



**Integral University, Lucknow**

<b>Effective from Session: 2022-23</b>							
<b>Course Code</b>	A090101T/H S109	<b>Title of the Course</b>	<b>Basic Psychological Processes</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>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.						

<b>Course Outcomes</b>	
<b>CO1</b>	Understanding about the Psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
<b>CO2</b>	Enable to Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
<b>CO3</b>	Knack to link up theory with individual experiences and varied applied settings..
<b>CO4</b>	Understanding about the structural and functional dynamics of each of the mental processes and their interconnectedness
<b>CO5</b>	Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
<b>CO6</b>	Knowledge about the structural components and functional dynamics of both intelligence and personality
<b>CO7</b>	Understanding of the significance of emotion and motivation in behavior management.
<b>CO8</b>	Development of scientific temperament in studying and understanding human behavior.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>Psychology</b>	Nature ( <b>Psychology as Science</b> ), <b>Goals and Scope</b> , and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism).	7	CO1
2	<b>Attention Processes:</b>	Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; <b>Gestalt Laws of Perceptual Organization; Errors in Perception- 1. Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement; 2. Hallucination- Visual, Auditory and Tactile</b>	7	CO2
3	<b>Learning:</b>	<b>Definition, Factors Influencing Learning; Types of Learning: Trial and Error Learning: Classical Conditioning, Extinction, Spontaneous Recovery, Generalization, Discrimination; Operant Conditioning: Schedules of Reinforcement, Cognitive Learning: Insightful (Kohler) and Observational (Bandura); Verbal Learning: Methods and Procedure; Transfer of Learning and its types.</b>	7	CO3
4	<b>Memory and Forgetting:</b>	Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long Term Memory, <b>Working Memory, Semantic Memory, Autobiographical Memory and Flashbulb Memory (Basic Introduction); Forgetting: Interference and Cue-Dependent Forgetting, Forgetting Curve.</b>	7	CO4
5	<b>Intelligence:</b>	Nature and Definition; Concept of IQ; Theories of Intelligence (Introduction of Basic Concepts): Spearman, Thurston, Guilford, Sternberg, Gardner; <b>Concept of Emotional Intelligence; and Social Intelligence.</b>	8	CO5
6	<b>Personality:</b>	Definition and Determinants; Approach of Personality (Basic Concepts): Trait approaches (Allport and Cattell); Psychodynamic (Freud); Humanistic (Rogers and Maslow).	8	CO6
7	<b>Motivation:</b>	Nature and Concept (Needs, Drives, Instincts); Types of Motives: Biological and Social Motives; Pull and Push Mechanism; <b>Intrinsic vs. Extrinsic Motivation</b>	8	CO7
8	<b>Emotion:</b>	Nature of Emotion; Basic Emotions; Expressions of Emotion: Universal Versus Culture Specific; Theories of Emotion: James-Lange, Cannon-Bard, <b>Schechter-Singer, Appraisal Theory, and Cognitive Activation Theory</b>	8	CO8

**Reference Books:**

1 Baron, R. & Misra, G. (2016). <i>Psychology</i> (5th edition). New Delhi: Pearson.
2. Ciccarelli, S. K., White, N.J., & Misra, G. (2017). <i>Psychology</i> (5th ed., South sian Edition). New Delhi: Pearson Education..
3. Cornelissen, M., Mishra, G. & Verma, S. (2014). <i>Foundations of Indian Psychology</i> . New Delhi: Pearson Education
4. De Silva, P. (2005). <i>An introduction to Buddhist psychology</i> . Springer.
5. Galotti, K.M. (2014). <i>Cognitive Psychology: In and Out of the Laboratory</i> (5th ed.). New Delhi: Sage.
Feldman, R. S. (2006). <i>Understanding Psychology</i> . India: Tata McGraw Hill
Mishra, G. (Edited) (2019). <i>Personality in Indigenous Tradition</i> . In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes & Issues. New Delhi: Oxford University Press.
Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). <i>Introduction to Psychology</i> (7th ed.). New York: McGraw Hill.
Suhotra (2007). <i>Vedantic Psychology: India's ancient vision of the Mind</i> . The Bhaktivedanta Academy.

Swami Akhilanand (2001 edition). *Hindu Psychology: It's meaning for the West*. Taylor & Francis.

Zimbardo, P.C. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.

Suggestive digital platforms web links- <http://www.apa.org> <http://heecontent.upsdc.gov.in/Home.aspx>

**e-Learning Source:** Suggestive digital platforms web links- <http://www.apa.org> <http://heecontent.upsdc.gov.in/Home.aspx>

PO-PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO7
CO 1	3	2	2	2	2	3	3	3	2	2	2	3
CO 2	3	3	1	1	3	3	3	3	3	3	3	3
CO 3	3	3	2	2	3	3	3	3	3	3	3	3
CO 4	3	3	2	2	3	3	3	3	3	3	3	3
CO 5	3	2	2	2	3	3	3	3	3	3	3	3
CO 6	3	2	2	2	3	3	3	3	3	3	3	3
CO 7	3	3	1	3	3	3	3	3	3	3	3	3
CO 8	3	3	3	3	3	3	3	3	3	3	3	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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