
2	Analyze how psychological mechanisms shape political attitudes and behaviors.	An	
3	Evaluate the influence of identity, ideology, and emotion in political contexts.	E	
4	Apply psychological principles to real-world political events and media.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction to Political Psychology	Hours	CO
History, Advancing an International Perspective on the Psychology of Political Behaviour, The Evolutionary Basis of Political Ideology, Genetic Contributions to Political Phenomena, The Psychology and Neuroscience of Partisanship, The Personality Basis of Political Preferences, The Structure, Prevalence, and Nature of Mass Belief Systems, The Psychology of Public Opinion, Rational Choice and Information Processing, and Emotions and Politics.	15	1
Module 2- The Politics of Intergroup Attitudes		
Authoritarianism: Conceptualisation, Research, and New Developments, A Political Psychology of Ethnocentrism, Collective Narcissism: How Being Narcissistic about Your Groups Shapes Politics, Group Processes, and Intergroup Relations, Demographic Change, White Decline, and the Changing Nature of Racial Politics in Election Campaigns, Macro-diversity and Intergroup Attitudes, The Persistence of Gender in Campaigns and Elections, The Politics of Abortion, Pregnancy, and Motherhood: Religiosity and Openness to Authoritarian Governance, The Consequences of Moral Conviction in Politics: More Negative than Positive? The Political Psychology of National Identity, The Political Dynamics of Immigration Opinion Worldwide: International and Individual Differences in Support for Human Rights	15	2
Module 3- Contemporary Challenges to Democracy		
The Political Psychology of Inequality: Why Rising Rates of Economic Inequality Affect Our Health and Democracy, How Social Class Influences Political Choices, Fear and Loathing in American Politics: A Review of Affective Polarisation, Political Extremism. The Politics of Hate: Derogatory Language in Politics and Intergroup Relations, Populism, Cultural Theory of Autocracy-vs-Democracy: On the Psychological Foundations of Political Regimes, Psychological Theories Meet the Challenge of Persuading and Mobilising Voters, Collective Action for Social Change: Individual, Group, and Contextual Factors Shaping Collective Action and Its Outcomes, Opinion Formation and Polarisation in the News Feed Era: Effects from Digital, Social, and Mobile Media, Conspiracy Theory Belief and Conspiratorial Thinking, Political Psychology and the Climate Crisis, The Political Psychology of Cyberterrorism, and Reconciliation in the Aftermath of Collective Violence.	15	3
Module 4 - Diversifying Perspectives in Political Psychology		
Political Psychology in the Global South: Collective Memory, Intergroup Relations, Ideology, and Political Participation, Political Psychology in the Arab Region: A Commentary on Navigating Research in Unstable Contexts, Critical Perspectives in Political Psychology, Rethinking Group Dynamics: The Cuban Missile Crisis Revisited, Two Sides of the Same Coin: A New Look at Differences	15	4

and Similarities across Political Ideology		
Module 5- Practicum		
Apply psychological theories to analyse political events, campaigns, media, or public opinion. Conduct basic field research and interviews. Develop communication, collaboration, and critical thinking skills in real-world contexts. Reflect on the psychological mechanisms underlying political attitudes and actions. Teacher-specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Group Assignments, Authentic learning, Library work, and Group discussion, Presentation by individual student/ Group representative
Mode of Assessment	Mode of Assessment A. Continuous Comprehensive Assessment (CCA)- 40 Marks Quizzes, presentations, group discussions, and assignments. B. Semester End examination - 60 Marks

References

Jost, J. T., & Sidanius, J. (Eds.). (2004). *Political psychology: Key readings*. Psychology Press.

Osborne, D., & Sibley, C. G. (Eds.). (2022). *The Cambridge Handbook of Political Psychology*. Cambridge University Press. <https://doi.org/10.1017/9781108779104>

Relevance of Learning the Course/ Employability of the Course
The course integrates concepts from psychology, political science, sociology, and media studies.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Health Psychology		
Course Type	Minor A/B		
Course Level	400-499		
Course Code	MG7DSCUBH427		
Course Overview	This course offers a comprehensive introduction to the interdisciplinary field of health psychology, which explores how psychological, behavioural, and social factors influence health and illness. Students will study the application of psychological principles to health promotion, disease prevention, and the management of chronic illnesses.		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Describe importance and scope of health psychology	U	
2	Analyse the role of psychological, behavioural, and social factors in the development and management of physical health and illness.	An	
3	Describe the field of psychoneuroimmunology and its significance	U	
4	Apply psychological principles in understanding chronic illness, pain management, patient adherence, and health-related decision-making.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Foundations of Health Psychology	Hours	CO No
Concept of Health; Key terms related to health; Definition of health psychology; Brief historical background; Importance and scope of Health Psychology; Theoretical frameworks of Health and Illness – Mind-body dualism, biomedical approach, Predictors of health behaviours through various models Biological pathways involved in health and disease Research methods in health psychology Introduction to psychoneuroimmunology	10	1
Module 2 - Understanding and Modifying Health Behaviours		
Dimensions and definitions of Health Behaviour Models of changing health behaviours- The Health Belief Model, The Theory of Planned Behaviour Self-Determination Theory, The Transtheoretical Model of Behaviour Change Health-Promoting Behaviours – Benefits of exercise; accident prevention; cancer screenings; healthy diet practices; importance of sleep; rest and renewal. Health-Compromising Behaviours – Obesity and eating disorders; alcohol use and dependence; smoking and its health risks; prevention and intervention strategies	15	2, 3
Module 3 - Stress, Pain, and Chronic Illness		
Understanding Stress – Theories, physiological basis, sources of stress; coping strategies, resilience, and role of social support. Pain and Its Management – Pain perception, Gate Control Theory, biopsychosocial model; assessment and psychological approaches to pain management. Chronic and life-threatening conditions: Diabetes, Asthma, Hypertension, Alzheimer's, Epilepsy, Nervous system injuries, Arthritis, Heart disease, Stroke, Cancer, HIV/AIDS, Renal failure Living with Chronic Illness – Quality of life, emotional responses, personal and social impacts; coping strategies, rehabilitation, vocational issues, and psychological interventions. Advanced and Terminal Illness – Psychological aspects of dying across the lifespan; adjustment to terminal illness; counselling, hospice care, and survivor support.	15	2, 4
Module 4 – Health Communication and Use of Health Services		
Perceiving and Interpreting Symptoms – Factors influencing how individuals perceive and respond to bodily symptoms; symptom interpretation and role of suggestion. Using and Misusing Health Services – Patterns and predictors of health service usage; reasons for delayed or avoided care; complementary and alternative medicine use; problematic usage behaviours. Patient–Practitioner Relationship and Interaction – Patient preferences; practitioner behaviour and communication style; mutual influences on interaction quality and health outcomes.	20	2, 4

Adherence to Medical Advice and Health Communication – Extent and causes of nonadherence; strategies to improve adherence; presenting medical information effectively; role of communication in prevention.		
Module 5 - Teacher-Specific Content		
Develop an intervention strategy for addiction using the Biopsychosocial model Visit a clinic to conduct health psychology assessments and identify psychological responses to physical illnesses Journal review Use wellness lab tools (e.g., body composition monitors) to create participant health profiles		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

- Baum, A., Revenson, T. A., & Singer, J. (2012). *Handbook of health psychology* (2nd ed.). Taylor & Francis.
- Broome, A., & Llewelyn, S. P. (1995). *Health psychology: Process and applications*. Nelson Thornes.
- Crossley, M. (2000). *Rethinking health psychology*. McGraw-Hill Education (UK).
- French, D., Vedhara, K., Kaptein, A. A., & Weinman, J. (2010). *Health psychology*. John Wiley & Sons.
- Lyons, A. C., & Chamberlain, K. (2006). *Health psychology: A critical introduction*. Cambridge University Press.
- Taylor, S. E. (2006). *Health psychology* (6th ed.). New Delhi. Tata-McGraw Hill.

Relevance of Learning the Course/ Employability of the Course

Learning this course equips students with the knowledge and skills to work in healthcare settings, public health programs, and research, addressing the psychological aspects of health, illness, and patient care.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Positive Psychology		
Course Type	Minor A/B (E)		
Course Level	400-499		
Course Code	MG7DSEUBH428		
Course Overview	This course helps the students learn the foundations of positive psychology. The course also aids to apply emotional approaches of positive psychology for improving the personal and social competencies. This helps the students to explore topics such as happiness, well-being, optimism, resilience, and personal strengths. The main goal of this course is to help people build a good life, improve their mental health, and reach their full potential		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand about the history and key theoretical foundations	U	
2	Analyse the role of happiness and positive emotions in sociocultural development and individual well-being	An	
3	Develop practical skills to implement positive psychology concepts into daily life.	S, A	
4	Application of positive psychology in various fields and fostering positive outcomes in diverse settings	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to positive psychology	Hours	CO No
Basic principles of Positive Psychology, assumptions, goals, and definitions History of Positive Psychology, Western and Eastern perspectives. Dimensions and Scope of Positive Psychology	10	1
Module 2 - Happiness and well-being		
Happiness: Types: Eudemonic and Hedonistic Happiness and life satisfaction, relationships and happiness, marriage, kinship, friendship and love, acquaintances Well-being and its components -subjective, psychological, emotional, and social well-being, Seligman's PERMA Life satisfaction and life enhancement strategies and its applications, well-being and mental health	10	2,3
Module 3 - Positive Emotion		
Positive emotions - Seligman's classification, Broaden and Build theory. Concept of self - self-efficacy, self-esteem, self-regulation. Emotion-focused approaches-Resilience, Emotional intelligence, Emotion-focused coping. Concept of flow, emotional intelligence, and positive affectivity. Cognitive-focused approaches- Optimistic explanatory style, problem-solving appraisal, perceived personal control, optimism, and hope.	15	1, 2 ,3
Module 4 - Application of Positive Psychology		
Enhancing life satisfaction, ageing, mental health, stress management, personal growth Positive psychology at work- The psychology of gainful employment: good work, building better communication, soft skills and their relevance Positive psychology for children - Positive schooling - positive self-concept, motivation and flow in positive student development, creativity in schools, peer relationships. Positive youth development, emotional regulation, prevention and intervention strategies for adolescent health risk behaviours, the role of law. Ageing well - Holistic well-being: integrating physical and mental health, Difference in physical health, mental health, and well-being and its relationship. Physical health foundation: nutrition and balanced diet, regular physical activity, sleep and rest, health care and hygiene.	25	3,4
Module 5 – Teacher-specific content - Practicum		
Choose any two assessments from the following to be conducted: Resilience, Well-being, Gratitude, Hope, flourishing, Character strengths		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

- Biddle, S. J. H., Mutrie, N. (1991). Psychology of physical activity and exercise: A health-related perspective. London: Springer-Verlag.
- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*.
- Lopez, S. J. & Snyder, C. R. (2011). The Oxford Handbook of Positive Psychology (2nd Ed.). Oxford University Press.
- Maddux, J. E. (2018). Subjective well-being and life satisfaction. New York: Routledge
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths* (2nd ed.). Sage Publications, Inc.
- Steve, B., & Marie, C. (2014). Positive psychology. Pearson Education India.
- Weiten, W., Dunn, D. S., and Hammer, E. Y. (2018). Psychology Applied to Modern Life. Adjustment In The 21st Century (12th ed.). Cengage Learning.

Relevance of Learning the Course/ Employability of the Course

Learning this course equips students with the knowledge and skills to enhance well-being and resilience, making them suitable for roles in mental health support, education, human resources, and personal development coaching.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Community Psychology		
Course Type	Minor A/B (E)		
Course Level	400-499		
Course Code	MG7DSEUBH429		
Course Overview	This course explores how people are affected by their social environments and how to solve problems through system-level change. The course covers values like social justice and empowerment, studies different communities and their challenges, and builds practical skills through fieldwork. It prepares students for careers in social work, health, education, and development.		
Semester	7	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	NIL		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand the role played by the society and the impact it creates on each individual's lives through theoretical perspectives	U	
2	Train to evaluate an individual's problems through a societal lens	E	
3	Develop knowledge about the problems that humans face, which does not solely lie in universities or laboratories but largely lies within the humans facing the problems itself	Ap	
4	Incorporating the understanding of one's respective cultural and societal context to comprehend the individual's problems	U	

5	Train to analyse the areas with potential for Community Development through Program Evaluation and Program Development	An	
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*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction to Community Psychology	Hours	CO
The community Psychology framework, History and theories of Community Psychology, Goals of Community Psychology, Principles of Community psychology, Methods of Community research- Quantitative methods, Qualitative methods- Focus groups as a source of data, other qualitative methods, seven core values, Ecological levels of analysis, Understanding human diversity.	13	1, 2
Module 2 - Understanding Communities		
Nature, types and importance of community, Complex Realities of Communities, Understanding the Individual within their environment and community, Mental Health as a complex Community Function. Identification of risk and protective factors in the community. Social change- Its Importance-Types and causes of social change, Creating Social change, Citizen Participation, Networking, Consultation, Community Education and Information Dissemination.	12	1,2,3
Module 3: Applying Community Psychology to various settings		
Prevention and Promotion-Key concepts, implementing programmes and interventions to prevent problems and promote well-being in settings like- Schools, Organizations, Legal system, assisting the old age, Health Care systems. Community-based Intervention for Children with Disability and Developmental Disorders and Intervention for the Elderly. Stress and resilience in community psychology.	20	3,4,5
Module 4 – Applying Community Psychology in Social issues		
Role of Community Psychology in combating issues - drug and alcohol addiction, violence against women and children-forming self-help groups, Community Support For People Affected by Disasters and Pandemics: Natural and Manmade Calamities, Magnitude and Causes, Impact on Mental Health; Rescue Arrangements; Disaster Management for Community Well-being; Policies; Rehabilitation; Addressing Psychological Trauma; Role of Community Psychologists. Diversity versus Prejudice and Stigmatization, Future of Community Psychology.	15	1,2,3

Module 5- Teacher Specific Content		
Visit a local community setting. Submit a reflective report on key observations and potential areas of community concern or strength.		
Conduct a focus group discussion on a prevalent community issue.		
Write a personal reflection or creative piece on how community psychology can evolve to address future challenges in your region.		
Conduct a prevention or promotion program for one setting (e.g., schools, elderly care, health clinics etc).		
Design a community education campaign addressing stigma surrounding a marginalized group (e.g., people with mental illnesses, LGBTQ+, displaced populations etc).		
Create a community mental health support plan for a hypothetical natural or manmade disaster scenario. Include psychological first aid, community education, and referral pathways.		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Quiz, assignments, Group Discussion, individual presentations Semester End Examination – 60 marks

Learning Resources

Dalton J.H., Elias, M.J. et al., (2007). Community psychology, linking individuals and communities. Wadsworth, Thomson Learning US.

Deb, S., Sunny, A.M. & Sanyal, N. (2020). Community Psychology, New Delhi, Sage.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). Community Psychology- Linking Individuals and Communities (3rd ed.). USA: Thomson Wadsworth publications.

Lewis, J. A., Lewis, M. D., Daniels, J. D., & D'Andrea, M. J. (2012). Community Counseling- A Multicultural social justice perspective. India: Cengage Learning India Private Limited.

Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology (5th ed.). India: Routledge publishers

Nelson, G., Kloos, B., & Ornelas, J. (2014). Community Psychology and Community Mental Health-Towards transformative change

Patil, A,R (2013). Community organization and development- An Indian perspective. Delhi: PHI learning Pvt. Ltd.

Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology. UK: Sage publications

Relevance of Learning the Course/ Employability of the Course
Learning this course prepares students for careers in social services, public health, education, and community development by equipping them with the skills to promote social change and address community-level challenges through empowerment and systemic interventions.

**4 + 1 Year Integrated UG and PG Programme in
Psychology - Semester VIII**

Course Code	Title	Credits	Hours per week		Level	Type
			Theory	Practical		
MG8DSCUBE401	Psychotherapy	4	3	1	400-499	Major
MG8DSEUBE402	Interventions in Organizational Behaviour	4	3	1	400-499	Major (E)
MG8DSEUBE403	OR Behaviour Economics					
MG8RPHUBE400	Research Projects	12	-	-	400-499	Project
MG8DSCUBE404	Counselling in Special Settings	4	3	1	400-499	Major *
MG8DSCUBE405	Cognitive Neuroscience	4	3	1	400-499	Major *
MG8DSCUBE406	Psychodiagnostics	4	3	1	400-499	Major *
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychotherapy		
Course Type	Major		
Course Level	400-499		
Course Code	MG8DSCUBE401		
Course Overview	This course provides an in-depth understanding of the theoretical foundations, core principles, and practical applications of psychotherapy. It explores major schools of therapeutic thought, including psychodynamic, cognitive-behavioural, humanistic, existential, and integrative approaches. Students will learn about the therapeutic process, techniques used across modalities, and the dynamics of the therapist–client relationship		
Semester	8	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Describe history, Scope, and General Principles of Psychotherapy	U	
2	Explain key concepts and goals of different psychotherapies	U	
3	Analyze the therapeutic process, including therapist–client relationship, stages of therapy, and techniques used across different approaches.	An	
4	Evaluate the effectiveness and appropriateness of different therapeutic modalities for specific psychological disorders and client populations.	E	
5	Apply basic therapeutic skills such as active listening, empathy, and goal setting through simulated or supervised settings.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction to Psychotherapy	Hours	CO
Definition, History, Scope, Types, and General Principles of Psychotherapy. Essential goals and ingredients of psychotherapy. Stages of psychotherapy, Client-therapist relationship, Essential skills: rapport, empathy, active listening, and therapeutic alliance. Eclectic and integrative approaches—Significance Ethical Issues in Psychotherapy	15	1
Module 2- Psychoanalysis and Psychodynamic Therapy		
Classical psychoanalysis concepts, views about human nature Techniques of Psychoanalysis: Free association, dream analysis, analysis of transference, and analysis of resistance Theory of personality Brief psychodynamic therapies: defense mechanisms. Interpersonal therapy Applications	15	2, 3, 4, 5
Module 3- Humanistic and Existential Therapy		
Client-Centred Therapy- Key concepts, process, Techniques, Application, and Evaluation Existential therapy: Key concepts, systems, process, Techniques, Application, and Evaluation	15	2, 3, 4, 5
Module 4- Other Interventions		
Dialectical behavioural therapy Psychodrama Family and marital therapy: types, procedures, and techniques. Gestalt therapy: key concepts, procedures, and applications Logotherapy: key concepts, procedures, and application Group therapy and allied therapies: key concepts, procedures, and applications; motivational interviewing; play and art therapy; and dance therapy. Supportive therapy: key concepts, procedures, and applications Guided imagery, Relaxation exercises, and Meditation: key concepts, procedures, and applications AI-based intervention: key concepts, procedures, and applications	15	2, 3, 4, 5
Module 5- Teacher-specific content - Practicum		
Role play sessions, discussing dreams and analysing, case study discussions, journaling and reflective exercises, and live demonstration of relaxation techniques.		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative
Mode of Assessment	Continuous Comprehensive Assessment (CCA)- Total marks – 40 Quizzes, group discussions, assignments, and individual presentations. Semester End examination – 60

Learning Resources

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

Corsini, R. J., & Wedding, D. (2015). *Current Psychotherapies* (7th ed.). Cengage Learning.

Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical Psychology: Science, Practice, and Ethics*. Dorling Kindersley. Merrill Prentice Hall Pomerants,

A. M. (2008). *Psychotherapy: Science, Practice, and Culture*. Sage Publications.

Messer, S. B., & Gurman, A. S. (2011). *Essential Psychotherapies: Theory and Practice* (3rd ed.). Guilford Press.

Nystul, S. M. (1993). *The Art and Science of Counselling and Psychotherapy*. Pearson.

Rimm, D. C., & Maters, J. C. (1979). *Behavior Therapy: Techniques and Empirical Findings*. Academic Press Suggested Readings

Routledge Wolman, B. B. (1965). *Handbook of Clinical Psychology*. McGraw-Hill Inc.

Wolberg, L. R. (1988). *The Techniques of Psychotherapy* (4th ed.). Grune & Stratton, Inc./Harcourt, Bra.

Relevance of Learning the Course/Employability of the Course

This course provides an in-depth understanding of the theoretical foundations, core principles, and practical applications of psychotherapy.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Interventions in Organisational Behaviour		
Course Type	Major (E)		
Course Level	400-499		
Course Code	MG8DSEUBE402		
Course Overview	This course provides an understanding of the counselling and interventions in organisational settings.		
Semester	8	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand various psychological tests in organisational settings	U	
2	Evaluate different interventions for problem behaviours	E	
3	Analyse and identify effective employee skill enhancement techniques	An	
4	Understand the importance of workplace counselling	U	
5	Identify the role of psychologists in interviews	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Career Counselling and Assessment	Hours	CO No
Define work and career counselling. Theories: Holland's theory of vocational personality and work environment, Super's Developmental theory, Gottfredson's theory of circumscription, Social Cognitive Career theory, Psychology of working theory. Case studies Assessment: Definition, use, Types, Interpretation. Psychological Testing in Organizations - Test content: Intelligence test, mechanical aptitude tests, vocational aptitude tests, sensory /motor abilities tests, personality inventories, Integrity tests, Physical abilities testing, Multiple aptitude Tests, Computer adaptive testing, tests of emotional intelligence Controversial testing methods: Drug testing, polygraph, graphology, Letters of recommendation	15	1, 4, 5
Module 2 - Counselling in the Organizations		
Establishing the organization's counselling cell, Counselling-related ethical concerns. Using counselling to modify behaviour: utilising a model of role-playing that offers rewards. Career planning and development, job changes, promotions, transfers, and relocations, counselling prior to retirement, displaced employees, and layoffs. programs for employee assistance.	15	4, 5
Module 3 – Problem Behaviours and Positive Interventions		
Understanding problem behaviours, effectively designing intervention strategies for problem behaviours: Chronic absentees, Accident prone, family problems, alcoholism & drug addiction, Maladjustment, Indiscipline, Social Dysfunction, Anger, Hostility, Violence, Harassment and Discrimination, Passive Aggressive Behaviour. Interventions with a positive approach, Positive Psychology Foundations- Measure of PERMA, Developing virtues and character strengths, Appreciative inquiry, awareness, change, positive emotions, Positive CBT, Schema-focused cognitive therapy, and compassionate chair work.	15	2
Module 4- Employee Skill Enhancement		
Define skill enhancement. Ensuring Employee- Work fit, increasing self-awareness through relaxation and meditation techniques. Dealing with: emotions, procrastination, poor time management, criticisms, taking risks and making better decisions. Communication and social skill development: Assertiveness training, Social Skill Development, Managing stress and burnout- Interventions and techniques to reduce Occupational Stress and Burnout. Business game, work samples, in-basket exercises. T-group training. Sensitivity training. Cultural diversity Training, Sexual Harassment: awareness and prevention training.	15	3
Module 5 – Teacher-specific content-Practicum		
Evaluate the interventions taken by the organisation to limit the		

problem behaviours (such as absenteeism, social dysfunction, maladjustment) and write a detailed report on the same. Visit an organization and write a report on the intervention strategies used to manage the stress of employees by at least two different organizations.		
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Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

- Carroll, M & Walton, M. (2003). *Handbook of counselling in organizations*. Sage Publications.
- Dryden, W. and Neenan, M. (2010). *Life Coaching*. Routledge.
- John S, & Stewart M; (2012). *Human Resource Management*: Amazon Asia Pacific Holding Pvt
- Kavita Singh (2011). *Counselling skills for managers*. PHI Learning Pvt. Ltd.
- Khanka, S, S. (2003). *Human Resource Management*. S Chand & Company Ltd
- Luthans, F. (1989). *Organisational behaviour*. Tata Mc-Graw Hill.
- Manzoor, M. (2012). *Introduction to Human Resource Management*. Kindle Edition
- Mejia, L. R., Balkin, D. B., & Cardy, R. L. *Managing HR* (3rd ed.). Prentice Hall.
- Muchinsky, P. M. (2004). *Psychology applied to work* (6th ed.). Wadsworth.
- Murphy, K.R. & Davidshofer, C.O. (1998). *Psychological testing: Principles and applications* (4th ed.). Prentice Hall International
- Palmer, S. and Whybrow, A. (2010). *Handbook of Coaching Psychology*. Routledge.
- Pareek, U & Purohit, S. (2018). *Training Instruments in HRD and OD*. SAGE
- Pareek, U. & Lynton, R. P. (2011). *Training for Development*. SAGE
- Paterson. (1989). *Theories of Counseling & Psychotherapy*. Harper.
- Rose Mary. A. Payne (1995). *Relaxation Techniques. A Practical Handbook for the Health care Professional*. Churchill Livingstone.
- Seligman. M. E.P. (2004). *Authentic Happiness: Using the New Positive Psychology to realise your potential for lasting happiness*. Free Press.
- Sreedhar, K. P. (1996). *GSPR Manual*. Thomas.
- J.C. & Herson, M. (2002). *Handbook of Mental health in the workplace*. SAGE publications.
- Torrington, D. Hall, L. Taylor, S. Atkinson, C. (2014). *Human Resource Management*. Pearson Publications

Relevance of Learning the Course/ Employability of the Course
This course provides an understanding of the counselling and interventions in organisational settings.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Behaviour Economics		
Course Type	Major (E)		
Course Level	400-499		
Course Code	MG8DSEUBE403		
Course Overview	Behavioural Economics integrates insights from psychology with economic theory to understand how individuals make decisions in real-world contexts. This course challenges the assumption of full rationality in traditional economics by exploring how cognitive biases, emotions, and social factors influence economic behaviour.		
Semester	8	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understanding of Behavioural Economics Principles: Students will gain a solid understanding of the foundational principles of behavioural economics.	U	
2	Apply behavioural economics principles to real-world scenarios.	A	
3	Analyse and interpret human behaviour in economic contexts, An C04 Understand how individuals and markets deviate from traditional economic models.	An	
4	Evaluate the role of culture in regulating human expending behaviour, and create policies with the help of behavioural economics	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction to Behaviour Economics	Hours	CO
The history and controversies of behavioural Economics, Behavioural economics and policy, The different faces of behavioural economics, Background of behavioural economics methods, Decision Making: Beliefs, emotions, heuristics, and cognitive ability can be incorporated into economic analysis of decision-making, two systems.	15	1
Module 2- Economic Behaviour		
Simple heuristics for complex choices, Choice with risk, choosing when to act, learning from new information, Interacting with others and social preferences. Leibenstein before X-efficiency theory.	15	2
Module 3- Origins of Behaviour		
Evolution and economic behaviour, competing with others, Culture and multi-level selection- Cross-culture comparisons, Group selection, Gene– culture coevolution -The gender gap- Attitudes to competition, social preferences, the economics of family, Development economics Neuro-economics- An introduction to the brain, Valuing rewards and learning, and Making decisions	15	3
Module 4 - Welfare and Policy		
Happiness and Utility- Choices and commitment. Health and Happiness, Saving and Retirement. Policy and Behaviour-Designing good Institutions, Nudge and Behaviour Change.	15	4
Module 5- Practicum		
Facilitate classroom experiments that demonstrate behavioural economics concepts in action. - Brainstorm potential behavioural barriers or biases hindering desired student outcomes (e.g., procrastination, lack of engagement). - Develop simple, low-cost interventions or nudges based on behavioural insights (e.g., changing default options, providing social norms feedback, using priming techniques). Teacher-specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments ,Authentic learning, Library work, and Group discussion, Presentation by individual student/ Group representative
Mode of Assessment	A. Continuous Comprehensive Assessment (CCA)- Total marks – 40 Marks Quizzes, presentations, group discussions, and assignments. B. Semester End examination - 60 Marks

References

- Cartwright, E. (2018). Behavioral Economics. Routledge.
- Dan Ariely. 2009. Predictably Irrational: The Hidden Forces That Shape Our Decisions. HarperCollins.
- Daniel. Kahneman. 2012. *Thinking, Fast and Slow*. Penguin.
- Frantz, R. (2019). *The beginnings of behavioral economics: Katona, Simon, and Leibenstein's X-efficiency theory*. Academic Press.
- Richard H. Thaler and Cass R. Sunstein. 2009. Nudge: Improving Decisions About Health, Wealth, and Happiness. Yale University Press

Relevance of Learning the Course/ Employability of the Course
This course challenges the assumption of full rationality in traditional economics by exploring how cognitive biases, emotions, and social factors influence economic behaviour.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Research Projects		
Course Type	Project		
Course Level	400-499		
Course Code	MG8RPHUBE400		
Course Overview	This course enables students to independently conduct a research project under faculty supervision, from topic selection to final dissertation submission. Emphasis is placed on scientific rigor, ethical standards, and continuous mentorship throughout the research process. Students are required to defend their completed dissertation before a panel as part of the final evaluation.		
Semester	8	Credit	12
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Understand the process of identifying a research problem and formulating relevant research questions	U	
2	Apply appropriate research methods and ethical guidelines in the execution of a research study.	A	
3	Analyse data critically using relevant quantitative or qualitative techniques.	An	
4	Create a well-structured research report that demonstrates scientific rigor and clarity.	C	
5	Evaluate the quality and impact of research findings.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

This research-based course does not follow the conventional modular structure of other courses. Instead, it progresses through a sequence of clearly defined stages that guide the student from the initial proposal to the final submission. While these stages provide a structured framework, flexibility is allowed to accommodate the unique needs of each research project.

Stage 1 – Developing a Research Proposal

The student begins by identifying a relevant research problem in consultation with a supervising faculty member. A comprehensive proposal is developed, including the background, rationale, objectives, research questions or hypotheses, and a preliminary literature review that situates the study within existing research.

Stage 2 - Designing the Methodology

The student selects appropriate research methods based on the nature of the inquiry and finalizes the tools, sampling strategies, and procedures. Necessary permissions and ethical clearances are obtained at this stage.

Stage 3 - Data Collection

Systematic and ethical data collection is carried out as per the approved methodology. The student ensures accuracy, confidentiality, and integrity while gathering the data.

Stage 4 – Data Analysis and Interpretation

Once data collection is complete, the student organizes, processes, and analyses the data using suitable statistical or thematic techniques. Interpretation of the results is done in relation to the research questions, integrating insights from literature and theory.

Stage 5 – Report Preparation and Evaluation

The student prepares a comprehensive Research report/ thesis that clearly communicates the research process, findings, and conclusions. After supervisor approval, the report is submitted to the department and formally defended before an academic panel as part of the final evaluation.

Mode of Transaction	Classroom activities: Workshops, discussions, proposal presentations, e-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Bell, P., Staines, P. & Mitchell, J. (2001). *Evaluating, doing and writing research in psychology*. New Delhi. Sage Publications

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

Groth-Marnat, G. & Wright, A.J. (2016). *Handbook of psychological assessment* (6th ed). John

Wiley.

Kenneth Bordens, K. & Abbott, B.B. (2018). *Research Design and Methods: A Process Approach* (10th ed). NY: McGraw-Hill Education

Relevance of Learning the Course/ Employability of the Course
This course develops essential research skills and ethical practices that enhance students' ability to pursue academic careers and research-related jobs across various fields.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Counselling in Special Settings		
Course Type	Major*		
Course Level	400-499		
Course Code	MG8DSCUBE404		
Course Overview	This course explores the application of counselling theories and practices across diverse and specialized settings. Students will gain insight into the unique psychological needs of specific populations such as children with special needs, trauma survivors, terminally ill patients, individuals with substance use disorders, and incarcerated individuals. The course emphasizes context-specific intervention strategies, ethical challenges, and the importance of interdisciplinary collaboration.		
Semester	8	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the principles and scope of counselling across various specialized settings	U	
2	Identify the specific psychological needs and challenges of diverse client populations in different settings	U	
3	Evaluate the effectiveness of different intervention approaches in special settings	E	
4	Apply appropriate counselling strategies tailored to specific populations	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – School & College Counselling	Hours	CO No
Role of counsellor, common problems of school students, prevention, remediation; play therapy, bibliotherapy and games. Case discussion on school counselling Professional preparation for working with college students, role of counsellor, models of college counselling. Group discussions on real life cases Comprehensive School/college Counselling Programs (CSCP). Strengths-Based Counselling. Mindfulness and Wellness Programs. Trauma-informed Counselling. Case discussions	15	1, 2, 3, 4
Module 2 - Career, Family and Geriatric		
Definition, importance & Scope of career counselling. Differentiate career, vocation and occupation Theories of career development: Trait & factor theory. Developmental theories, social cognitive career theory & constructivist career theory. Family counselling- Introduction, Theories Geriatric counselling- Introduction, Stages Crisis Counselling/ HIV counselling, Counselling Marginalized /minority group	15	1, 2, 3, 4
Module 3 - Addiction Counselling, Group counselling		
Types of drug addiction, effect of addiction on the individual and family. Role of counsellor in the rehabilitation. Emotional and Physical symptoms and effects of addiction, Physical and mental health hazards Technology addiction; categories of internet addiction: Sex, Relationship, games & mobile phone. Personality and psychosocial & cognitive factors associated with internet addiction Effective group leader and group member behaviours, Types of groups, group terminology. Stages and phases of group formation. Why counselling in groups? Goals of Group counselling, Stages in group counselling	15	1, 2, 3, 4
Module 4- Trauma Counselling		
Counselling for victims of disasters Counselling for victims of sexual abuse Counselling for the differently abled Counselling for caregivers of chronically ill patients Counselling for victims of ragging, cyberbullying	15	1, 2, 3, 4
Module 5 – Practicum		
Assessment, Diagnosis, Case discussions & management. Develop a group counselling session, including the structure, goals, and techniques and submit a report(P). Visit Schools, Colleges and conduct counselling sessions and submit a record detailing the observations, reactions, and insights		

gained from the experience (P).

Visit a rehabilitation centre to observe the real cases and submit reports. Screen students with technology addiction and conduct awareness program

Teacher Specific Content

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

Carr, A. (2012). *Family therapy: Concepts, process and practice*. John Wiley & Sons.

Gladding, S. T., & Batra, P. (2018). *Counseling : A comprehensive profession*. Pearson Education India.

Messer, S. B., & Gurman, A. S. (2011). *Essential psychotherapies: Theory and practice* (3rd ed.). Guilford Press.

Raju, S., Jasseer, J., & Githin, V. G. (2025). *Basics of Counselling Psychology*. TVPM: Dalegate Books

Silverstein, M., Bengtson, V. L., Putney, N. M., & Gans, D. (2008). *Handbook of theories of aging* (2nd ed.). Springer Publishing Company.

Relevance of Learning the Course/ Employability of the Course

This course explores the application of counselling theories and practices across diverse and specialized settings.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Cognitive Neuroscience		
Course Type	Major*		
Course Level	400-499		
Course Code	MG8DSCUBE405		
Course Overview	This course provides an in-depth exploration of the neural bases of cognitive functions, bridging the fields of psychology, neuroscience, and cognitive science.		
Semester	8	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Describe the basic concept of cognitive neuroscience	U	
2	Understand the neural signalling	U	
3	Describe developmental plasticity	U	
4	Integrate cognitive neuroscience insights into broader psychological frameworks and interdisciplinary contexts.	An	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Fundamentals of Cognitive Neuroscience	Hours	CO No
Methods of cognitive neuroscience: behavioural measures of cognitive and perceptual functions, invasive neuronal recordings, non-invasive functional neuroimaging methods, Brain Changes Underlying the Development of Cognitive Control and Reasoning The Cognitive Neuroscience of Human Uniqueness	15	1, 4
Module 2 – Neural Signalling		
Electrical Signals of Nerve Cells, Voltage-Dependent Membrane Permeability, Channels and Transporters, Synaptic Transmission, Neurotransmitters, Receptors, and Their Effects, Molecular Signalling within Neurons	15	2, 4
Module 3 – Sensation, Sensory Processing, and Brain Plasticity		
The Somatic Sensory System; Pain; Vision; Central Visual Pathways; The Auditory System; The Vestibular System; The Chemical Senses Developmental plasticity, plasticity due to loss of sensory input, smaller scale plasticity, plasticity associated with recovery from brain damage, neurogenesis, stem cell treatments, and plasticity	15	3, 4
Module 4 – High-level cognition		
Cognitive control, decision making, social behaviour, emotion, language, consciousness, Social Cognition Demands on social cognition predict the evolution of the cortex, social cognition is composed of multiple functions	15	4
Module 5- Teacher-specific content- Practicum		
As part of the practicum, students can visit institutions with EEG, MRI, and Transcranial direct stimulation to understand the procedures. Students can be involved in Eye-tracking experiments and Lexical Decision Task for deeper understanding The students should submit a brief project report on Cognitive Neuroscience task based on attention, social cognition, decision making, language, and consciousness.		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 Semester End Examination – 60

Learning Resources

- Gazzaniga, M. S. (2009). *The cognitive neurosciences*. MIT press.
- Jääskeläinen, I. (2012). *Introduction to cognitive neuroscience*. Bookboon.
- Postle, B. R. (2020). *Essentials of cognitive neuroscience*. John Wiley & Sons.
- Purves, D., Augustine, GJ, Fitzpatrick, D., Hall, W., LaMantia, AS, & White, L. (2004). *Neurosciences*. De Boeck Supérieur.

Relevance of Learning the Course/ Employability of the Course

This course provides an in-depth exploration of the neural bases of cognitive functions, bridging the fields of psychology, neuroscience, and cognitive science.
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	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Psychodiagnostics		
Course Type	Major*		
Course Level	400-499		
Course Code	MG8DSCUBE406		
Course Overview	This course introduces students to the principles and practices of psychological assessment and diagnosis. It focuses on understanding, administering, scoring, and interpreting standardized psychometric tools used in clinical and applied settings.		
Semester	8	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Able to perform basic psychological assessments	A	
2	Describe different techniques to assess cognitive functions and personality	U	
3	Perform different psychological tests for assessing cognitive functions and personality	A	
4	Write report of the assessment results	A	
5	Perform various diagnostic tests and rating scales	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Psychological Assessment	Hours	CO No
Basics of psychological assessment- Behavioural observation, case study, interview, case formulation, psychological report writing	10	1, 4
Module 2 – Cognitive functions		
Raven's Standard, Coloured, Advanced Progressive Matrice, Wechsler Memory Scale, Wechsler Adult Intelligence Scale – Indian Adaptation (WAPIS – Ramalingaswamy's); WISC, WAIS-R; PGI Memory Scale Bender Gestalt test; Wisconsin Card Sorting Test, Bhatia's battery of performance tests of Intelligence; Binet's test of intelligence (locally standardized); MMSE; Mini-Cog, Seguin Form Board Test, Mathew Mental Ability Test, Differential aptitude Test, Rey Auditory Verbal Learning Test	15	2, 3, 4
Module 3 – Personality assessment		
Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, Eysenck's personality inventory, Eysenck's personality questionnaire, Temperament and Character Inventory (TCI), California Psychological Inventory, Behavioural Rating Scale B) projective tests – sentence completion test, picture frustration test, draw-a person test, Word Association Test; TAT – Murray's and Uma Chowdhary's.	15	2, 3, 4
Module 4 – Diagnostic clarification and rating scale		
Rorschach psychodiagnostics, Tests for thought disorders – colour form sorting test, object sorting test, proverbs test, Minnesota Multiphasic Personality Inventory; multiphasic questionnaire, clinical analysis questionnaire, IPDE, Screening instruments such as GHQ, hospital anxiety/depression scale, etc, to detect psychopathology. Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Yale-Brown Obsessive Compulsive Scale, Beck Depression Inventory, State-Trait Anxiety Inventory, Hospital Anxiety and Depression Scale, Hamilton Anxiety Rating Scale, Scale for the Assessment of Negative Symptoms, Scale for the Assessment of Positive Symptoms, Positive and Negative Syndrome Scale, Brief Psychiatric Rating Scale) Issues related to clinical applications and recent developments.	20	4, 5
Module 5- Teacher Specific Module - Practicum		
Each student must complete and submit three detailed psychodiagnostics case reports		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 Semester End Examination – 60

Learning Resources

- Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). Elsevier Science Ltd.
- Choudhary, U. (1960). *An Indian modification of the Thematic Apperception Test*. Shree Saraswathi Press.
- Exner, J.E. (2002). *The Rorschach – A Comprehensive System* (4th ed., Vol.1). John Wiley and Sons.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. Oxford and IHBN.
- Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment* (Vols. 1-2). John Wiley & Sons.
- Kellerman, H., & Burry, A. (2007). *Handbook of psychodiagnostic testing: Analysis of personality in the psychological report*. New York: Springer.
- Murray, H.A. (1971). *The Thematic Apperception Test manual*. Harvard University Press.

Relevance of Learning the Course/ Employability of the Course

This course introduces students to the principles and practices of psychological assessment and diagnosis.

**4 + 1 Year Integrated UG and PG Programme in
Psychology - Semester XI**

Course Code	Title	Credits	Hours per week		Level	Type
			Theory	Practical		
MG09DSCUBE501	Approaches in Psychological Research	4	3	1	PG level (500-599)	Major
MG09DSCUBE502	Cognitive Behavioural Therapy	4	3	1	500-599	Major
MG09DSCUBE503	Recent Advancements in Psychotherapy	4	3	1	500-599	Major
MG09DSEUBE504 MG09DSEUBE505	Forensic Psychology OR Military Psychology	4	3	1	500-599	Major (E)
MG09DSEUBE506	Environmental Psychology and Sustainability	4	3	1	500-599	Major (E)
Total						

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Approaches in Psychological Research		
Course Type	Major		
Course Level	PG level 500-599		
Course Code	MG09DSCUBE501		
Course Overview	The course provides a foundational understanding of psychological research and test construction, covering research methods, measurement principles, reliability, validity, and practical applications through hands-on activities like test development and case analysis.		
Semester	9	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the fundamental principles of psychological research and measurement	U	
2	Analyze various methods of ensuring reliability, validity, and standardization in psychological testing	An	
3	Apply the principles of test development by constructing a psychological test	A	
4	Create comprehensive research and practicum reports by integrating mixed research designs, conducting case observations/interviews, and performing content analysis on psychosocial phenomena	C	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1 – Fundamentals of Psychological Research and Measurement; Generating Research Ideas	Hours	CO No
Methods of Knowing and Acquiring Knowledge: Non-Scientific Methods and Scientific Methods Definition of Scientific Research, Goals, Objective, Significance and Characteristics Approaches- quantitative, qualitative and Mixed. Difference between Method and Methodology. Types of research- descriptive/analytical, fundamental/applied, quantitative/qualitative, conceptual/empirical, exploratory, experimental, longitudinal, historical, correlation, comparative, observational, explanatory, meta-analytical and other relevant types. Process of Research: Eight-step model of Research- Formulating a research problem, conceptualising a research problem, constructing an instrument, selecting research, writing a research proposal, collecting data, processing and displaying, writing a research report. Criteria of a good research and Characteristics of a good researcher. Ethical Practice in Research Fundamentals of Measurement: Levels of Measurement—Nominal, Ordinal, Interval, Ratio. The concept of Variables. Classification of variables. Qualitative / Quantitative, Continuous / Discrete, Dependent /Independent Intervening. Psychological test: Types of tests. Computer-based psychological testing. Applications of psychological testing in various settings: Clinical, Organizational and business, Education, Counselling, Military Career guidance. Legal issues in testing.	15	1
Module 2 – The Test Development Process		
Approaches Classical Test Theory (CTT) and Item Response Theory: Assumptions and Applications Steps in Test construction: Defining the test, selecting a scaling method, constructing the items, item analysis, item difficulty and item discrimination, revising the items, publishing the test	15	3
Module 3 – Reliability, Validity, and Norms		
Measurement error and Classical Test Theory (CTT)-Properties of true and error scores- The CTT definition of reliability. Correlation between true and observed scores: the reliability index, Parallel, Tau-equivalent, and Congeneric Measures Methods of assessing reliability: Internal consistency: The Spearman Brown Prophecy Formula and Split-Half Reliability, Coefficient Alpha, Other Internal consistency coefficients; Co-efficient of stability: test-retest reliability, Alternate Forms Reliability, Interrater agreement and reliability, Measures of interrater agreement, Measures of interrater reliability Reliability of speed and power test. Special circumstances in the estimation of Reliability. The Standard Error of Measurement Validity-Definition-types of validity: content, criterion-related, and construct validity-arguments against the 'tripartite' view of validity-Current conceptualizations of validity: unified view-focus on interpretation and use of test scores, focus on explanation and cognitive	15	2

models, Inclusion of values and test consequences in the validity framework, Obtaining evidence of validity. Extra validity concerns and widening the scope of test validity Norm-referenced tests and Criterion-referenced tests Types of norms and test scales: Age-equivalent norms, grade equivalent norms, Percentile ranks, Standardized and Normalized scores		
Module 4 – Pluralism in Qualitative Research- Mixed Research Designs		
Relations of qualitative and quantitative research Pragmatism- Limitations of qualitative/quantitative research Linking of qualitative and quantitative research in one design- Integration, Sequencing, Triangulation Need for triangulation- theory, data, investigator and method, Triangulation- Types, Steps, Issues Mixed research designs- Sequential explanatory design, Sequential exploratory design, Concurrent embedded design, Concurrent transformative design, Multiphase design Composite analysis: Using qualitative and quantitative methods as complementary modes of inquiry	15	4
Module 5- Practicum		
Identify a research problem and develop a psychological test by following the steps of test construction Critical review of research articles Identify real-world problems and convert them into researchable questions Content analysis of any psychosocial phenomena reported in journals/books/periodicals Conduct a mini research project by identifying a research problem, formulating objectives, and applying appropriate methodologies. Teacher-Specific Content		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Quizzes, group discussions, Individual presentations, and assignment. Semester End Examination – 60 marks

Learning Resources

- Anastasi, A., & Urbina, S. (2016). *Psychological testing* (7th ed.). Pearson.
- Bordens, K., & Abbott, B. B. (2018). *Research design and methods: A process approach* (10th ed.). McGraw-Hill Education.
- Coolican, H. (2024). *Research methods and statistics in psychology* (8th ed.). Psychology Press.

- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and Conducting Mixed Methods Research*. Thousand Oaks. Sage Publications.
- Flick, U. (2017). *Introduction to qualitative research* (5th ed.). Sage.
- Gravetter, F. J., Forzano, L. B., & Rakow, T. (2021). *Research methods for the behavioural sciences*. Cengage Learning EMEA.
- Gregory, R. J. (2017). *Psychological testing: History, principles, and applications* (7th ed.). Pearson.
- Jayan, C., Priyanka, K., & Jasser, J. (2014). Measures in applied psychology (Vol. 1). S. K. Printers.
- Jayan, C., Priyanka, K., & Jasser, J. (2014). Measures in applied psychology (Vol. 2). S. K. Printers.
- Jayan, C., Priyanka, K., & Jasser, J. (2025). Measures in applied psychology (Vol. 3). S. K. Printers
- Kaplan, R. M., & Sacuzzo, D. P. (2012). *Psychological assessment and theory: Creating and using psychological tests* (8th ed.). Westview Press.
- Kothari, C. R., & Garg, G. (2018). *Research methodology: Methods and techniques* (4th ed.). New Age International Publishers.
- Malec, M. A. (2012). *Essential statistics for social research* (2nd ed.). Rawat Publications.
- Silverman, D. (2017). *Doing qualitative research* (5th ed.). SAGE Publications Asia-Pacific Pte Ltd.

Relevance of Learning the Course/ Employability of the Course

The course provides a foundational understanding of psychological research and test construction, covering research methods, measurement principles, reliability, validity, and practical applications through hands-on activities like test development and case analysis.
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	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Cognitive Behavioural Therapy		
Course Type	Major		
Course Level	500-599		
Course Code	MG09DSCUBE502		
Course Overview	This course is designed to equip students with the ability to perform cognitive behavioral therapy (CBT) in diverse settings. It provides comprehensive knowledge and skills related to CBT.		
Semester	9	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the evolution of behavioural therapy and apply behaviour therapy in different settings	U, A	
2	Understand the evolution of cognitive behaviour therapy and its basic principles of cognitive behaviour therapy	U	
3	Develop skills among students in building a therapeutic relationship with the client, assessing the individual and formulating the case, and planning treatment strategies.	S	
4	Apply cognitive behavioural techniques in different settings	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction and Process of Behaviour Therapy	Hours	CO No
Behavior therapy—historical precursors to modern behaviour therapy, early experimental work, and the beginnings of contemporary behavior therapy. The Behavioural Model: Overt and Covert Behaviours. Behavioural versus trait descriptions. The Process of Behaviour Therapy: The ABC Model, Clarifying the problem, Formulating initial treatment goals, Identifying and maintaining conditions, Designing and implementing treatment plans, Evaluation and follow-up. Application of Behaviour Therapy in Different Settings: Clinical, Rehabilitation, School, Industrial, and Community settings. Behavioural Assessment: Multimethod and multimodal assessment, Characteristics of behavioural assessment, Behavioural interviews, Direct self-report inventories, Self-recording, Behavioural checklists and rating scales, Systematic naturalistic observation, Simulated observations, Role-playing, Functional behavioural assessment. Behaviour analysis	15	1, 2
Module 2 - Behaviour Therapies and Cognitive Behaviour Therapy		
Acceleration behaviour therapy (stimulus control, reinforcement, modelling, prompting, shaping, cueing and chaining). Deceleration behaviour therapy (differential reinforcement, punishment and aversion therapy). Combining reinforcement and punishment (token economy, contingency contract, and behavioural parent training). Exposure Therapies (brief/graduated and prolonged/intense) Cognitive Behaviour Therapy (CBT): Basic Concepts, Principles, characteristics and fundamental models of cognitive behavior therapy. CBT theoretical model – Beck’s information processing model, Interactive cognitive subsystems by Teasdale, Constructivism, and Metacognitive approaches	15	1, 3
Module 3 - CBT Therapeutic Relationship, Assessment, Case Conceptualisation and Formulation		
Therapeutic relationship: Collaborating with client, structure and active engagement, time-limited and brief, empirical in approach, Problem-oriented in approach. The Role of the Therapeutic Relationship in CBT, Using the Relationship in Therapy, Handling Problems in the Relationship Therapeutically. Assessment in Cognitive Behaviour Therapy: Assessing clients’ current problems: problem description, triggers, modifying factors, consequences. Assessment of maintaining process: safety behaviours, escape/ avoidance, reduction of activity, catastrophic misinterpretation, scanning or hypervigilance, self-fulfilling prophecies, performance anxiety, fear of fear, Perfectionism, short-term rewards. Assessment of past history and problem development: Vulnerability factors, Precipitants, modifiers. Techniques for assessment of various levels of cognitions (NAT, assumptions, beliefs, and schemas). Cognitive conceptualisation - operationalising cognitions – assessing cognitions.	15	1, 3

Fundamentals of case formulation: Principles and Objectives. Formulating the Case. Setting Treatment Goals. Case formulation in various conditions: case formulation in depression, anxiety disorders, and personality disorders.		
Module 4 – Conduct of therapy		
Session structuring: Goals and structure of the initial session: establishing trust and rapport, socialising the patient into cognitive therapy, educating the patient about the disorder, about the cognitive model, and the process of therapy. Normalising the patient's difficulties and instilling hope, eliciting (and correcting, if necessary) the patient's expectations for therapy, gathering additional information about the patient's difficulties. Using this information to develop a goal list, educating the patient about her disorder, setting homework, providing a summary, and Eliciting feedback. Cognitive Behaviour Therapies with special populations and medical settings: Special population: CBT with children, CBT with the elderly. Cognitive Behaviour Therapy in medical settings: Applications of CBT in lifestyle disorders, cancer and HIV, respiratory disorders, sexual dysfunction, infertility, skin disorders. Indian Psychological Perspective on CBT	15	1, 3, 4
Module 5— Practicum		
In this module, students will train various CBT techniques as follows: ● Behavioural Analysis ● CBT Assessment ● CBT Case formulation ● Case discussions ● Mutual CBT sessions ● CBT Outcome evaluation method Teacher-specific content		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Quiz, assignments, Group Discussion, individual presentations Semester End Examination – 60 marks

Learning Resources

Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.

Hawton, K. E., Salkovskis, P. M., Kirk, J. E., & Clark, D. M. (1989). *Cognitive behaviour therapy for psychiatric problems: A practical guide*. Oxford University Press.

Leahy, R. L. (Ed.). (2015). *Contemporary cognitive therapy: Theory, research, and practice*. Guilford Publications.

Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*. Wadsworth.

Wells, A. (2011). *Metacognitive therapy for anxiety and depression*. Guilford press.

Westbrook, D., Kennerley, H., & Kirk, J. (2011). *An introduction to cognitive behaviour therapy: Skills and applications*. Sage.

Relevance of Learning the Course/ Employability of the Course
This course is designed to equip students with the ability to perform cognitive behavioral therapy (CBT) in diverse settings.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Recent Advancements in Psychotherapy		
Course Type	Major		
Course Level	500-599		
Course Code	MG09DSCUBE503		
Course Overview	The course is designed to provide skills in recent advanced psychotherapies.		
Semester	9	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand basic concepts of Dialectical Behaviour Therapy (DBT) and develop skills in applying DBT	U, S	
2	Analyse the theoretical background and techniques of Acceptance and Commitment Therapy (ACT)	An	
3	Evaluate recent advances in psychotherapy and apply them within the context of specific clinical conditions.	E	
4	Develop skills among students to apply mindfulness-based therapies and yoga	S	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Dialectical Behaviour Therapy (DBT)	Hours	CO No
Overview of DBT: Introduction, Origin, Structure, and Research. Rationale for dialectical behaviour therapy skill training: basic assumptions, biopsychosocial theory. DBT model of emotions, emotion dysregulation, its development and consequences, biological vulnerabilities, and cognitive environment. Process of DBT skill training: mindfulness skills, interpersonal effectiveness skills, emotion regulation skills, and distress tolerance skills. Structuring skill training sessions: clinical applications of DBT skills.	15	1
Module 2 - Acceptance and Commitment Therapy		
Foundations and the Model: The dilemma of human suffering, functional contextual approach, psychological flexibility, Functional analysis and approach to intervention: case formulation, therapeutic relationship in ACT, Creating a context for change. Clinical methods: core clinical processes; present moment awareness, dimension of self, defusion, acceptance, connecting with values, and committed action. Clinical application of ACT.	15	2
Module 3 - Module 3: Emotion Focused Therapy, Motivation Enhancement Therapy, Solution Focused Therapy		
Brief history of EFT, theory, and functioning of EFT. Features-- Experiential focus, Maladaptive emotion responses and negative patterns of emotions, Individual therapy, Emotion response types, Therapeutic process with different emotional responses, therapeutic tasks, and emotion-focused therapy for trauma. Rationale and basic principles of MET: Express empathy, develop discrepancy, avoid argumentation, roll with resistance, and support self-efficacy. Three phases of practical strategies of MET: Phase I: Building motivation for change; Phase II: Strengthening commitment to change; Phase III: Follow-through strategies. Structure of MET sessions: The initial session, follow-through sessions. Origin and philosophical assumptions of Solution-focused brief therapy, Features of solution-focused interviewing: Ideas about therapeutic conversation, choosing the next question, acknowledgment and possibility, compliments, and deciding who to meet with. Getting started, Establishing a contract, the client's preferred future—when has it already happened? Instances of success, measuring the progress, coping questions, ending the sessions, and conducting follow-up sessions.	15	3
Module 4 – Schema Focused Therapy, Compassion Focused Therapy, Mindfulness, and Yoga		
Conceptual model of Schema Focused Therapy (SFT), Schema assessment and education, Schema therapy for personality disorders Self-compassion, Self-compassion Skill, and Self-compassion-based everyday living Cultivating mindfulness, Beginning of mindfulness and meditation, Mindfulness and its historical development, applications—therapy	15	4

programs—mindfulness-based stress reduction—mindfulness-based cognitive therapy—mindfulness-based pain management. Yoga: Traditions, Philosophy, and Practices. Yoga and the Brain. The practice of mindfulness and yoga: Body as body, Feelings as feelings, mindfully aware of the mind, awareness of objects of mind. Applications of Yoga.		
Module 5— Practicum		
In this module, students will be trained in advanced psychotherapy techniques, which include expert talk, Case presentations, and Case formulation based on advanced psychotherapy techniques Teacher-specific content		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 30 marks Quiz, assignments, Group Discussion, individual presentations Semester End Examination – 40 marks

Learning Resources

- Gilbert, P. (2010). *Compassion-focused therapy: Distinctive features*. Routledge.
- Greenberg, L. S., & Goldman, R. N. (2019). *Clinical handbook of emotion-focused therapy*. American Psychological Association.
- Hayes, S. C., Strosahl, K. D., & Strosahl, K. (Eds.). (2004). *A practical guide to acceptance and commitment therapy*. Springer Science & Business Media.
- Linehan, M. M. (2015). *DBT Skills Training: Manual*. Guilford Press
- Miller, W.R. (1995). *Motivational Enhancement Therapy with Drug Abusers*. Motivational Enhancement Therapy Manual.
- Ratner, H., George, E., & Iveson, C.(2012). *Solution-Based Brief Therapy: 100 Key Points & Techniques*. Routledge.
- Simpkins, M.A., & Simpkins, C.A. (2011). *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice*. John Wiley& Sons
- Wolf, C., & Serpa, J. G. (2015). *A clinician's guide to teaching mindfulness: The comprehensive session-by-session program for mental health professionals and healthcare providers*. New Harbinger Publications.
- Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). *Schema therapy: A practitioner's guide*. Guilford Press.

Relevance of Learning the Course/ Employability of the Course
The course is designed to provide skills in recent advanced psychotherapies.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Forensic Psychology		
Course Type	Major (E)		
Course Level	500-599		
Course Code	MG09DSEUBE504		
Course Overview	The course explores how psychological principles, assessments, and interventions are applied within forensic and criminal justice contexts. Key areas of focus include criminal behavior analysis, psychological profiling, forensic assessment, mental health and legal responsibility, eyewitness testimony, and rehabilitation of offenders.		
Semester	9	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the scope and principles of forensic psychology.	U	
2	Evaluate the psychological aspects of eyewitness testimony, jury decision-making, and false confessions.	E	
3	Outline the standard steps in the profiling process	U	
4	Understand forensic investigation techniques	U	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Introduction to Forensic Psychology	Hours	CO
Definition, scope, and history of forensic psychology. The role of the forensic psychologist: clinical and experimental. Forensic cyberpsychology and ethical hacking.	15	1
Module 2- Psychologists in Court		
Psychologists in Court- Expert evidence Forensic reports: pre-trial preparation. Forensic portfolio: examination in chief. Cross-examination. Eyewitness Testimony and False Confession- The accuracy of witness evidence Eyewitness evidence in court: consequences and types of false confession.	15	2
Module 3- Profile Analysis and Serial Killing		
Nature of profiling work. FBI profiling stage 1: data assimilation, Stage 2: crime scene classification, stage 3: crime scene reconstruction, stage 4: profile generation. Strategies and actuarial models, and profiling. Serial killer typologies and mass murderers.	15	3
Module 4 - Forensic Investigation Techniques and Correctional Programs		
Techniques in forensic investigation: forensic statement analysis, polygraph, narco-analysis, brain electrical oscillation, signature profiling, and the latest techniques. Legal Rights of Inmates Psychological assessments in corrections Treatment and Rehabilitation.	15	4
Module 5- Practicum		
Film analysis, role play of eyewitness interviews, and conducting debates on ethical case scenarios. Teacher-specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments ,Authentic learning, Library work, and Group discussion, Presentation by individual student/ Group representative
Assessment Types	Mode of Assessment A. Continuous Comprehensive Assessment (CCA)- Total marks – 40 Quizzes, presentations, group discussions, and assignments. B. Semester End examination - 60

References

- Ainsworth, P.B. (2000). *Psychology and Crime: Myths and Reality*. Harlow, Essex: Longman.
- Alder, J.R. (Ed.). (2004). *Forensic Psychology: Concepts, Debates, and Practice*. Cullompton: William.
- Alison, L. (2005). *The Forensic Psychologist's Case Book: Psychological Profiling and Criminal Investigation*. Cullompton, William.
- Batrol, C.R. & Batrol, A.M. (2008). *Introduction to Forensic Psychology: Research and Application*. Sage Publications.
- Carson, D. and Bull, R. (2003). *Handbook of Psychology in Legal Contexts* (2nd ed.). Wiley.
- Gudjonsson, G. H. and Haward, L. R. C. (1998). *Forensic Psychology: A Guide to Practice*. Routledge.
- Harmening, W and Gamez, A. M. (2016). *Forensic Psychology*. Pearson
- Veeraraghavan, Vimala (2009). *Handbook of Forensic Psychology*. Select Scientific Publishers.
- Weiner, L. B. & Hess, A. K. (Eds.) (1987). *Handbook of Forensic Psychology*. John Wiley & Sons.
- Wrightsman, L. S. (2001). *Forensic Psychology*. Bekmont, Wardsworth.

Relevance of Learning the Course/ Employability of the Course
The course explores how psychological principles, assessments, and interventions are applied within forensic and criminal justice contexts.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Military Psychology		
Course Type	Major (E)		
Course Level	500-599		
Course Code	MG09DSEUBE505		
Course Overview	Military Psychology is the application of psychological principles and practices to the military environment. This course provides students with an understanding of how psychology contributes to the selection, training, performance, well-being, and rehabilitation of military personnel.		
Semester	9	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand ethical and cultural considerations in military psychological practice.	U	
2	Analyze psychological challenges faced by military personnel in combat and non-combat roles.	An	
3	Evaluate the psychological principles behind military training, selection, and leadership.	E	
4	Execute the mental health concerns, including PTSD, trauma, and moral injury in military settings.	A	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1- Basics of Military Psychology	Hours	CO
Definition, History of Military Psychology, assessment of military psychology, Army Clinical Psychology, Aeromedical Psychology, airforce and Navy psychology, Psychology during the World Wars, Military as a peace-builder: Role of psychology.	15	1
Module 2- Resilience and Health Promotion		
Behavioral Health Service Line. Fundamental Issues Addressed by Military Psychology Across the Services and Efforts to Reduce Mental Health Stigma. Well-Being in the Military: Challenges for Military Families, Stress and Resilience in Married Military Couples, and Recurrent Relocation. Neuropsychology in the Military, Substance Use Disorders, Training and Practice in Military, Specialty Psychology, Military Deployment Psychology, and Suicide Prevention.	15	2
Module 3- Selection and Assessment		
Improving Selection: Intelligence and Aptitude Testing, Biographical Inventory for Selection. Assessment of Elite Operational Personnel, Selection of Police Special Operations Officers: The Role of the Psychologist. Adaptive Leadership in Military and Government Settings. Comprehensive Soldier Fitness: Cognitive and Non-Cognitive Factors in Soldier Performance.	15	3
Module 4 - Special Topics in Military Psychology		
Lesbian, Gay, Bisexual, and Transgender Service Members: Clinical Practice Considerations Understanding and Addressing Sexual Harassment and Sexual Assault in the US Military Military Psychology at US Military Service Academies Military Psychology Students: Contributions, Pathways, and Opportunities Becoming and Being: The Journey of the Woman Warrior. Research Advances: Military Research Psychology: Advancing Performance and Practice Using Technology to Enhance Behavioral Health Virtual Reality Applications for the Assessment and Treatment of PTSD. Ethical Issues in Military Psychology. Indian Military Values.	15	4
Module 5- Practicum		
Case-Based Discussions. Film Analysis: Use documentaries/films to illustrate psychological impact. Conduct seminars with the help of military psychologists or trauma counselors. Teacher-specific content		

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

Assessment Types	Mode of Assessment A. Continuous Comprehensive Assessment (CCA)- Total marks – 40 Marks Quizzes, presentations, group discussions, and assignments. B. Semester End examination - 60 Marks
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References

- Bowles, S. V., & Bartone, P. T. (Eds.). (2017). *Handbook of military psychology: Clinical and Organizational practice*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-66192-6>
- Kennedy, C. H., & Zillmer, E. A. (Eds.). (2012). *Military psychology: Clinical and Operational Applications* (2nd ed.). Guilford Press.
- Kennedy, C. H., & Zillmer, E. A. (Eds.). (2022). *Military psychology: Clinical and Operational Applications* (3rd ed.). Guilford Press.
- Kumar, U. (Ed.). (2020). *The Routledge international handbook of military psychology and mental health*. Routledge.
- Laurence, J. H., & Matthews, M. D. (Eds.). (2012). *The Oxford Handbook of Military Psychology*. Oxford University Press.
- Maheshwari, N., & Kumar, V. V. (Eds.). (2016). *Military psychology: Concepts, trends, and interventions*. SAGE Publications.

Relevance of Learning the Course/ Employability of the Course

This course provides students with an understanding of how psychology contributes to the selection, training, performance, well-being, and rehabilitation of military personnel.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Behavioural Sciences		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Environmental Psychology and Sustainability		
Course Type	Major (E)		
Course Level	500-599		
Course Code	MG09DSEUBE506		
Course Overview	This course explores the dynamic interaction between human behavior and the physical environment. It examines how natural, built, and social environments shape psychological processes and influence individual and collective well-being.		
Semester	9	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		
Pre-requisite	Nil		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Describe the scope, nature, and key concepts of environmental psychology and its relevance to human behaviour.	U	
2	Evaluate the psychological impacts of environmental stressors such as noise, crowding, pollution, and climate change.	E	
3	Apply psychological principles to promote pro-environmental behavior, sustainability, and ecological responsibility.	A	
4	Critically assess the role of environmental psychology in designing healthier and more sustainable urban and institutional spaces.	E	

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1 – Introduction to Environmental Psychology	Hours	CO No
Introduction: Environmental psychology and its importance, History and current scope of environmental psychology. Research methods in environmental psychology: Related disciplines. Psychological theories of environmental issues- Schema theory, Cognitive process theory Perception theories, Theory of attachment, and place attachment.	15	1
Module 2 – Environmental influence on human behaviour		
Environmental perception and cognition, Human spatial behaviour, personal space and territoriality, Environmental risks and emotional reactions Environmental stress and its effects: Noise, crowding, Poor housing quality, Poor neighbourhood quality, Traffic congestion, Disaster, toxic hazards and pollution, and Climate change. Environmental Issues in Low and Middle-Income Countries	15	2, 3, 4
Module 3 – Ecology and Sustainable Development		
Ecology and Development: Human Nature and Environmental Problems: Pro Environmental Behaviours, Ecosystems and Their Components: Ecology, Demography, Mortality and Fertility Resource Use: Common Property Resources, Sustainable Developments, Acculturation and Psychological adaptation. Environmental Stress: Nature and Characteristics. Types of Stressors: Natural Disasters, Technological Catastrophes, Noise and Air Pollution. Characteristics and their influences on behaviour with special reference to environmental policy in India Crowding - Crowding: Nature and Characteristics. Features and Effects of Crowding on Animals and Human Beings, Concept, physiological and behavioural consequences. Theories of crowding, overload, arousal, density intensify, behaviour constraints, control, Personal space and territoriality. Environmental Psychology and Preserving the Environment: Environmental Education. Prompts and Reinforcement Techniques in the Indian Context	18	2, 3, 4
Module 4 – Environmental psychology and community		
Environmental psychology and community: Quality of life, social process and socialites, preventive intervention. Social support and personal control: areas of intervention. Residential neighbourhood and urban environments. Persuasive technologies, ambient persuasion and group intervention- Acceptability of Environmental policies.	12	2, 3, 4
Module 5- Practicum		
Students could design a hypothetical classroom space incorporating principles of environmental psychology to create a supportive and stimulating learning environment OR Discuss examples of institutional settings that have implemented successful environmental design practices to improve the student/employee well-being and productivity		

Mode of Transaction	Classroom activities: Direct instructions, classroom discussion, role play, brainstorming, Classroom presentations, E-learning Field activities: activity-based assignments, self-assessment activities Lab-based activities:
Mode of Assessment	Continuous Internal Assessment (CIA) – 40 marks Semester End Examination – 60 marks

Learning Resources

- Bell, P.A. Fisher, JD, & Loomis, RJ (1973). *Environmental Psychology*.
 Bell, P. A., Greene, T C., Fisher, J D., and Baum, A. (2001). *Environmental Psychology*. Wadsworth Group/Thomson learning.
 Bonnes, M., Lee, T. & Bonaicito, M (2016). *Psychological theories for environmental issues*. Ashtage publishing
 Clatyon, S. & Manning, C (2018). *Psychology and climate change human perception, impacts and responses*. Academic Press.
 Goldsmith, E. (1991). *The Way. The Ecological World-* View Bostone, Shambala
 Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). *An Introduction to Environmental Psychology*. Holt Rinehart and Winston.
 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology An Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
 Sahoo, FM Mishra P.K. & Pinta, R.S. (1985). *Environment and Behavior Ecology Perspective*. AkshatPublications
 Stokols, D. and Atmann, 1 (Eds) (1987). *Handbook of Environmental Psychology*. Wiley
 Tewari, P. S. N (2000). *Paryavaraniya Manovigyan*. Moti Lal Banarsi Das

Relevance of Learning the Course/ Employability of the Course

This course explores the dynamic interaction between human behavior and the physical environment.