



**Integral University, Lucknow**

<b>Effective from Session: 2023-2024</b>							
<b>Course Code</b>	<b>HS404</b>	<b>Title of the Course</b>	<b>Motivation and Emotion: Nature, Classification and Measurement</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>Graduation</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	To provide an understanding to the students about motivation and emotion. To acquaint students with various types of biological, psychological and sociological motives.						

<b>Course Outcomes</b>	
<b>CO1</b>	Understand the level of motivation and emotion
<b>CO2</b>	Understand the biological and psychological aspects of hunger.
<b>CO3</b>	Understand the sociological motives and achievement
<b>CO4</b>	Understand the sociological motives Approval and aggression
<b>CO5</b>	Understand the anxiety and theories of frustration

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction to Emotion	Nature and Levels of motivation and emotion. The Developmental-Interactionist Model Functions of motivational – emotional system: the relationship of motivation and emotion, The Readout Hypothesis	9	CO1
2	Biological and Psychological Motives	Hunger- Control of hunger mechanism: Stomach contractions; Chemical, Mechanical, Oral and Neural factors. Recent theories of hunger mechanism; The Glucostatic hypothesis, the Thermal hypothesis Sex – Developments in the study of sex; the nature of sexual arousal; Physiological determinants of arousability; Hormonal, Social and Environmental effects on arousability.	10	CO2
3	Sociological Motives I	Achievement – The tendency to achieve success; the tendency to avoid failure; the approach avoidance conflicts in achievement situations; Expectancy of success. Studies of achievement motivation Affiliation – Nature; Determinants; Relationship between affiliation and anxiety.	10	CO3
4	Sociological Motives II	Approval – Social Desirability research. The Marlowe-Crowne Scale. Approval as an evaluatively dependant behavior. Personality correlates of approval Aggression – Nature; Kinds. Theories of aggression as innate, Environmental theories.	8	CO4
5	Emotions Concomitant with Extreme Motivational States	Anxiety – As the force underlying other apparent motives; Manifest anxiety; Test anxiety; Anxiety as a drive Frustration – The necessary preconditions, Sources; Frustration as a drive: The Brown-Farber theory, The Amsel theory; Reactions to Frustration	8	CO5

**Reference Books:**

- Beck, R.C. (2005) Motivation: Theories and Principles. Fourth Edition. Pearson
- Buck, R. (1987) Human Motivation and Emotion. John Wiley and Sons
- Cofer, C.N. and Appley, M.H. (1963): Motivation Theory and Research. John Wiley and Sons
- Franken, R.E.(2002). Human Motivation, Fifth Edition. Wadsworth: Thompson Learning
- Houston, J.P. (1985). Motivation. Macmillan Publishers.
- Young, P.T. (1961): Motivation and Emotion

**e-Learning Source:**

<https://egvankosh.ac.in/bitstream/12356789/62918/3/Block-3.pdf>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	2	2	2	1	2	3	1	2	3	2	2	3	3	3	2	
CO2	2	2	1	2	2	2	2	3	3	2	3	2	2	2	1	
CO3	2	2	1	3	3	2	2	2	1	3	2	1	1	2	1	
CO4	2	2	2	2	2	2	3	3	3	2	2	2	3	1	2	
CO5	1	1	2	2	1		1	2	2	2	2	2	3	1	3	

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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## Integral University, Lucknow

<b>Effective from Session: 2019</b>							
<b>Course Code</b>	HS403	<b>Title of the Course</b>	Research Methodology	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	I	<b>Semester</b>	I	4	0	0	4
<b>Pre-Requisite</b>	Graduation	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To acquaint students with the research methodology. To provide a space for students to practice various types of sampling in a hands on manner						

Course Outcomes	
<b>CO1</b>	Enable students to understand the concept of Qualitative Quantitative and Mixed Research
<b>CO2</b>	Enable them to know the processes and methods of qualitative research
<b>CO3</b>	Enhancing the Understanding of comparison of different mean
<b>CO4</b>	Helping students to learn higher order statistical analysis..
<b>CO5</b>	Enable students to be equipped with SPSS for data analysis.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Understanding Research	Introduction, Quantitative, Qualitative, Mixed methods approach, Ethic in Research, Sampling	8	CO1
2	Methods of Qualitative Research	Observation, Survey [Interview, Questionnaires], Experimental, Quasi-experimental, Field studies, Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, Ethnography	9	CO2
3	Methods of Quantitative Research	Experimental designs, Introduction to Analysis of Variance, Randomized group design; Repeated measure design; Block design. Planned comparison of means.	10	CO3
4	Higher Order Design and Factorial Design	Factorial design – two independent factors, two way interactions, three-way interactions Analysis of Covariance- ANCOVA Regression analysis- Correlation and causation, simple regression, multiple regression	10	CO4
5	Introduction to SPSS	Data handling with SPSS-entering data, editing data, Listing data, Dealing with missing values, Making syntax file and output file	8	CO5

**Reference Books:**

1. Aronson, E and Ellsworth D.C, Carlsmith, J.M., Gonzales, M.I. (1990) Methods of Research in Social Psychology. McGraw Hill International Edition
2. Breakwell, G.M., Hammond, S & Schow, C.F. (Edited) (1995). Research Methods in Psychology. Sage Publications.
3. Ebnes, D.G, Kantowitz, B.M, Roediger,H.L. (1989). Research Methods in Psychology. West Publishing Company
4. Greenberg, J and Folger, R (1988). Controversial Issues in Social Research Method. New York. Springerverlag
5. Kerlinger, F.N. (1964). Foundations of Behavioral Rersearch. Holt, Rinehart & Winston, Inc
6. Mohsin, S.M. (1984).Research Methods in Behavioral Sciences. Orient Longman Ltd

**e-Learning Source: Ezyankosh, NCERT, ePathshala**

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
	<b>CO1</b>	3	3	3	3	3	3	2	2	3	3	3
<b>CO2</b>	3	2	3	3	2	3	3	2	3	1	2	3
<b>CO3</b>	2	2	2	2	1	3	2	2	3	3	2	3
<b>CO4</b>	3	3	3	1	3	2	3	3	3	2	3	3
<b>CO5</b>	3	2	2	3	3	3	3	2	2	2	1	3

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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## Integral University, Lucknow

<b>Effective from Session: 2023-2024</b>							
<b>Course Code</b>	HS402	<b>Title of the Course</b>	Personality Development: Theoretical Approaches	L	T	P	C
<b>Year</b>	I	<b>Semester</b>	I	4	0	0	4
<b>Pre-Requisite</b>	Graduation	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To develop an insight of basic personality traits among the students. To understand different approaches of personality growth.						

Course Outcomes	
<b>CO1</b>	Students will learn the basic concepts and different perspective of personality.
<b>CO2</b>	Illustrate various theories of personality.
<b>CO3</b>	Students will understand the psychodynamic perspective in context of Alder, Erikson, Jung.
<b>CO4</b>	To understand the Behavioral, Cognitive approach of personality
<b>CO5</b>	Students will understand the model of May and Frankel's and their application.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Personality: Concept and Approaches	Personality: Concept, Theatre, Self-presentation, and Religion Nomothetic -Ideographic approach, Inductive-Deductive approach	9	CO1
2	Type theories of Personality	Hippocrates's Kretchmer's, Sheldon's and Jung's Typology. Trait theories of Personality: - Allport, Raymond Cattell, Eysenck's Trait Theory, McCrae and Costa's Five Factor (Big-Five) Theory.	9	CO2
3	Psychoanalytic aspects of Personality	Sigmund Freud Psychodynamic perspective: - Adler, Erikson, Jung	8	CO3
4	Behavioral, Cognitive and Social perspective of personality	Behavioral, Cognitive and Social perspective of Personality Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory	10	CO4
5	Existential Approach	May and Frankel's models and their application. Humanistic & Growth models of Personality Rogers Fully Functioning Person: Concept and Characteristics Maslow's Self-Actualizing Person	10	CO5

### Reference Books:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). Theories of personality, Delhi, India: Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.
4. Larsen, R. J., & Buss, D. M. (2018). Personality psychology: Domains of knowledge about human nature, Boston, MA: McGraw-Hill.
5. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian Psychology. Chennai, India: Cambridge University Press India/Foundation Books.

### e-Learning Source:

<https://egvankosh.ac.in/bitstream/123456789/23869/3/Unit-1.pdf>

<https://youtu.be/tpB-B8BXk0>

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	1	2	2	1	2	3	1	2	3	2	2	2	3	3	2	
CO2	2	1	1	2	2	1	2	2	3	3	1	2	2	3	2	
CO3	2	2	1	1	2	2	2	2	1	3	2	2	1	2	2	
CO4	2	2	2	2	2	2	3	2	3	2	2	2	2	2	2	
CO5	1	1	2	2	1		1	2	2	2	2	2	3	1	3	

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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## Integral University, Lucknow

<b>Effective from Session: 2023-2024</b>							
Course Code	HS 401	Title of the Course	Cognitive Psychology I; Attention, Perception & Memory	L	T	P	C
Year	I	Semester	I	4	0	0	4
Pre-Requisite	Graduation	Co-requisite	None				
Course Objectives	To acquaint students with the basic concepts of cognitive psychology. To develop an understanding of attention, perception, memory and imagery.						

Course Outcomes	
CO1	Students will be able to Recognize, understand and define the basic concepts of Cognition
CO2	Students will be able to Understand and Analyze the use of models and implement to study cognition
CO3	Students will be able to apply depth knowledge evaluate functional cognitive processes
CO4	Students will be able to understand scientific concepts of brain, model, and its level approaches
CO5	Students will be able to understand the Theories of Imagery and Forgetting

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>INTRODUCTION TO COGNITIVE PSYCHOLOGY</b>	Historical Antecedents; Basic Concepts – Mental Representations and Processing; Artificial Intelligence; Scope of Cognitive Psychology – Experimental Psychology, Cognitive Science and Cognitive Neuropsychology Computational Modeling – concepts and types.	10	CO1
2	<b>ATTENTION</b>	Meaning of attention; Theories of Attention – Filter Theories, Capacity Theories, Feature Integration Theories, Automaticity Theories.	9	CO2
3	<b>PERCEPTION</b>	Depth Perception; Perceptual Constancies; Pattern Recognition and Theories- Bottom-Up and Top-Down; Template Matching etc.	8	CO3
4	<b>MEMORY</b>	Structure of memory; Models of memory- Atkinson-Schiffrin Model, Levels of Processing Approach, Tulving’s Model Types of memory- Sensory Memory, Short Term Memory, Long Term Memory	8	CO4
5	<b>IMAGERY AND FORGETTING</b>	Theories of Imagery- Dual Coding Theory and Kosslyn’s Theory; Theories of Forgetting- Trace Decay, Repression	8	CO5

**Reference Books:**

- Anderson , J.R. (1985). Cognitive Psychology and Its Implications , New York, Freeman
- Best,J.B.(1995). Cognitive Psychology. Fourth Edition. West Publishing Company
- Eysenck, M. and Keane,M. (1990) Cognitive Psychology: A student’s Handbook: Psychology Press
- Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. Second Edition. Wadsworth Publishing Company
- Matlin,M.W.(1995). Cognition. Third Edition. A Prism India Edition
- Payne, D.C. and Wegner, M.J. (1998). Cognitive Psychology, Houghton Mifflin Co

**e-Learning Source:**

- [https://www.academia.edu/9970633/Cognitive\\_Psychology\\_Introduction\\_to\\_Cognitive\\_Psychology](https://www.academia.edu/9970633/Cognitive_Psychology_Introduction_to_Cognitive_Psychology)
- <https://www.tandfonline.com/doi/full/10.1080/10447318.2021.1874741>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
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CO2	2	2	1	2	2	2	2	3	3	2	3	2	2	2	1	
CO3	2	2	1	3	3	2	2	2	1	3	2	1	1	2	1	
CO4	2	2	2	2	2	2	3	3	2	2	2	2	3	1	2	
CO5	1	1	2	2	1		1	2	2	3	2	2	3	1	3	

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Name & Sign of Program Coordinator

Sign & Seal of HoD



## Integral University, Lucknow

<b>Effective from Session:</b> 2023-24							
<b>Course Code</b>	HS405	<b>Title of the Course</b>	Tests and Experiments	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	I	<b>Semester</b>	I	0	0	4	4
<b>Pre-Requisite</b>	Graduation	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	This course deals with the sampling, testing experiments and research designs and their applications in research in this practicum.						

Course Outcomes	
<b>CO1</b>	Enable students assess personality using big five inventory
<b>CO2</b>	Enable them to conduct experiment on Human Memory
<b>CO3</b>	Enable students to administer Bhatia battery test
<b>CO4</b>	Enable them to asses anxiety using STAI
<b>CO5</b>	Enable then to measure reaction time using reaction apparatus

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Personality Inventory</b>	Big Five Factor by McCrae and Paul Costa	8	CO1
2	<b>Memory Experiment</b>	Human Memory and experimental procedure	8	CO2
3.	<b>Intelligence Test</b>	Bhatia Battery test of intelligence	8	CO3
4	<b>Anxiety Test</b>	The State-Trait Anxiety Inventory (STAI)	8	CO4
5	<b>Reaction Time Measurement</b>	Reaction time for auditory and visual stimuli	8	CO5

Reference Books:	
1.	Anne Anastasi (1968). Psychological Testing
2.	Big Five inventory
3.	Apparatus for memory experiment
4.	Bhatia Battery test of intelligence
5.	State-Trait Anxiety Inventory
6.	Apparatus to measure reaction time
<b>e-Learning Source: Egyankosh, NCERT, ePathshala, <a href="https://prasadpsycho.com/product">https://prasadpsycho.com/product</a></b>	

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	<b>CO1</b>	3	3	3	3	3	3	2	2	3	3	1	2	2	1
<b>CO2</b>	3	2	3	1	2	3	3	2	3	1	2	3	1	3	2
<b>CO3</b>	3	2	2	2	1	3	2	2	3	3	2	3	2	3	1
<b>CO4</b>	3	2	2	3	2	2	3	3	3	3	3	1	3	2	3
<b>CO5</b>	2	2	3	3	3	2	3	3	2	2	3	2	3	2	3

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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