



Mahatma Gandhi University

Kottayam

Programme	BSc (Hons) PSYCHOLOGY					
Course Name	PSYCHOLOGY FOR PERSONAL GROWTH					
Type of Course	DSC					
Course Code	MG1DSCPSY100					
Course Level	100					
Course Summary	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.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		3		1		
Pre-requisites, if any	<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
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module 1: Self		15	
	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	Module 2: Consciousness		15	
	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
	Module 3: Emotional, Social and Cognitive Competence		15	
3	3.1	Emotional Competence 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	Social Competence 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	Cognitive Competence: Metacognitive strategies - Techniques for overcoming procrastination	4	1,2 4,5
	Module 4: Practicum		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	Teacher Specific Content			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	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,

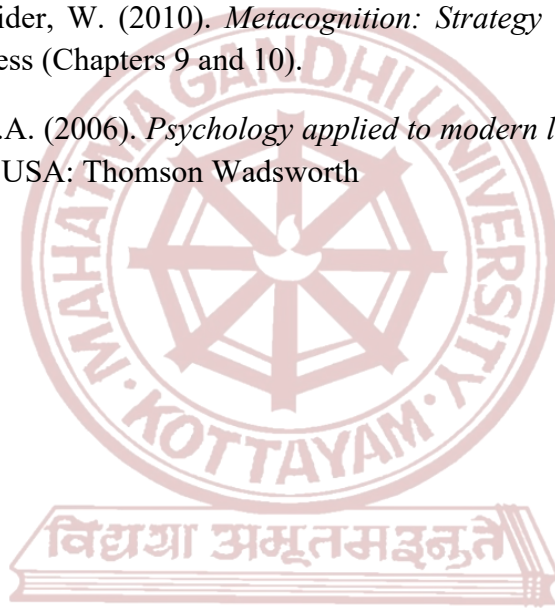
	mindfulness practices
Assessment Types	<p style="text-align: center;">MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30Marks</p> <p>Internal Test – One MCQ based and one extended answer type</p> <p>Seminar Presentation – Theme of seminar is to be discussed and identified with teacher.</p> <p>Assignment</p> <p>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>(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>B. Semester End Examination (2 Hrs)</p> <p>Essay type question – 2 out of three (15 marks each)</p> <p>Short essay type – any 4 out of six (5 marks each)</p> <p>Short answer type – any 5 out of seven (2 marks each)</p> <p>MCQ/One word/ Match the following/Fill in the blanks – 10 questions (1 mark each)</p> <p style="text-align: center;">Total marks – 70</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