



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

SVISSHA

B.A. Hons – Psychology

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY		PRACTICAL		
							END SEM University	Two Term Exam	Teachers Assesse	END SEM University	Teachers Assesse
BAHNPSY 301	Compulsory	Educational Psychology	4	1	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able to:

- Describe key concepts, principles, and theories of educational psychology.
- Describe applications of educational psychology.

Course Outcomes (Cos): Students will be able to:

- Understand the role and application of psychology in education.
- Understanding learner diversity.
- Managing classroom behavior.

BAHNPSY301

Educational Psychology

Unit I

Educational Psychology: Nature, Scope and importance Definition & Scope, importance and methods of educational psychology; Growth and development: nature and principles of growth and development.

Unit II

Motivation: kinds of motivation: extrinsic and intrinsic, achievement motivation. Memory and forgetting Types and methods of memorization – factors influencing retention. Concept of forgetting , Curves of forgetting, theories of forgetting.

Unit III



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Learning process: learning and maturation, the process of learning, learning curves; Theories and laws of learning and their educational implications: trial and error learning, learning by conditioning, learning by insight learning; Transfer of Learning Forms of transfer – theories of transfer of learning – factors influences transfer of learning.

Unit IV

Thinking, problem solving and creativity Nature, tools and kinds of thinking – training in thinking. Definition of problem solving – steps in problem solving. Nature and characteristic of creativity – steps in the process of creative thinking - development of creativity in children.

Unit V

Mentally challenged Children, Physically challenged, Learning disabled and Gifted Children: Definition characteristics, types, preventive and remedial measures. Socially disadvantaged children: prevention and remedial measures.

Recommended Readings:

- S.K. Mangal (1982). **Educational psychology**. Prakash Brothers Educational publications, Ludhiana.
- H.R. Bhatia (1977) **A text book of educational psychology**. Macmillan India Ltd.
- S.N. Rao. (1990) **Educational psychology**. Wiley eastern limited.



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BAHNPSY 302	Compulsory	HEALTH AND WELL-BEING	4	1	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- Introduce the field of health psychology.
- To develop an understanding of health and how to maintain health and wellbeing.
- Research are applied to enhance health and well-being and to prevent and illness.

Course Outcomes (COs): The student should be able to

- Understand and describe the models and theories that are used to explain health risk and Health-enhancing behaviors.
- Understand the importance of pain, and the impact of stress on health and well being, Identify and analyze the chronic illness and its management.
- Gain an awareness on health compromising and health enhancing behaviors.

**BAHNPSY302
HEALTH AND WELL-BEING**

UNIT I

Introduction to Health Psychology: **Defining health and wellbeing Mental health and wellbeing**, *The relationship between mental and physical health*, components of health and dimension of wellness, mind and body relationship, goals of health psychology, and need of health psychologists ; Biopsychosocial model.

UNIT II

Well-Being: components of well-being: life satisfaction, Evaluating the standard of wellbeing at work, the cost of ill health and poor wellbeing to organizations, Promoting health and wellbeing at work.



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UNIT III

Stress, illness and pain: causes, consequences and coping with stress, pain and illness. Stress management: Basic techniques of stress management - identifying the stressors, self monitoring, recognizing negative self talk, handling negative emotions, relaxation, meditation and Spiritual methods: avoiding negative thinking, fear, use of will, faith and prayer, establishing peace

UNIT IV

Health enhancing behaviors: Implications for well-being: psychological factors: resilience, hope, optimism; exercise, safety, nutrition. Health compromising behavior: alcoholism, smoking, indiscipline and rash driving, indiscriminate use of mobile phone

UNIT V

Health behaviour and Primary prevention. health behaviour Barriers to effective health promotion. Factors influencing the practice of health behaviour.; Changing health behaviours through social engineering.

Recommended Readings:

- D. Matteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
- Snyder, C.R., & Lopez,S.J.(2007).Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill.



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							THEORY		PRACTICAL		
							END SEM University	Two Term Exam	Teachers Assesme	END SEM University	Teachers Assesme
BA303	Compulsory	Human Developmental Psychology	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able

- Developmental psychology is the scientific study of changes that occur in human beings over the course of their lives. This field examines change and development across a broad range of topics, such as motor skills and other psycho-physiological processes; cognitive development involving areas like problem solving, moral and conceptual understanding; language acquisition; social, personality, and emotional development.
- To impart the students with studies of human growth and cognitive, social, moral and emotional development across the lifespan from conception to death.
- To understand the key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan. Research methods in developmental psychology are addressed explicitly.
- It is important to study for any well-educated person to understand to some degree how we as human beings develop through the life span. Human Growth and Development addresses the physical, cognitive, and psychological changes we encounter as we pass through life, from pre-natal development to death.

Course Outcomes (COs): The student should be able:

- Understand physical, cognitive, social and emotional development across the lifespan. Articulate various developmental terms and concepts.
- Distinguish between major theoretical perspectives in developmental psychology.
- Contrast the various theoretical perspectives according to how they view major controversies and issues in developmental psychology. Evaluate the advantages and disadvantages of the various techniques used to study human development.
- Evaluate the advantages and disadvantages of the various techniques used to study human development.
- Apply developmental concepts and theories to everyday relationships and situations.



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BA303

Human Developmental Psychology

Unit I

Introduction to Human Developmental Psychology: Concept, Determinants and Perspectives - Biological, environmental and their interaction; Approaches: Longitudinal, Cross Sectional, Case study and Observational method.

Unit II

Prenatal Development of Developmental stages: Theories of Erickson and Adler; Conception and Birth: Sex determination, Genetic transmission, Type of Birth; Infancy and childhood: Characteristics; developmental tasks; adjustment problems;

Unit III

Puberty and Adolescence: Characteristics; Bodily changes and their effects; adjustment problems; Young Adulthood: Characteristics; Marital and Vocational adjustments in early adulthood, Problems and solution; Middle-age: Characteristics; Adjustment to physical, mental changes; Developmental tasks of adulthood; Old-age: Characteristics; changes in physical, motor and personality factors; Adjustment to retirement and other social problems.

Unit IV

Cognitive and Language Development: Nature and Approaches: Piaget, Vygotsky and Information Processing. Perceptual Development and Concept Formation: Perceptual Development: Visual, Auditory and Tactual; Concept Formation: Acquisition of Concepts of Time and Space. Language Development: Stages and Determinants.

Unit V

Emotional, Social and Moral Development: Primary Emotions: Development from Infancy to Adulthood; Concepts of Emotional and Spiritual Intelligence. Social Development: Stages; Factors affecting Social Development; Concept of Social Intelligence. Moral Development: Kohlberg's Theory, Social Learning Theories.

List of Practicals:

- Adjustment Inventory
- Multi Dimensional Aptitude Battery
- Well Being Scale
- Culture Fair Intelligence test
- Children's Pictorial Measure of Social Cognition Ability



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Recommended Readings:

- Boston: Allyn and Bacon. REVISED SYLLABUS OF PSYCHOLOGY Hurlock, C. (1981), **Developmental Psychology**, McGraw Hill.
- Hurlock, E.B. (1980): **Developmental Psychology: A lifespan approach**. New Delhi; Tata McGraw Hill.
- Mussen et al (1974): **Child Development and Personality**. NY; Harper & Row.
- Nelson, N.W. (1975): **Developmental Psychology**. NY: Holt, Rinehart & Winston. Ciccarelli, S. K & Meyer, G.E (2008). **Psychology** (South Asian Edition). New Delhi: Pearsn
- Shaffer, D.R. (1985). **Developmental Psychology. Fourth Ed.** Brooks and Cole Publications.
- Shamrock, J.W. (1999). **Lives span Development**. New York: McGraw Hill.



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