

**Maa Vindhyavasini University, Mirzapur
(U.P.)**



**Four Year Undergraduate Programme
Psychology
Department of Psychology
Faculty of Social Science**

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Vision of the Department

Department of Psychology aims to be a leading institution of Psychology in India with strong and vibrant programs that develops exemplary psychologists, be at the cutting edge of scientific research, development, and teaching in psychology and engage in responsive interventions that lead to personal and social transformation.

Mission

- To nurture students to become intellectually competent through scientific studies of human behavior, emotion, and thought.
- To contribute to public understanding of psychology and its applications in education and beyond.
- To promote human development, learning, health, and well-being through high-quality education, research, and services.
- To cultivate in students the professional ethics, a sense of social responsibility, cultural sensitivity, and good citizenship in a globalized world.
- To engage in high quality and high impact research both within and across disciplines.

Title: Four Year Undergraduate Programme

About the Programme: Undergraduate and Postgraduate Integrated Psychology Program.

Programme Outcomes (After 4 Years):

- **PO 1:** Comprehension about the discipline, its research methods, related theories and models.
- **PO2:** Knack to link up theory with individual experiences and varied applied settings.



- **PO 3:** Capacity to practice professional skills in the area of psychological testing, assessment and counseling.
- **PO 4:** Development of skills in specific areas related to specific specialization (e.g., psycho-diagnostics, counseling, learning disability, health, community mental health, and organizational behavior).
- **PO 5:** A general understanding about how knowledge of psychology can be applied to benefit the management and/or amendment of problems of mankind.
- **PO 6:** Capability to articulate ideas in appropriate manner, with scientific writing and authentic reporting.
- **PO 7:** Sensitivity towards diverse contexts, ethnic groups, minorities, marginalized groups and gender issues.
- **PO 8:** Development of skills and attributes of empathy, team work, coordination, cooperation, conflict resolution, and congruence.

Duration: The total duration of the programme shall be of 4 years, spread over in 8 semesters.

Admission Procedure: Admission procedure will take place as per the Maa Vindhyavasini University, Mirzapur admission guidelines in this regard.



Semester Wise Paper Structure of Programme (Psychology)

Year	Semester	Course Code	Title of the paper	Theory/Project	Credits	Total Marks
1	I	A090101T	Basic Psychological Processes	Theory	4	100
	I	A090102P	Lab Work	Practical	2	100
	Total				6	200
	II	A090201T	Basic Research Methodology and Statistics	Theory	4	100
	II	A090202P	Lab Work/Psychological Testing	Practical	2	100
	Total				6	200
Total of First Year		(1st and 2nd Semester)			12	
2	III	A090301T	Psychology of Social Behaviour	Theory	4	100
	III	A090302P	Lab Work and Measurement of Social Behavior	Practical	2	100
	Total				6	200
	IV	A090401T	Abnormal Psychology	Theory	4	100
	IV	A090402P	Assessment/Testing	Practical	2	100
	IV	A090403R	Research Project	Project	3	100
	Total				9	300
Total of Second Year		(3rd and 4th Semester)			15	
3	V	A090501T	Life Span Human Development	Theory	4	100
	V	A090502T	Positive Psychology	Theory	4	100
	V	A090503P	Lab Work/Survey/Field Visit	Practical	2	100

	Total				10	300
	VI	A090601T	Community and Health Psychology	Theory	4	100
	VI	A090602T	Counselling Psychology	Theory	4	100
	VI	A090603R	Survey/Field Visit/Project Work	Practical	2	100
	Total				10	300
Total of Third Year		(5th and 6th Semester)			20	
4	VII	MPC101	Perception, Attention and Memory	Theory (Core)	4	100
	VII	MPC102	Research Design and Methodology	Theory (Core)	4	100
	VII	MPC103	Classical Perspectives in Personality Theories	Theory (Core)	4	100
	VII	MPC104	Basics of Neuropsychology	Theory (Core)	4	100
	VII	MPC105	Lab. Work	Practical	4	100
	Total				20	500
	VIII	MPC201	Learning, Language and Thinking	Theory (Core)	4	100
	VIII	MPC202	Motivational and Affective Processes	Theory (Core)	4	100
	VIII	MPC203	Modern Perspectives in Personality Theories	Theory (Core)	4	100
	VIII	MPC204A	Advance Statistics	Theory (Elective)	4	100
	VIII	MPC204B	Advance Neuropsychology	Theory (Elective)	4	100
	VIII	MPC205	Lab. Work	Practical	4	100
	Total				20	500
Total of Fourth Year		(7th and 8th Semester)			40	

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1st Semester

Programme Name: B.A. Psychology

Level: UG

Semester: I

Course Name: Basic Psychological Processes

Course Code: A090101T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** The students will learn about the fundamental processes and core psychological concepts, models, classical theories, varied perspectives, and will be able to apply them in their own and in others' lives.
- **CO2:** It will also give the learner a clear understanding of the concepts like intelligence, motivation, emotion and personality.
- **CO3:** It will develop critical analytical skills regarding these individualistic traits.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Psychology: Nature, Scope and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive (Global), Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwat Gita) (National). Utility of Bhagwat Geeta in your View point. (Regional) Brain and Nervous System (Global)	16hrs	Interactive Lectures, Discussion, Tutorials
II	Attention Processes: Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; Perceptual Organization; Perceptual Illusion. (Global)	14hrs	Interactive Lectures, Discussion, Tutorials
III	Learning: Classical Conditioning, Operant	16hrs	Interactive Lectures,

	Conditioning: Methods and Procedures. (Global)		Discussion, Tutorials
IV	Memory and Forgetting: Stages of Memory (Global): Encoding, Storage and Retrieval; (National) Types of Memory: Sensory, Short Term and Long-Term Memory (Basic Introduction); Forgetting: Interference and Cue-Dependent Forgetting (Basic Introduction). (Global)	16hrs	Interactive Lectures, Discussion, Tutorials
V	Intelligence: Nature and Definition; Concept of IQ; Theories of Intelligence (Introduction of Basic Concepts): Spearman, Guilford, And Sternberg. (Global)	16hrs	Interactive Lectures, Discussion, Tutorials
VI	Personality: Definition and Determinants; (Global) Approach of Personality (National) (Basic Concepts): (National) Trait approaches (National) (Allport and Cattell). (Global)	16hrs	Interactive Lectures, Discussion, Tutorials
VII	Motivation: Nature and Concept (Needs, Drives, Instincts); Types of Motives: Biological and Social Motives. (National)	14hrs	Interactive Lectures, Discussion, Tutorials
VIII	Emotion: Nature of Emotion; (Global) Basic Emotions; (National) Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer. (Global) Emotion in everyday life (Local)	12hrs	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1	2	3
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV	Unit V, VI, VII, VIII	Unit V, VI, VII, VIII

Recommended Books

- Dawson, M. R. W. (2022). Probability learning by perceptrons and people. *Comparative Cognition and Behavior Reviews*, 15 (monograph), 1-188.
- Dawson, M. R. W., Perez, A., & Sylvestre, S. (2020). Artificial neural networks solve musical problems with Fourier phase spaces. *Scientific Reports*, 10(1), 7151.
- De Oliveira, G. S., Raja, V., & Chemero, A. (2019). Radical embodied cognitive science and "Real Cognition." *Synthese* (198), 1-22.
- Deeks, A. (2019). The judicial demand for explainable artificial intelligence. *Columbia Law Review*, 119(7), 1829-1850.
- DeSilva, P. (2005). *An introduction to Buddhist psychology*. Springer.
- Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson.
- Breazeal C., Dautenhahn K., Kanda T. (2016) Social Robotics. In: Siciliano B., Khatib O. (eds) *Springer Handbook of Robotics*. Springer Handbooks. Springer.
- Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South Asian Edition). New Delhi: Pearson Education.
- Cornelissen, M., Mishra, G. & Verma, S. (2014). *Foundations of Indian Psychology*. New Delhi: Pearson Education.
- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Feldman, R.S. (2006). *Understanding Psychology*. India: Tata McGraw Hill.
- Mishra, G. (Edited) (2019). Personality in Indigenous Tradition. 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., & Scholler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
- Suhotra (2007). *Vedantic Psychology: India's ancient vision of the Mind*. The Bhakti Vedanta Academy.
- Swami Akhil Anand (2001 edition). *Hindu Psychology: It's meaning for the West*. Taylor & Francis.
- सिंह अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान. मोतीलाल बनारसीदास प्रकाश.
- सिपाठी, लाल बच्चन एवं अन्य (2006), आधुनिक प्रायोगिक मनोविज्ञान, हरप्रसाद प्रकाशन.
- आर. एन. सिंह एवं शुभाष . भारद्वाज (2022) - मूल मनोविज्ञानक प्रविद्याएं, प्रकाशक- अग्रवाल पब्लिकेशन, 28/115ज्योसत ललॉक, चिंजय प्ले , आगरा- 282002.
- Zimbardo, P.C. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.
- Web links: <http://heecontent.upsdc.gov.in/Home.aspx>, <http://www.apa.org>



Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: I

Course Name: Lab Work

Course Code: A090102P

Course Type: Core Compulsory

Credits: 2

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Any one experiment based on Attention/Perceptual Processes	16 hrs	Interactive Lectures, Discussion, Tutorials
II	Any one experiment based on Classical Conditioning/Operant Conditioning.	16 hrs	Interactive Lectures, Discussion, Tutorials
III	Any one experiment based on Memory/Forgetting	14 hrs	Interactive Lectures, Discussion, Tutorials
IV	Any one experiment based on Motivational/Emotional Processes	14 hrs	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV



Recommended Books

- सिपाठी, लाल बच्चन एवं अन्य (2006), आधुनिक प्रायोगिक मनोविज्ञान, हर प्रोद प्रकाशन.
- आर. एन. स िंह एवं शुभाए . भारद्वाज (2017) उच्च प्रायोगिक मनोविज्ञान, प्रकाशक- अग्रवाल पब्लिकेशन, 28/115 ज्योसत ललॉक, िंजय प्ले, आगरा 282002.

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2nd Semester

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: II

Course Name: Basic Research Methodology and Statistics

Course Code: A090201T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** The learners will be able to comprehend psychological data and can put them on appropriate scaling method.
- **CO2:** Moreover, they will be getting hold of essentials of psychological testing along with various kinds of tests implemented.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Measurement: (Global) Nature and Scales of Psychological Measurement (National) Properties and Functions of Measurement. (National)	12	Interactive Lectures, Discussion, Tutorials
II	Research Methods: Experimental, Correlational; Variable: Concept and Types; Hypothesis: Meaning and Types; Sampling: Concept. (Global)	16	Interactive Lectures, Discussion, Tutorials
III	Psychological Statistics: Introduction; (Global) Significance of Statistics, (Regional) Descriptive Statistics: Mean, Standard Deviation, Percentile; Graphical Representation of Data: Polygon, Histogram. (Global)	16	Interactive Lectures, Discussion, Tutorials

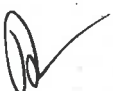
IV	The Normal Distribution (Local) Meaning and Uses; t test: Independent Sample. (National)	16	Interactive Lectures, Discussion, Tutorials
V	Correlation: Types and Interpretation. (Global)	14	Interactive Lectures, Discussion, Tutorials
VI	Tests: Concept and Types; (National) Psychometric Properties of Test Validity and Reliability. (Global)	14	Interactive Lectures, Discussion, Tutorials
VII	Intelligence Testing: (Global) Measurement of abilities (National): Wechsler Test of Intelligence: Meaning and Application. (Global)	16	Interactive Lectures, Discussion, Tutorials
VIII	Personality Tests: Nature and Types. (National)	16	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV, V	Unit VI, VII, VIII

Recommended Books

- Umesh Kumar Dubey, DP Kothari(2022) *Research Methodology, Techniques and Trends*. 1st Edition e-Book Published 24 th May, New York Imprint Chapman & Hall/ CRC.
- Anastasi, A.(1950). *Psychological Testing*. Prentice Hall.
- Cronbach, L.J.(1960)(2nd Edition). *Essentials of Psychological Testing*. New York: Harper.




- Denscombe, M., (1999). *"The Good Research Guide"* Viva Books Private Limited, New Delhi.
- Dharankar, M. (2014). Retrieved from CASE_2014_Madhavi_Dharankar_YCMOU_Nashik.
- Garrett, H.E. (1988). *Statistics in Psychology and Education*, Mc Graw Hill: Tokyo.
- Mangal, S.K. (2006). *Statistics in Psychology and Education*, Prentice Hall of India Pvt. Ltd. New Delhi.
- Freeman, F.S.(1962)(3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.
- Garrett, H.E.(1966). *Statistics in Psychology and Education*. Paragon International Publishers.
- Gregory, R.J.(2014)(6th Edition). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson India Education.
- Guilford, J.P.(1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.
- Kerlinger, F.N.(1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- आर. एन. स िंह एवितारेभासिया (2019) आधुवनक सांवयकीय विवधयाँ, प्रकाशक- अग्रवालपसललकेशन, 28/115 ज्योसतललॉक, िंजयप्ले , आगरा- 282002.
- Singh, A.K.(2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.




Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: II

Course Name: Lab Work/Psychological Testing

Course Code: A090202P

Course Type: Core Compulsory

Credits: 2

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** Students will be conferred an array of skills to carry out experiments in lab settings, design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Plan, conduct and report an experiment using experimental method (Local)	16 hrs	Interactive Lectures, Discussion, Tutorials
II	Calculate Mean and SD using the provided data set and report (Regional)	14 hrs	Interactive Lectures, Discussion, Tutorials
III	Administer any one Self-Report Inventory on a subject, score and Report. (National)	14 hrs	Interactive Lectures, Discussion, Tutorials
IV	Calculate Significance of Mean using 't' test on provided data set and report (Regional)	16 hrs	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV

Recommended Books

Core Books: सिपाठी, लाल बच्चन एवं अन्य (2006); आधुनिक प्रायोगिक मनोसंज्ञान, हर प्रकाशन.

E-Resources: <http://heecontent.upsdc.gov.in/Home.aspx>.

3rd Semester

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: III

Course Name: Psychology of Social Behavior

Course Code: A090301T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** By the end of the course, students will be able to summarize general information, through in-class discussion and assignments, pertaining to social psychological theories and an opportunity to apply social psychological theories to their lives.
- **CO2:** Critically evaluate research to understand and explain distressing human social behavior and relate social psychological concepts and theories to the context of historic and current world, national, and local events.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Social Psychology: Nature, and Scope; Methods of Studying Social Behavior: Observation, Survey, Field Study, and Interview (National)	16	Interactive Lectures, Discussion, Tutorials
II	Person Perception : Concept, Determinants of Impression Formation. (National)	14	Interactive Lectures, Discussion, Tutorials
III	Social Cognition: Nature & concept. Attribution of Causality: Harold Kelly and Bernard Weiner. (Global)	14	Interactive Lectures, Discussion, Tutorials
IV	Attitude: (Global) Nature, Formation and Measurement. Interpersonal Attraction: Concept	16	Interactive Lectures, Discussion, Tutorials

	and Determinants. (National)		
V	Aggression: Concept, Theories: Frustration-Aggression Hypothesis, and Social Learning Theory of Aggression. (National)	16	Interactive Lectures, Discussion, Tutorials
VI	Pro-social Behavior: Nature and Determinants (National): Personal, Situational and Socio-cultural. (Regional)	14	Interactive Lectures, Discussion, Tutorials
VII	Social Influence Processes: Conformity and Compliance (Basic Concept). (National) Intergroup Relations: Prejudice and Discrimination (Basic Concept). (Regional)	14	Interactive Lectures, Discussion, Tutorials
VIII	Groups: Nature, Types and Cohesiveness (Local) Group Influence Processes: Social Facilitation; & Social Loafing (National)	16	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV, VIII	Unit V, VI, VII

Recommended Books

- Baron, R.A. & Branscombe, N.R. (2020). *Social Psychology* (13th ed.) New Delhi: Pearson.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. (3rd ed.). Wadsworth Pub. Co.
- Chaney, K.E. & Sanchez, D.T. (2018). The endurance of interpersonal confrontations as a prejudice reduction strategy. *Personality and Social Psychology Bulletin*, 44, 418-429.



- Chaney, K. E., Sanchez, D. T., Alt, N. P., & Shih, M. (2021). The breadth of confrontations as a prejudice reduction strategy. *Social Psychological and Personality Science*, 12, 314-322.
- Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12th ed). New Delhi: Pearson Publications.



Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: III

Course Name: Lab Work and Measurement of Social Behavior

Course Code: A090302P

Course Type: Core Compulsory

Credits: 2

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** Students will be exposed to the mixture of skills such as how to conduct a psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Measurement of Attitude/Interpersonal Attraction (Local)	14 hrs	Interactive Lectures, Discussion, Tutorials
II	Measurement of Helping Behavior/Prejudice (Local)	14 hrs	Interactive Lectures, Discussion, Tutorials
III	Conduct an experiment on Attribution/Aggression/Impression Formation (Regional)	16 hrs	Interactive Lectures, Discussion, Tutorials
IV	Conduct an Experiment on Social Facilitation/Conformity/ Compliance (Regional)	16 hrs	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV



4th Semester

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: IV

Course Name: Abnormal Psychology

Course Code: A090401T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** The students will be able to understand criteria of abnormality and one's own behavior and behavior of others.
- **CO2:** By applying the knowledge of assessment, diagnosis, classification system and DSM categories, the learners' will develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders.
- **CO3:** Summarize clinical features of symptoms, etiology and valid and reliable treatment of diagnostic categories of mental health disorders.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Abnormal Psychology (Global): Concept and Criteria of Abnormality, Classification of Abnormality (DSM V): An Introduction.	12	Interactive Lectures, Discussion, Tutorials
II	Anxiety Disorders: Clinical Picture and Etiology: Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder and Obsessive-Compulsive Disorder (OCD).	16	Interactive Lectures, Discussion, Tutorials
III	Dissociative Disorders - Types, Clinical Picture and Etiology.	16	Interactive Lectures, Discussion, Tutorials

IV	Depressive Disorders: Types, Clinical Picture and Etiology.	16	Interactive Lectures, Discussion, Tutorials
V	Schizophrenia: Types and Clinical Picture.	14	Interactive Lectures, Discussion, Tutorials
VI	Learning Disabilities: Reading and Written expression	14	Interactive Lectures, Discussion, Tutorials
VII	Substance Related Disorder: Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives and Stimulants: Etiology.	16	Interactive Lectures, Discussion, Tutorials
VIII	Clinical Picture and Etiology of Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism Spectrum Disorders.	16	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1	2	3
Mapping of Course Content with Course Outcomes	Unit I	Unit II, III, IV, V, VI, VII, VIII	Unit II, III, IV, V, VI, VII, VIII

Recommended Books

- Ray, W. J. (2021). *Abnormal psychology*. Third edition. Thousand Oaks, California, SAGE Publications, Inc.
- Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning.
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers.
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Rieger, E. (2017). *Abnormal psychology* (4th ed.). McGraw-Hill Education.

- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.
- Web links: <http://heecontent.upsdc.gov.in/Home.aspx>, <http://www.apa.org>, www.nimh.nih.gov



Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: IV

Course Name: Assessment/Testing

Course Code: A090402P

Course Type: Core Compulsory

Credits: 2

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** At the end of the course, the students will be imparted a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders.
- **CO2:** The practicum of case study will let the students learn and execute an in-depth investigation of a single person, group, event or community.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Administration, Scoring and Interpretation of any anxiety test	14 hrs	Interactive Lectures, Discussion, Tutorials
II	Administration, Scoring and Interpretation of any test of Depression	14 hrs	Interactive Lectures, Discussion, Tutorials
III	Administration, Scoring and Interpretation of any test of Intelligence	16 hrs	
IV	Administration, Scoring and Interpretation of any test of any Neuropsychological test/Cognitive function test	16 hrs	

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV	Unit I, II, III, IV

Recommended Books

- **E-Resources:** <http://heecontent.upsdc.gov.in/Home.aspx>.




Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: IV

Course Name: Research Project

Course Code: A090403R

Course Type: Core Compulsory

Credits: 3

Total Marks: 25+75=100

Min. Marks: ~~33~~

Course Outcomes:

- **CO1:** It will help the learner to critically reflect on, review the scientific basis for, and integrate what you have learned and accomplished as a psychology student and will prepare to explore the cultural, social, and ethical impact of psychological application on community and daily life.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Carry out a field visit to nearby community, unit, organization, etc. and based on the observations and experiences, the student will identify problems, issues and good practices. Based on the identified problems students will write a research proposal and do relevant literature review. The student will do data collection either through questionnaire, or interview or with the help of audio-visual medium based on the identified research problems/issues. Students can carry out research work in groups but they have to write research proposal and final paper/report individually.	50 hrs	Interactive Lectures, Discussion, Tutorials
II	Analyze the data and submit a detailed report and a presentation. The student will work in groups in completing the project, but will write the final paper individually. Each student will be evaluated on diligence in writing the research project as per APA guidelines.	40 hrs	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I, II

Recommended Books

- **E-Resources:** <http://heecontent.upsdc.gov.in/Home.aspx> , <http://www.apa.org>.

5th Semester

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: V

Course Name: Life Span Human Development

Course Code: A090501T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** At the end of the course, the student will be able to develop an ability to identify the milestones in diverse domains of human developments across the child, adolescent and adulthood stages.
- **CO2:** Understand the contributions of socio-cultural context toward shaping human development and acquire an ability to decipher key developmental challenges and issues.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Human Development: Introduction; Principles of Development; Methods of Studying Human Development: "longitudinal and cross-sectional"	16	Interactive Lectures, Discussion, Tutorials
II	Prenatal Development: Stages; Neonatal Development: Motor Capacity.	16	Interactive Lectures, Discussion, Tutorials
III	Infancy: Physical, and Language Development.	14	Interactive Lectures, Discussion, Tutorials
IV	Childhood Development: Cognitive, and Emotional Development.	16	Interactive Lectures, Discussion, Tutorials

V	Adolescence: Physical Changes (Puberty and Growth spurts); Development of Identity, Social, and Moral Development.	16	Interactive Lectures, Discussion, Tutorials
VI	Early Adulthood: Sex-Role Adjustment, Career Development.	14	Interactive Lectures, Discussion, Tutorials
VII	Middle Adulthood: Adapting to Physical Changes in Midlife, Relationship at Midlife.	14	Interactive Lectures, Discussion, Tutorials
VIII	Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure	14	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV, V, VI, VII, VIII	Unit V, VI, VII, VIII

Recommended Books

- Santrock, J.W. (2022). *Child Development: An Introduction*. McGraw-Hill Education.
- Hopkins, B., Geangu, E., and Linkenauer, S. (2022). *"The Cambridge Encyclopedia of Child Development"* (2nd edition). Cambridge University Press.
- Feldman, R.S. (2022). *Child Development*. Pearson.
- Berk, L.E.(2021). *Child Development* (9th ed.). New Delhi: Prentice Hall.
- Berk, L.E. (2017). *Development through the Lifespan* (7th ed.). Allyn & Bacon: Pearson.
- Feldman, R.S.& Babu.N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
- Misra, G. (2011). *Handbook of Psychology in India* (Section IV). New Delhi: Oxford University Press.
- Santrock, J.W.(2011). *Child Development* (13th ed.). New Delhi: McGraw-Hill.
- Santrock, J.W. (2012). *Life Span Development* (13th ed.). New Delhi: McGraw-Hill.
- Srivastava, A.K.(1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.
- वसपवठठी, एल० बी० एव पण्डलेय, ए० (2009). मानवविकासकामन खाननईव ली०ी०ी० का सट्टपालला िकिी: पनळी

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: V

Course Name: Positive Psychology

Course Code: A090502T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** By the end of the course, the students will be able to understand the basic principles of positive psychology, the major areas within positive psychology that have received a considerable amount of attention, the use of positive psychology tools and techniques in own and in other's life.
- **CO2:** It will also ease the understanding of positive aspects of human behavior through the wisdom embedded in Indian scriptures like Vedas, Upnishad, Shrimad Bhagwad Gita, Buddhist literature and folktales.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Positive Psychology: Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology	14	Interactive Lectures, Discussion, Tutorials
II	Positive Emotional State: The Broaden and Build Theory of Positive Emotions; Concept of Mindfulness in Buddhism.	16	Interactive Lectures, Discussion, Tutorials
III	Positive Cognitive States: Hope, Optimism, Self-efficacy, Resilience: concept.	16	Interactive Lectures, Discussion, Tutorials
IV	Gratitude, Forgiveness, Empathy and Compassion: Concept. Cultivation exercises in Positive	16	Interactive Lectures, Discussion, Tutorials

	Psychology (Basic concept)		
V	Self-Awareness: Techniques to enhance self-awareness (Basic concept)	14	Interactive Lectures, Discussion, Tutorials
VI	Social Competence: The Social Support; Love and Belongingness: (Basic concept)	16	Interactive Lectures, Discussion, Tutorials
VII	Happiness: Eudemonics and Hedonistic View; (Basic concept)	14	Interactive Lectures, Discussion, Tutorials
VIII	Psychological Wellbeing: Concept, and Components: (Basic concept)	14	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I, III, IV, V, VI	Unit I, II, VII, VIII

Recommended Books

- Dr. Sushil Kumar (2023). "मानि बिहार और व्यवित्ति" (Human Behavior and Personality).
- Dr. Anjali Sharma (2023). "सकारात्मक मनोविज्ञानी: वसदांत और अनुप्रयोि" (Positive Psychology: Theory and Applications).
- Mlodinow, L. (2022). "Emotional: How Feelings Shape Our Thinking".
- Robson, D. (2022). "The Expectation Effect: How Your Mindset Can Change Your World".
- Boardman, S. (2021). "Everyday Vitality: Turning Stress into Strength".
- Haig, M. (2021). "The Comfort Book".
- Gardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Pearson.

- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. U.K.: Routledge.
- Gilman, R., Hubner, E. & Furlong, M.J.(Eds.) (2009). *Handbook of Positive Psychology in Schools*. New York: Routledge.
- Lyubomirsky, Sonja. (2008). *The How of Happiness: A Scientific Approach to Getting the Life You Want*. The Penguin Press.
- Noddings, N (2003). *Happiness in Education*, New York, Cambridge Press.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- Seligman, M.E.P.(2002). *Authentic Happiness*. New York: Free Press.
- Synder, C.R.& Lopaz, S.J. (2011). *Positive Psychology: The Scientific and practical exploration of Human Strengths*. Thousand Oaks, CA: Sage.
- Synder, C. R. & Shane, J.L. (2005). *Handbook of Positive Psychology*. Oxford University Press.
- Web links: <http://heecontent.upsdc.gov.in/Home.aspx>, <http://www.apa.org>

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Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: V

Course Name: Lab Work/Survey/Field Visit

Course Code: A090503P

Course Type: Core Compulsory

Credits: 2

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Write a Reflection. For Example - a Gratitude or Forgiveness reflection or any other of your choice by recording your entries at least 2-3 times a week and report your Reflection like any thoughts and feelings that may arise as you become aware of that. What benefits could you gain developing this habit of mind, from short and long term? Be aware of any shifts from stress/anxiety to enhanced well-being and calm.	20 hrs	Interactive Lectures, Discussion, Tutorials
II	Conduct a survey research. For Example; meaning of life/happiness index/positive and Negative Affect/life satisfaction/optimism/wellbeing etc. (10-12 students group can be formed)	20 hrs	Interactive Lectures, Discussion, Tutorials
III	Conduct a field study on any one topic of human development. Analyze the data and report (10-12 student groups can be formed)	20 hrs	Interactive Lectures, Discussion, Tutorials



Mapping

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I, II, III

Recommended Books

- **E-Resources:** <http://heecontent.upsdc.gov.in/Home.aspx>.

6th Semester

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VI

Course Name: Community and Health Psychology

Course Code: A090601T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** At the end of the course the student will be able to recognize that individuals relate to their communities and the reciprocal effect of communities on individuals and will be able to understand and resolve community issues, analyze the data, and recommend interventions that promote community wellness.
- **CO2:** Moreover, they will be able to use the psychological theories on health-related practices and will be able to examine persons' health history and describe and enact a positive, proactive attitude toward healthy living for oneself and others.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Community Psychology: Nature, Fields of Community Psychology	14	Interactive Lectures, Discussion, Tutorials
II	Mental Health approach of Community Psychology	16	Interactive Lectures, Discussion, Tutorials
III	Community Intervention Issues: Poverty; Marginalization; Superstitions in Indian society.	16	Interactive Lectures, Discussion, Tutorials
IV	Community Interventions: Community Mental Health; Gender, Discrimination related	14	Interactive Lectures, Discussion, Tutorials



	interventions.		
V	Health Psychology: Nature, and Goals of Health Psychology.	12	Interactive Lectures, Discussion, Tutorials
VI	Health Behavior: Health Compromising and Health Enhancing Behaviors; Theory of Health Behavior: Health Belief Model, Biopsychosocial Model of Health.	16	Interactive Lectures, Discussion, Tutorials
VII	Stress and Health: Nature and Types of Stress, Stress appraisal; Coping with Stress.	16	Interactive Lectures, Discussion, Tutorials
VIII	Chronic Illnesses: Coronary Heart Disease (CHD) and Diabetes: Major Symptoms, and Psychological correlates.	16	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV	Unit V, VI, VII, VIII

Recommended Books

- Straub, R.O. (2023). *Health Psychology, 7th Edition*.
- Bloom, P. (2023). *The Story of the Human Mind*.
- Ariely, D. (2023). *"Misbelief: What Makes Rational People Believe Irrational Things"*.
- Glover Tawwab, N. (2023). *"Drama Free: A Guide to Managing Unhealthy Family Relationships"*.
- Stolzoff, S. (2023). *"The Good Enough Job: Reclaiming Life From Work"*.
- Dalal, A.K. (2016). *Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care*. New Delhi: Sage Publications India Pvt.Ltd.

- Dalal, A.K. (2015). *Health Beliefs and Coping with Chronic Diseases*. New Delhi: Sage Publications India Pvt.Ltd.
- Ghosh, Manika(2015). *Health Psychology: Concepts in Health and Well-being*. New Delhi: Pearson.
- Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M.J., & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Wadsworth, Cengage Learning.
- Marks, D.F., Murray, M., Evans, B. & Willing, C. (2000). *Health Psychology: Theoretical, Research and Application*. New Delhi: Concept.
- Misra, G. (1999). *Psychological perspectives on stress and health*, New Delhi: Concept Publishing Company.
- Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). *Applied Social Psychology: Understanding and addressing Social and Practical Problems*. New Delhi: Sage publication.
- Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology: Biopsychosocial Interaction*. (7th ed.). U.K.: John Wiley & Sons.
- Taylor, S.E.(2013). *Health Psychology*. New Delhi: McGraw-Hill Education Pvt. Ltd.
- Web links: <http://heecontent.upsdc.gov.in/Home.aspx>, <http://www.apa.org>

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Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VI

Course Name: Counselling Psychology

Course Code: A090602T

Course Type: Core Compulsory

Credits: 4

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** At the end of the paper, students will be able to understand how to establish rapport and use various approaches in counseling.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Counseling: Meaning, Goals; Types of Counseling: An Overview. Indian Contribution to Counseling.	14	Interactive Lectures, Discussion, Tutorials
II	Theoretical Bases of Counseling: Psychoanalytic, Behavioral, Cognitive, and Phenomenological: (Basic Concept)	16	Interactive Lectures, Discussion, Tutorials
III	Counseling Processes: Counseling Interview; Counseling Micro Skills: Attending, Paraphrasing, Encouragers, Confronting and Summarizing: (Basic Concept)	14	Interactive Lectures, Discussion, Tutorials
IV	Counseling Techniques: Person- Centered and Cognitive-Behavioral (Beck and Albert Ellis).	16	Interactive Lectures, Discussion, Tutorials
V	Schools Counseling: Assumptions and Procedures.	14	Interactive Lectures, Discussion, Tutorials

VI	Career, Marriage and Group Counseling: An Introduction	16	Interactive Lectures, Discussion, Tutorials
VII	Counseling for Substance-abuse, Child Abuse: An Introduction	16	Interactive Lectures, Discussion, Tutorials
VIII	Counseling Ethics; Referrals and Reporting	14	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I, II, III, IV, V, VI, VII, VIII

Recommended Books

- Moodley, R., Gielen, U.P., and Wu, R. (2023). *"Handbook of Counseling and Psychotherapy in an International Context"*.
- Murphy, D. (2023). *"The Therapeutic Relationship: A Workbook for Clinical Practice"*.
- Malchiodi, C. (2022). *"Trauma and Expressive Arts Therapy: Brain, Body, and Imagination in the Healing Process"*.
- Kottler, J.A. and Chen, D.D. (2022). *"Introduction to Counseling: Voices from the Field"*.
- Cooper, M. (2022). *"Person-Centered Counseling and Psychotherapy: A Practical Guide"*.
- Edward, N. (2011). *Counseling Theory and Practice*. Cengage Learning.
- Gelso, C.J. & Pretz, B.R. (1995). *Counseling Psychology*. Bangalore: Prism Books Pvt. Ltd.
- Gibson, R.L. & Mitchell, M.H. (2005). *Introduction to Counseling and Guidance* (6th Ed.) Pearson Education.
- Kapur, Malavika(2011). *Counseling Children with Psychological Problems*. Pearson Publications.
- Nelson-Jones, R. (2011). *Theory and Practice of Counseling & Therapy*. New Delhi: sage South.
- Patri, V.R. (2008). *Counseling Psychology*. New Delhi: Authors Press.

- राय, ए. एव अस्थाना, ऍम. (२००३) आधावनकपरामशमनोत्रिज्ञान, नईसणल्लीमोतीलालबनार ीसव .
- Rao, S.N.(1991). *Counseling and Guidance*. New Delhi: Tata McGraw-Hill. Asia Edition.
- Woolfe, R., Dryden, W. & Strawbridge, S. (2003). *Handbook of Counseling Psychology* (2nd ed.). London: Sage Publication Ltd.

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VI

Course Name: Survey/Field Visit/Project Work

Course Code: A090603R

Course Type: Core Compulsory

Credits: 2

Total Marks: 25+75=100

Min. Marks: 33

Course Outcomes:

- **CO1:** After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
I	Field Visit to any Community Center/Social Service Center/School and submit a report (10-12 students group can be formed)	30 hrs	Interactive Lectures, Discussion, Tutorials
II	Conduct a survey on any Health Related issues and submit the report (10-12 students group can be formed)	30 hrs	Interactive Lectures, Discussion, Tutorials

Mapping

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I, II

Recommended Books

- **E-Resources:** <http://heecontent.upsdc.gov.in/Home.aspx>.



7th Semester

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VII

Course Name: Perception, Attention and Memory

Course Code: MPC101

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 33

Course Objectives:

1. To provide simple exposition of various psychological principles underlying attention, perception, verbal learning and memory.
2. To familiarize students with some of the major approaches and perspectives in cognitive psychology.
3. To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.
4. To facilitate the learning of traditional and emergent fields of cognitive psychology.
5. To understand brain-behaviour relationship in day-to-day life.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Origin and Current Status of Cognitive Psychology; Attention: Concept, Types, Selective Attention, Determinants, Models of	10	Interactive Lectures, Discussion, Tutorials

	Selective attention: Bottle neck Model, Sustained Attention-Determinants and Theories.		
2	Perceptual Processes Approaches to the Study of Perception Gestalt, Behaviouristic and Physiological Approaches, Information Processing, approach, Perceptual Constancy - Size, Shape, Brightness, Depth Perception, Subliminal Perception, Perceptual Style, Role of Motivation and Learning in Perception, Figural After Effect.	10	Interactive Lectures, Discussion, Tutorials
3	Verbal Learning - Materials and Methods; Organizational Processes and Determinants.	10	Interactive Lectures, Discussion, Tutorials
4	Memory - Encoding, Storage, Retrieval, Sensory Memory, Short-term Memory, (STM), Long-term Memory (LTM); Episodic and Semantic Memory. Developmental Processes: Memory Development, Rehearsal, Organization and Meta-memory.	10	Interactive Lectures, Discussion, Tutorials

Course Outcomes:

- **CO1:** To help learners understand the importance of these cognitive processes in everyday life and prepare competent psychologists who would excel in knowledge, orientation, and practice of cognitive psychology with high ethical standards and social relevance.
- **CO2:** To familiarize students with some of the major approaches and perspectives in cognitive psychology.
- **CO3:** To help learners understand the developmental aspects of perceptual processes.
- **CO4:** To explore the practical implications of cognitive processes in human performance.

Mapping

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-II	Unit II	Unit II-IV

Recommended Books:

- Gokhale, S.D. (1984). Rehabilitation programmes and policies. Somaiya publication Pvt. Ltd.
- आर.एन. ह एर्वि शु ए . भाराज (2022)-मलू मनोवैज्ञानिक याएि
- Introduction to Psychology Psychology, 2nd edition (published 2020, updated 2023)
- Marko Marulic (2023) Psychology of the nature of the human soul
- Psychology (2023) Rosie M. Spielman
- Tori Kearns, Deborah Lee (2022) General Psychology: An Introduction
- Sandie Taylor, Lance Workman (2021) Cognitive Psychology London Imprint Routledge
- Narasimhan, M.C. and Mukerjee, A.K. (1976). Disability: A Continuing challenges Wiley Easter Ltd.
- Clarke, A.D.B. and Clarke, A.N. (1974). Mental Deficiency Changing Outlook, London, Methuen Co.
- Bathshaw, M.L. and Parret, Y.M. (1986). Children with handicaps: A Medical Primer Paul Brooks, London.
- Gardner, W.I. (1985). Behaviour modification in mental retardation, London University Press Ltd.
- Northern, J.L. and Downs, M.P. (1976). Hearing in Children Bartimore.
- Brown, R. and Hughson, A. (1994). Behavioural and Social Rehabilitation and



Training, Madras. Chapman and Hall.

- Dodds, A.G. (1988). Mobility Training and Visually Handicapped people: A person centred approach. Madras Chapman and Hall.
- Dodds, A.G. (1993). Rehabilitating Blind and Visually impaired people: A Psychological Approach. Madras Chapman and Hall.
- Goodwill, C.J. and Chamberlain, M.A. (Eds.) (1988). Rehabilitation of the Physically Disabled; Madras Chapman and Hall.
- Bertson, S.E., Brown, R.I. (1992). Rehabilitation Counseling Madras, Chapman and Hall.

2 AB

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VII

Course Name: Research Design and Methodology

Course Code: MPC102

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 33

Course Objectives:

1. Understand the conceptual understanding of research and research design.
2. Distinguish a purpose of research question, hypothesis, and research objectives.
3. Identify the overall process of designing psychological research.
4. Know the conventions with good APA style for scholarly writing.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Nature of Research, Fact and Theory, Research Problem, Hypotheses, Types of Research, Preparation of Research Report, Sampling: Population and Sampling, Simple Random Sampling, Stratified Random Sampling, Cluster Sampling, Non-probability Sampling, Incidental/ Quota and Purposive Sampling.	10	Interactive Lectures, Discussion, Assignments

2	Psychology Experiment: Conduction of Experiment, Variables and Control of Relevant Variables, Minimization of Error Variance, Merits and Demerits of Experiment Method: Laboratory and Field Experiments.	10	Interactive Lectures, Discussion, Assignments
3	Research Designs: Meaning and Purpose, Within and Between- Group Designs- Single Group and Single Subject Designs, Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Design, Non and Quasi- Experimental Designs: One Group Design; Non-equivalent and Control Group Designs; Interrupted Time Series Designs; Multiple Time- Series designs.	10	Interactive Lectures, Discussion, Assignments
4	Central tendency measures; measures of dispersion; parametric & non-parametric; Correlations; Chi-Square Test; simple regression, T-test; F-test; Z- test.	10	Interactive Lectures, Discussion, Assignments

Course Outcomes:

- **CO1:** Learnt the conceptual framework and overall process of research and designing psychological research established the understanding to plan a research study in the field of psychology.

Mapping

Course Outcomes (Number)	1
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Mapping of Course Content with Course Outcomes	Unit I-IV
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Recommended Books:

- Abbey, J. D., & Meloy, M. G. (2017). Attention by design: Using attention checks to detect inattentive respondents and improve data quality. *Journal of Operations Management*, 53-56, 63-70.
- John W. Creswell (2022) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* Sage Pubns; 6th edition.
- Dr. Shanti Bhushan Mishra (2022) *A hand Book of Research Methods*, Publisher: Educreation
- Preston D (2022) *Research Methodology And Quantitative Techniques*
- Abbey, J.D., Kleber, R., Souza, G.C., & Voigt, G. (2019). Remanufacturing and consumers' risky choices: Behavioral modeling and the role of ambiguity aversion. *Journal of Operations Management*, 65, 4-21.
- Kerlinger F.N. (1983). *Foundations of Behavioural Research*, Surjeet Publication, Delhi.
- McGuigan, F.J. (1968). *Experimental Psychology-A Methodological Approach*, Prentice Hall, N.J.
- Brown C.W. & Ghiselli, E.E. (1965). *Scientific Methods in Psychology*, McGraw-Hill, N.Y.
- Black, T.R. (1988). *Quantitative Research Design for Social Science*. Thousand Oaks: Sage.
- Edwards, A.L. (1976). *Experimental Design in Psychology Research*, Amerind Publication, New Delhi.
- Newman, W.L. (1991). *Social Research Methods: Qualitative and Qualitative Methods*, Boston: Allyn & Bacon.
- Tripathi, L.B. (1985). *Psychology Research Methods*, Har Prasad Bhargav, Agra
- Broota, K.D. (1992). *Experimental Design in Behavioural Research*, Wiley Eastern, New Delhi.
- Heman, G.W. (1995). *Research Methods in Psychology*, Houghton Mifflin Company, Boston, Illinois, New Jersey.
- Winer, B.J. (1961). *Experimental Design in Psychology Research*, McGraw Hill.

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VII

Course Name: Classical Perspectives in Personality Theories

Course Code: MPC103

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 75 **33**

Course Objectives:

1. The nature, scope, determinants and various theoretical approaches to personality.
2. The psychoanalytic, analytic and individual theories of psychology.
3. The neo-Freudian and post-Freudian approaches to personality.
4. The eastern personality theories of personality.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Personality: Nature and Scope, Various Theoretical Approaches to Personality, Determinants of Personality: Biological and Physiological; Psychological, Environmental (Social, Educational, Family and Cultural).	10	Interactive Lectures, Discussion



2	Psychoanalytic Theory: Freud's Psychoanalytic Theory. Jung's Analytic Theory, Adler's Individual Theory.	10	Interactive Lectures, Discussion
3	Neo-Freudian and Post-Freudian Approaches: Horney, Erich Fromm, Erikson and Sullivan.	10	Interactive Lectures, Discussion
4	Eastern Personality Theory: Personality in Upanishads, Yoga Theory of Personality, Abhidhamm Theory of Personality, Transpersonal Psychology.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Students become oriented to the following areas of psychology - abnormal psychology or clinical psychology.
- **CO2:** Students will be able to answer what our personalities are, how they work, and what they can mean to our own and others' futures.

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-IV

Recommended Books:

- The Book of Personality Tests (2021) by Haulwen Nicholas
- Foundations of Personality (2023) by a. Myerson (Author) Cosmo Publications
- Liebert, R.M. & Spiegler, M.D. (1994). Personality: Strategies and Issues. Pacific Grove. California: Brooks/Cole Publishing Company.
- Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.
- Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons.
- Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
- Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition
- Hjelle, L.A., & Zeigler, D.J. (1991). Personality theories: Basic assumptions, research & applications, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.
- Pervin, L.A. (1975). Personality: Theory, assessment and research, 2nd Ed. New York, Wiley International ed.
- Sahakian, W.S. (1965). Psychology of Personality: Readings in theory. Chicago: Rad Mc-Nally College Publication Co.
- Magnusson, D., Endler, N.S. (1977). Personality at Crossroads. New Jersey, Hillsdale: Lawrence Erlbaum Associates.
- Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories Of Personality 4th Edition, Publisher: Wiley India Pvt Ltd.
- Barbara Engler (2008). Personality Theories/Edition 8.eH



Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VII

Course Name: Basics of Neuropsychology

Course Code: MPC104

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 33

Course Objectives:

1. The functioning of sensory systems.
2. Neural processes.
3. Nature of various mental functioning and structure of nervous system.
4. The methods of neuropsychology.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	The development of Neuropsychology - the brain hypothesis, experimental approaches to the brain function, the neuron hypothesis; Branches of Neuropsychology.	10	Interactive Lectures, Discussion



2	Methods of neuropsychology: Invasive methods Anatomical methods, degeneration techniques, lesion techniques, chemical methods, Microelectrode studies. Non-invasive methods - EEG, Scanning Methods.	10	Interactive Lectures, Discussion
3	The Central and Peripheral Nervous Systems - Structure and functions. Somatosensation and Neuroplasticity Lateralization of Brain Functions.	10	Interactive Lectures, Discussion
4	Neurons: Structure, Functions, Types, Neural impulse (Resting Membrane Potential, Action Potential, Generation and Conduction of Neural Impulse Through Axon); synaptic transmission: Excitatory Post- synaptic of Potential (EPSP) and Inhibitory Post-Synaptic Potential (IPSP). Neurotransmitters.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Learnt the functioning of sensory systems, neural processes, nature of various mental functioning and structure of nervous system.
- **CO2:** Learnt the methods of neuropsychology.

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content	Unit I-III	Unit IV

with Course Outcomes		
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Recommended Books:

- Jessica Fish (Editor), Shai Betteridge (Editor), Barbara A. Wilson (2023) Rare Conditions, Diagnostic Challenges, and Controversies in Clinical Neuropsychology
- Kalat, J.W. (2021) Biopsychology. Cengage Learning India Pvt. Ltd.
- Levinthal, C.F. (2021) Introduction to Physiological Psychology. 3rd Edition, Prentice-Hall.
- Carlson, N.R. (2005) Foundations of Physiological Psychology. 6th Edition, Pearson Education.
- Pinel, J.P. (2006) Biopsychology. 6th Edition, Pearson Education.
- Leukal, F. (1976) Introduction to Physiological Psychology. C.V. Mosby Co.
- Morgan, C.T. (1985) Introduction to Physiological Psychology. McGraw-Hill
- Levitt, P.C. (1980) Physiological Psychology.

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VII

Course Name: Lab. Work (Practical)

Course Code: MPC105

Course Type: Practical

Credits: 04

Total Marks: 25+75=100

Min. Marks: 33

Course Objectives:

1. Students will conduct total four experiments/testing based on four core papers being taught in the semester.
2. They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.

Course Content: *(Practical application of the four core subjects covering Perception, Attention, Memory, Research Design, Personality Theories, and Neuropsychology).*

Course Outcomes:

- **CO1:** By conducting practical on quantitative research methods students have developed the scientific understanding of the discipline. A foundation has been laid for developing experimental and correlation research design and conducting studies based on them.

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8th Semester

Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VIII

Course Name: Language, Learning and Thinking

Course Code: MPC201

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 33

Course Objectives:

- Understand normal mental processes and their relationship to brain, mind and behavior.
- Understand fundamental concepts related to language.
- Explore meaning and theories of learning.
- Learn basic conceptual understanding of thinking and concept formation.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Language Comprehension and Structure, Constituent Structure Transformational Grammar Speech Perception, Characteristics of Language Production, Social context, Speech Errors.	10	Interactive Lectures, Discussion

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2	Learning: Introduction, Nature of Learning Theories, Laws of learning, Problems and issues, determinants of learning, applications of learning research. Learning theories: Pavlov classical conditioning, Skinner instrumental conditioning, Bandura observational learning; Drive Reduction Theories: Hull, Spence, Miller; Current status of research and applications; Cognitive Theories: Tolman, Gestalt theories- Kohler, Koffka, Current status of research and applications; Lewin's Field Theory	10	Interactive Lectures, Discussion
3	Concept Formation- Nature, Characteristics, Types, Conceptual and Strategies, Conceptual Rules and their Learning, Lewine's Hypothesis Testing Theory.	10	Interactive Lectures, Discussion
4	Thinking: Nature, Types, Role of Language, Set and Images in Thinking, Theories of Thinking: Central and Peripheral, Piaget's Theory.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** At the end of this course students are able to recognize and describe the language comprehension and speech production.
- **CO2:** Students are able to understand the concepts and importance of learning theories, nature of concept formation and nature and types of thinking.

Mapping:

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Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I-II	Unit III-IV

Recommended Books:

- Matlin, M. (2016). Cognition. Holt, Rinehart & Winston. N.Y.
- Sarah Mercer & Stephen Ryan (2023) Psychology of Language Learning and Teaching
- Best, J.B. (1999) Cognitive Psychology, Wadsworth, N.Y.
- Domjan Michael (2021) The Principles of Learning and Behavior (7th Ed.) Wadsworth, Cengage Learning.
- Reisenberg, D. (2021). Cognitive Psychology: Exploring the science of the mind. Northon & Company. New York, London.
- Bourne, L.E. Dominowski, R.I. Elizabeth F.L. (1999), Cognitive Processes, Prentice Hall Inc., N.J.
- Stenberg, R.J. (2011). Cognitive Psychology. Thompson Walsworth, Australia Spain, United States.
- Olson H. Mathew and Hergenhahn BR (2010) An introduction to the theories of learning (8th Ed.). PHI Learning Private Limited, New Delhi.
- Dave Meier, Accelerated learning handbook. McGraw Hill, 2013
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw




Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VIII

Course Name: Motivation and Affective Processes

Course Code: MPC202

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 18 **33**

Course Objectives:

- Understand normal motivational concepts and some important theories of motivation.
- Understand fundamental concepts and theories of emotion.
- Learn meaning of emotion regulation and concept of emotional intelligence.
- Learn basic conceptual understanding of meta cognition.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Motivation– Concept of Motivation, Theories of Motivation – Maslow Theory of Hierarchy of needs, Alderfer's ERG Theory, McLelland's achievement Motivation Theory, Herzberg's two factor theory, Importance of Motivation in Psychology.	10	Interactive Lectures, Discussion
2	Emotion– Concept, Structure and Theories of Emotion, Evolutionary Theory, James - Lange Theory, Cannon – Bard Theory, Schachter –	10	Interactive Lectures, Discussion



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	Singer Theory, Cognitive – Appraisal Theory, Types of Emotion, Influence of Emotion on Learning and Memory		
3	Emotional Regulation - Concept and Definition, Types, Skill of Emotional Regulation, Emotional Intelligence Concept and Models.	10	Interactive Lectures, Discussion
4	Meta Cognition - concept, S-REF Model, Component of Meta Cognition, Social Meta Cognition, Strategies of Meta Cognition.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Students are able to recognize and describe various concepts of motivation and emotion.
- **CO2:** Students are able to understand the concepts and importance emotion regulation, nature concept and strategies of meta cognition.

Mapping:

Course Outcomes (Number)	1	2 (Listed as 3 in source)
Mapping of Course Content with Course Outcomes	Unit I-II	Unit III-IV

Recommended Books:

- Michael W. Eysenck David Groome (2023) Cognitive Psychology Revisiting the Classic Studies
- Beek, R.C. (1983) Motivation: Theories and Principles. Prentice Hal




- Dawn M. McBride, J. Cooper Cutting, Corinne L. Zimmerman (2022) Cognitive Psychology Theory Process, and Methodolog
- Weiner, B (1996) Human Motivation: Metaphors, Theories and Research.
- Misra, G. (Eds.) (2009) ICSSR Survey of Advance in Research Psychology in India.
- Petri, H., & Govern, J. (2013). Motivation: Theory, research and application (6th ed.). Belmont, CA: Cengage
- Lear Barre, E. (2016, July 11). How much should we assign? Estimating out of class workload [Blog post]
- Bernstein D. A. (2018). Does active learning work? A good question, but not the right one. Scholarship of Teaching and Learning in Psychology, 4, 290-307.

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Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VIII

Course Name: Modern Perspectives in Personality Theories

Course Code: MPC203

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 33

Course Objectives:

- Learn the trait approaches to personality.
- Learn the humanistic approaches to personality.
- Learn the phenomenological and cognitive theories to personality.
- Learn the behavioural approaches to personality.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	The Dispositional Approach: Allport's Trait Approach, Cattle's Trait Approach, Eysenck's Type Approach, Big Five-Factor Model of Personality.	10	Interactive Lectures, Discussion
2	Humanistic Approaches: Murray's Need Theory, Need for Achievement-McClelland- Atkinson Approach, Maslow's Hierarchical Theory of Human Motivation.	10	Interactive Lectures, Discussion

3	Phenomenological Theory and Cognitive Theory: Kelly's Personal Construct Theory, Roger's Self Theory, Lewin's Field Theory, Seligman's Explanatory Styles, Mischel's Cognitive- Behavioural Theory.	10	Interactive Lectures, Discussion
4	Radical Behaviorism of Skinner; Social Learning Theories -Miller and Dollard Theory, Rotter's Theory, Bandura's Theory. Kohlberg's theory of Moral development.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Students have learnt the various theoretical approaches of personality and developed the ability to apply their assumptions.

Mapping:

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit 1-4	Unit I-II	Unit II	Unit II-IV

Recommended Books:

- Liebert, R.M. & Spiegler, M.D. (2022) Personality: Strategies and Issues. Pacific

Grove. California: Brooks/Cole Publishing Company.

- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2021). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.
- Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons.
- Hjelle, L.A., & Zeigler, D.J. (1991). Personality Theories: Basic Assumptions, Research and Applications, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.
- Pervin, L.A. (1975). Personality: Theory, assessment and research, 2nd Ed. New York, Wiley International ed.
- Sahakian, W.S. (1965). Psychology of personality: Readings in theory. Chicago: Rad Mc-Nally College Publication Co.
- Magnusson, D., Endler, N.S. (1977). Personality at crossroads. New. Jersey, Hillsdale: Lawrence Erlbaum Associates.
- Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories Of Personality 4th Edition, Publisher: Wiley India Pvt Ltd.
- Barbara Engler (2008). Personality Theories/Edition 8.
- Berk, L.E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.



Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VIII

Course Name: Advanced Statistics

Course Code: MPC204A

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 33

Course Objectives:

- Know the basic terminology and notation used for statistics.
- Know the norms that can be used to select an appropriate statistical test to answer a research question.
- Know the uses of applications of statistics in psychological research.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Inferential Statistics Parametric and nonparametric; univariate, bivariate and multivariate statistics; Data Screening and perpetration for statistical analysis.	10	Interactive Lectures, Tutorials
2	Statistical Methods in Experiment Design: Hypothesis testing: Chi-Square test, 't – test (Correlated and Uncorrelated Means), One – way and two- way Analysis of Variance, Post-hoc Mean Comparisons (Duncan's Range Test, Newman-Keuls Test, Tukey and Scheffe	10	Interactive Lectures, Tutorials

	Tests).		
3	Advanced Correlation Methods: Measures of Association, Point-Bi Serial Correlation, Biserial Coefficient of Correlation, phi-coefficient. Non-parametric Statistical Methods: Kruskal- Wallis one way ANOVA, U-TEST, U-test, Wilcoxon's Matched pair Sign Rank Test.	10	Interactive Lectures, Tutorials
4	Introduction to Factor Analysis (Exploratory and Confirmatory Factor Analysis). Principal Component, Rotation: Orthogonal and Oblique. Multiple Regression (Linear, step-wise and Logistic).	10	Interactive Lectures, Tutorials

Course Outcomes:

- CO1: Learnt the assumptions and applications of statistics in psychological research.
- CO2: Learnt to use to select an appropriate statistical test to answer a research question.

Mapping:

Course Outcomes (Number)	1	2 (Listed as 3 in source)
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-IV

Recommended Books:

- Kerlinger F.N. (1983). Foundations of Behavioural Research, Surjeet Publication,

Delhi.

- Aron, Elliot J. Coups, Elaine N. Aron (2020) Statistics for Psychology by Pearson - 6th Edition
- Larry J. Stephens Schaums (2020) Outline Of Statistics In Psychology / 1st Edition by MC GRAW HILL INDIA
- McGuigan, F.J. (1968). Experimental Psychology-A Methodological Approach, Prentice Hall, N.J.
- Brown C.W. & Ghiselli, E.E. (1965). Scientific Methods in Psychology, McGraw-Hill, N.Y.
- Black, T.R. (1988). Quantitative Research Designs for Social Science. Thousand Oaks: Sage.
- Edwards, A.L. (1976). Experimental Design in Psychological Research, Amerind Publication, New Delhi.
- Newman, W.L. (1991). Social Research Methods: Quantitative and Qualitative Methods, Boston: Allyn & Bacon.
- Tripathi, L.B. (1985). Psychological Research Methods, Har Prasad Bhargav, Agra.
- Broota, K.D. (1992). Experimental Design in Behavioural Research, Wiley Eastern, New Delhi.
- Heman, G.W. (1995). Research Methods in Psychology, Houghton Mifflin Company, Boston, Illinois, New Jersey.
- Winer, B.J. (1961). Experimental Design in Psychological Research, McGraw Hill

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Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VIII

Course Name: Advanced Neuropsychology

Course Code: MPC204B

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks:

33

Course Objectives:

- Types and functions of muscular and glandular systems.
- Biological bases of motivation and emotion.
- Basics of behavioural genetics.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Muscular and Glandular system: Types and functions. Pituitary, Pineal, Thyroid, Thymus, Adrenal Glands, Pancreas and Gonads.	10	Interactive Lectures
2	Biological basis of Motivation: Hunger, Thirst, and Sex. Eating Disorders: Anorexia nervosa, Bulimia nervosa, Binge Eating Disorder.	10	Interactive Lectures
3	Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Memory: Anatomy of Human Memory, Retrograde Amnesia and Consolidation	10	Interactive Lectures





	Hypothesis, Neurophysiological Basis of Memory. Sleep. Sleep Disorders: REM Sleep Disorder, Insomnia, Hypersomnia and Parasomnias		
4	Genetics and behavior: Chromosomal anomalies; Sex-linked and Sex-limited Genes; Nature- Nurture controversy [Twin studies and adoption studies].	10	Interactive Lectures

Course Outcomes:

5. CO1: Learnt the types and functions of muscular and glandular systems.
6. CO2: Biological bases of motivation and emotion, and basics of behavioural genetics.
7. CO3: Developed the ability to understand the applications of neuropsychology.

Mapping:

Course Outcomes (Number)	1	2	3
Mapping of Course Content with Course Outcomes	Unit I	Unit II, III, IV	Unit I-IV

Recommended Books:

- Abad-Santos, F., A. Carcas, P. Guerra... (2023). Evaluation of sex differences in the pharmacokinetics of ranitidine in humans. Journal of Clinical Pharmacology 36:748-751.
- Abaitua Borda, I., R.M. Philen, M. Posada de la Paz... (2022). Toxic oil syndrome mortality: the first 13 years. International Journal of Epidemiology 27:1057-1063.

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- Abdel-Malek, V. (2021). Regulation of human pigmentation by ultraviolet light and by endocrine, paracrine, and autocrine hormones. In: *The Pigmentary System: Physiology and Pathophysiology*.
- Achermann, J.C., M. Ito, P.C. Hindmarsh, and J.L. Jameson. 1999. A mutation in the gene encoding steroidogenic factor-1 causes XY sex reversal and adrenal failure in humans. *Nature Genetics* 22:125-126.
- Affleck, G., H. Tennen, F.J. Keefe.... 1999. Everyday life with osteoarthritis or rheumatoid arthritis: independent effects of disease and gender on daily pain, mood, and coping. *Pain* 83:601-609.
- Ahmed, S.A., and N. Talal. 1999. Effects of sex hormones on immune responses and autoimmune diseases: an update, pp.333-338. In: *The Decade of Autoimmunity*.
- Ahwal, W.N., P.J. Mills, D.A. Kalshan, and R.A. Nelesen. 1997. Effects of race and sex on blood pressure and hemodynamic stress response as a function of menstrual cycle. *Blood Pressure Monitoring* 2:161-167.
- Albarracin-Veizaga, H., M.E. Carvalho, and E.M. Nascimento. 1999. Chagas disease in an area of recent occupation in Cochabamba, Bolivia. *Revista de Saude Publica* 33:230-236.
- Alkayed, N.J., I. Harukuni, A.S. Kimes, E.D. London, R.J. Traystman, and P.D. Hurn. 1998. Gender-linked brain injury in experimental stroke. *Stroke* 29:159-165.
- Alkayed, N.J., S.J. Murphy, R.J. Traystman, P.D. Hurn, and V.M. Miller. 2000. Neuroprotective effects of female gonadal steroids in reproductively senescent female rats. *Stroke* 31:161-168.
- Aloisi, A.A. 2000. Sensory effects of gonadal hormones, pp.7-24. In: *Sex, Gender, and Pain*. R.B. Fillingim, ed. Seattle: IASP Press.
- American Journal of Medicine. 1993. Consensus Development Conference: diagnosis, prophylaxis, and treatment of osteoporosis. *American Journal of Medicine* 94:646-650.
- Amir, R.E., I.B. Van den Veyver, M. Wan... 1999. Rett syndrome is caused by mutations in X-linked MECP2, encoding methyl-CpG-binding protein 2. *Nature Genetics* 23:185-188.



Programme Name: Four Year Undergraduate Programme

Level: UG

Semester: VIII

Course Name: Lab. work

Course Code: MPC205

Course Type: Practical

Credits: 04

Total Marks: 25+75=100

Min. Marks:

33

Course Objectives:

- Students will conduct total four experiments/testing based on four core papers being taught in the semester.
- They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.

Course Outcomes:

- **CO1:** By conducting practical on quantitative research methods students have developed the scientific understanding of the discipline. A foundation has been laid for developing experimental and correlation research design and conducting studies based on them.