



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
SVISSHA
B.A. Hons – Psychology

| COURSE CODE | CATEGORY | COURSE NAME | L | T | P | CREDITS | TEACHING & EVALUATION SCHEME | | | | |
|--------------------|-------------------|----------------------|----------|----------|----------|----------|------------------------------|---------------|----------------------|--------------------|----------------------|
| | | | | | | | THEORY | | | PRACTICAL | |
| | | | | | | | ENDESEM University | Two Term Exam | Teachers Assessment* | ENDESEM University | Teachers Assessment* |
| BAHNPSY 101 | Compulsory | Biopsychology | 5 | 0 | 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:

- Study the structure and function of the nervous system,
- Learn the developmental concepts and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity.
- State the relationship between brain and behavior.

Course Outcomes (COs):

The student should be able to:

- Describe how the general principles and tools of biopsychology are applied.
- Identify the major anatomical structures of the nervous system by their function and their relative position.
- Break down the structure of neurons and describe their function.
- Classify the actions of neurotransmitters and receptor types and predict their effect on behavior.
- Use anatomical structures and transmitter actions to describe different glands.



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BAHNPSY101
Biopsychology

Unit I

Introduction: Biopsychology: Definition and Nature; Relation with other branches: Psychopharmacology, Neuropsychology, Psychophysiology and Comparative psychology; Methods of study: Ablation, Recording, Electrical and chemical stimulation: EEG, MRI CA.

Unit II

Nervous system: Structure and functions of nerve cells and glial cells.

Nerve impulse and synaptic transmission; Sensory systems: The visual system, the auditory system and the somatosensory system.

Unit III

Central nervous system: The spinal cord, the hind brain, the midbrain and the forebrain; Types of lobes. Neurotransmitters: Meaning and importance of neurotransmitters actions.

Unit IV

Peripheral nervous system: Cranial nerves, spinal nerves, the autonomic nervous system; Mechanisms of heredity – Chromosomes and genes; Influence of heredity and environment on behavior.

Unit V

Hormonal basis of behavior - Endocrine System: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal gland.

Recommended Readings:

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) **Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience**, 5th Edition.
- Chauhan, R. R. (2001). **Asamanya Manovigyan. Kurukshetra:** Azad Publications
- Dixit, Nirupama (2010). **Adhunik Asamanya Manovigyan.** Agra: Aggrawal Pub.
- Levinthal, C.F. (1983). **Introduction to Physiological Psychology.** New Delhi: PHI.
- Mangal, S. K. (2008). **Abnormal Psychology.** New Delhi: Sterling.
- Pinel, J. P. J. (2011) **Biopsychology, 8th Edition.** Pearson Education, New Delhi.
- Rozenweig, M. H. (1989). **Physiological Psychology.** New York:
- Singh, R. N. (2010). **Mool manoviganik prakriyaen.** Agra: Aggarwal Publication
- Singh, R. N. (2010). **Adhunik Samanya Manovigyan.** Agra: Aggrawal Publication.
- Srivastava, A. (2010). **Manovikriti vigyan.** Agra: Aggrawal Pub. Zinta



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| | | | | | | | THEORY | | | PRACTICAL | |
| | | | | | | | ENDESEM University | Two Term Exam | Teachers Assessment* | ENDESEM University | Teachers Assessment* |
| BAHNPSY 102 | Compulsory | Child Learning Process | 5 | 0 | 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 how child and developmental psychology emerged as a field.
- Demonstrate the understanding of different milestones with regard to child and adolescent development.
- Relate child psychology topics to aspects of everyday life.
- Provide students with the foundation necessary to begin developing their own ideas into viable research projects if they choose to further pursue developmental research.

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

- Understanding the origins and purpose of child psychology.
- Describe the major theories of child development.
- Describe how psychologists study child development.
- Discuss the characteristics associated with inheritable abnormalities.
- Describe how studies of adopted children are used to explore the relative influences of nature and nurture.
- Describe the process of genetic transmission, how traits are passed from parents to children.
- Explain the techniques for prenatal testing for various genetic disorders.



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BAHNPSY102
Child Learning Processes

Unit –I

Child Psychology: Meaning and Nature of Child Psychology, Determinants of development, factors affecting child development with respect to gender difference.

Growth and Development of Child Concept of Growth and Development: Stages of Development.

Unit-II

Stages of Development: Prenatal Development - Pregnancy – Signs and Symptoms - Prenatal development Factors influencing prenatal development – Diet during Pregnancy - Preparation for parenthood; Needs and care in post-natal and childhood period.

Unit-III

Developmental Characteristics (0-18 Years): Children in the Pre-school years.

Physical Development; Mental/Cognitive Development, Emotional Development, Social and Moral Development; Role of Teachers and Parents.

Unit-IV

Concept of Learning: Nature of Learning Types of Learning, Theories of Learning, Theory of Trial and Error Learning, Theory of Conditioning (Classical and Operant), Implication of learning theories.

Unit-V

Children with Special Needs: Definition, Classifications and Educational Approaches of Mentally Challenged, Learning Disabilities, Visually Impaired Hearing Impaired and Physically Handicapped - Giftedness. Government schemes for children in India (ICDS, role of NGO's, educational institutions).

Recommended Readings:

- Hurlock, E.B. (1980): **Developmental Psychology: A lifespan approach**. New Delhi; Tata McGrawHill.
- Harwood, R. Miller, S. A., R. (2008). **Child Psychology: Development in a Changing Society**. John Wiley & Sons Inc.
- Santrock, J.W. (2011). **A topical Approach to life-Span Development**. New Delhi: Tata McGraw-Hill Edition.
- Shenk, D. (2010). **The Genius in All of Us**. New York: Doubleday/Random House.



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| BA 103 | Compulsory | Foundations of 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

- To study the basic psychological processes and their applications in everydaylife.
- To impart the students with the advanced developmental, social, and experimental psychology.
- To analyze the behavior of individuals and mental health management.
- To study the recent theoretical advancements and promote practical applications of the same.

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

- To impart the students with the advanced developmental, social, and experimental psychology.
- To understand and analyses the behavior of individuals and mental health management.
- To study the recent theoretical advancements and promote practical applications of the same.



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BA103
Foundations of
Psychology

Unit I

Introduction: Psychology: as a science, perspectives, origin and development of psychology, Research Methods in Psychology: Experimental, Case study and Observation and Interview; Fields of psychology; Psychology in modern India

Unit II

Cognitive processes: Perception: nature of perception Determinants of perception, laws of perceptual organization and Figure-ground approach, Depth Perception, Memory-meaning and types of memory, information processing model, Factors influencing memory and techniques for improving memory.

Unit III

Motivation and Emotion: Motives: Biogenic and Sociogenic motives, Theories of motivation: Maslow theory and Need achievement theory. Emotions: nature of emotions, key emotions and theories of emotions- James –Lang & Cannon-Bard.

Unit IV

Personality and Intelligence: Personality: Definition, Nature and Determinants, theory of personality: Freud, Intelligence: Meaning and factors, Guilford, Spearman's two-factor theory and multiple factor theory of intelligence.

Unit V

Learning and Attention: Learning: Definition and factors effecting learning, and Theories of learning: Thorndike, Pavlov, Kohler & Kafka, and Bandura, Attention: Meaning and types of attention, Factors influencing attention.

List of Practical:

- Memory
- Depth perception
- Maze learning
- Koh's block design test
- Span of attention

Recommended Readings:

- Baron, R.A & Misra, G. (2014). **Psychology** (Indian Subcontinent Edition). Pearson Education Ltd.
- Chadha, N.K. & Seth, S. (2014). **The Psychological Realm: An Introduction**. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K & Meyer, G.E (2008). **Psychology** (South Asian Edition). New Delhi: Pearsn
- Feldman.S.R.(2009). **Essentials of understanding psychology** (7th Ed.)New



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Delhi: Tata Mc Graw Hill.

- Glassman, W.E. (2000). **Approaches to Psychology** (3rd Ed.)Buckingham: Open UniversityPress.



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| BAHN104 | Compulsory | Comprehensive Viva Voce | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 100 | 0 |

BAHN104 Comprehensive Viva Voce

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate programmed. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

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

- Provide an opportunity for students to apply theoretical concepts in real life situations
- Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks
- Acquire speaking skills and capabilities to demonstrate the subject knowledge.

Course Outcomes (Cos): The students should be able to:

- Exhibit the strength and grip on the fundamentals of the subjects studied during the semester
- Comprehend for all the courses studied in the entire programme



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| BAHN105 | Compulsory | Field Study/Book Review/Case Study | 0 | 0 | 10 | 5 | 60 | 20 | 20 | 0 | 100 |

BAHN105
Field Study/Book Review/Case Study

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

- Provide an opportunity for students to apply theoretical concepts in real lifesituations.
- Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
- Expose the students on various field studyconcepts.

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

- Acquire research skills and capabilities to take up the projectwork.

The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one. There will be continuous evaluation of the student on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.