



# Mahatma Gandhi University

## Kottayam

<b>Programme</b>	<b>BSc (Hons) PSYCHOLOGY</b>					
<b>Course Name</b>	<b>PSYCHOLOGY FOR PERSONAL GROWTH</b>					
<b>Type of Course</b>	DSC					
<b>Course Code</b>	<b>MG1DSCPSY100</b>					
<b>Course Level</b>	<b>100</b>					
<b>Course Summary</b>	Course includes basic psychological concepts focusing on self-perception for personal growth. The happiness and well-being of individuals are presented in view of self-exploration. The psychological mechanisms for behavioural management for personal growth are presented.					
<b>Semester</b>	1	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1		
<b>Pre-requisites, if any</b>	<i>Syllabus</i>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
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1	Understand and apply the basic psychological mechanisms behind personal growth	U, A	1,
2	Generate interest in the academic pursuit of scientific learning of human behaviour	U	1
3	Understand the basic concepts of self-confidence and self-development	U	1
4	Identify and analyse how the states of consciousness and psychological competencies help one for personal growth	U, An	1
5	Identify and apply the skills and techniques for personal growth and happiness	A, S	1,2,10
6	Build a sense of self-worth through enhancing emotional, cognitive and social skills	C	4,6,10
<b><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

### Content for classroom transaction (Units)

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

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

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

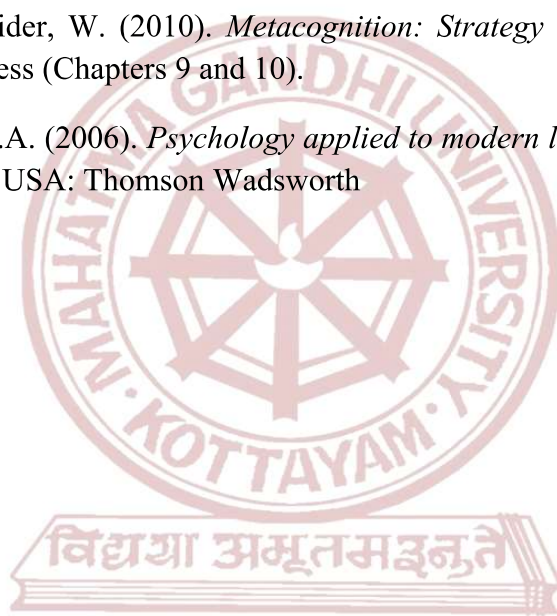
	mindfulness practices
<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;"><b>A. Continuous Comprehensive Assessment (CCA) 30Marks</b></p> <p style="text-align: center;">Internal Test – One MCQ based and one extended answer type</p> <p style="text-align: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

### References

- Myers, D. G., & DeWall, N. X. (2023). *Psychology in Everyday Life* (6th ed.). McMillan Learning.
- Strongman, K.T. (2006). *Applying Psychology to Everyday Life: A Beginner's Guide*. University of Canterbury. John Wiley and Sons.
- Snyder, C.R. & Lopez, S.J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.

### **Suggested Readings**

- Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in*. (14th ed.). USA: Wadsworth Cengage Learning
- Haddon, P. F. (1999). *Mastering personal and interpersonal skills*. London: Thorogood
- Robbins, S.P. &Hunsaker, P. L. (2008). *Training in interpersonal skills: Tips for managing people at work*. (5th ed.). New Delhi: PHI Learning
- Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science*, 26,113-125.
- Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction*. New York: Guilford Press (Chapters 9 and 10).
- Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life: Adjustment in the 21st century*. (8th ed.). USA: Thomson Wadsworth



**MGU-UGP (HONOURS)**

# Syllabus