

Syllabus

4 + 1 Year Integrated UG and PG Programme in PSYCHOLOGY

w. e. f 2025-26 Academic Year


Semester 1 & 2



<p>School of Behavioural Sciences Mahatma Gandhi University P. D. Hills P O, Kottayam, Kerala Phone: 0471 2733365</p>	<p>Graduate School Mahatma Gandhi University P. D. Hills P O, Kottayam, Kerala www.gs.mgu.ac.in : www.mgu.ac.in</p>
---	--

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	Hours	
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	Hours	
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	Hours	
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	Hours	
<ol style="list-style-type: none">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 report2. Determine the level of aspiration of the subject3. Each student is assigned to develop a mnemonic strategy to enhance memory4. Conduct an experiment to measure Immediate memory span, Bilateral transfer in learning and Trial and error.5. Applications of learning principles: Instruct the students to analyse the practical applications of learning principles and submit a report.6. 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 reports7. Discuss some of the Motivation enhancement strategies. Analyse the concept of self-actualisation and write a report on the biography of self-actualised personalities <p>Teacher-specific content</p>		

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
	4 + 1 Integrated UG and PG Programme

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	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	Hours	
Habituation and sensitisation, classical conditioning, instrumental conditioning, and complex learning.	15	2,3
Module 3	Hours	
Human Memory- Three stages of memory, levels of memory: Sensory, STM, and LTM, Working Memory	15	4
Module 4	Hours	
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

1. 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.
2. Olson, M. H. & Hergenhahn, B.R. (2016) An introduction to theories of learning, 9th ed. Routledge NY.
3. 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	Hours	
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	Hours	
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	Hours	
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
	4 + 1 Integrated UG and PG Programme

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	

*(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:	15	1,2,3


MBTI, 16 PF, MMPI, EPQ, NEO-PI-3, projective tests, etc. Gender and diversity.		
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.

	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	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	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	Hours	
Hierarchy of brain – coverings of the brain, brain structures, blood supply, neuronal transmission—electrical and chemical transmission.	15	4
Module 3	Hours	
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	Hours	
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.

	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 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	Hours	
Concepts of personality, factors affecting one's personality, personality theories, personality assessment, and personality disorders.	20	2
Module 3—Intelligence	Hours	
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.	Hours	
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	Hours	
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	Hours	
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	Hours	
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.