



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 Exam	Two Term Exam	Teachers Assessment*	ENDSEM University	Teachers Assessment*
BAHNPSY301	Compulsory	Educational 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:

- 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.



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BAHNPSY301

Educational Psychology

Unit I

Educational Psychology: Definition, Nature, Scope and Methods of educational psychology. Recent policies of educational system (Primary, Secondary & Higher).

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

Learning process: Concepts and Types of Learning; Theories and laws of learning and their educational implications.

Transfer of Learning- Factors and Theories.

Unit VI

Thinking, Problem Solving and Creativity: Nature, Tools and kinds of thinking.

Definition and Steps of problem solving.

Nature and characteristic of creativity Process.

Unit V

Differently Abled Children: Meaning, Types and Psychological Assessment of Physically challenged, Learning disabled and Gifted Children.

List of Practical:

- Memory (LTM &STM)
- Problem solving(creativity)
- Learning Disability Battery
- WorkMotivation
- Teacher's EffectivenessScale
- Teacher's Commitmentscale
- Adult Education AchievementTest
- E LearningOrientation

Recommended Readings:

- S.K. Mangal (1982). **Educational psychology**. Prakash Brothers Educationalpublications, Ludhiana.
- H.R. Bhatia (1977) **A text book of educational psychology**. Macmillan IndiaLtd.



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- S.N. Rao. (1990) **Educational psychology**. Wiley easternlimited.
- Bolton, N. (1990) '**Educational Psychology and the Politics and Practice of Education**', in N. Jones and N. Frederickson (eds) Refocusing Educational Psychology. Lewes: Falmer Press.



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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*
BAHNPSY302	Compulsory	HEALTH AND WELL-BEING	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 student will be able to:

- Introduce the field of healthpsychology.
- To develop an understanding of health and how to maintain health andwellbeing.
- Research are applied to enhance health and well-being and to preventand illness.

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

- Understandanddescribethemodelsandtheories thatareusedtoexplain healthriskandHealth-enhancingbehaviors.
- Understand the importance of pain, and the impact of stress on health and well-being, Identify and analyze the chronic illness and itsmanagement.
- Gain awareness on health compromising and health enhancingbehaviors.



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BAHNPSY302 HEALTH AND WELL-BEING

UNIT I

Introduction to Health and Well Being: Definition, Scope and the relationship between Mental and Physical health.

Components of health and Dimension of wellness.

Mind and Body relationship; Biopsychosocial model.

UNIT II

Health and Well-Being: Promoting health and wellbeing at work.

Quality of Life and its measuring tools and indicators.

How to obtain well Being, National Health Programme- an overview.

UNIT III

Stress, Illness and Pain: Pain and Illness, Stress and its Management. (Identifying the stressors, self-monitoring, recognizing negative self-talk, handling negative emotions, relaxation, meditation and Spiritual methods).

UNIT IV

Health Enhancing Behaviors: Psychological Factors: Resilience, Hope, Optimism, Exercise, Safety, Nutrition. Health compromising behavior: Substance Abuse and its Management.

UNIT V

Health behavior and Primary prevention: Health behavior, Barriers to effective health promotion. Factors influencing the practice of health behavior; Changing health behavior 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	
							ENDESEM University	Two Term Exam	Teachers Assessment*	ENDESEM University	Teachers Assessment*
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 to:

- 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.



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- 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

Theories of Developmental stages: Theories of Freud, Erickson and Adler.

Unit III

Language Development: Concept Formation and Perceptual Development: Visual, Auditory and Tactual.

Language Development: Stages and Determinants.

Unit IV

Cognitive Development: Nature and Approaches: Piaget, Vygotsky and Information Processing Model.

Unit V

Emotional, Social and Moral Development: Concepts, factors and stages of Emotional, Social (Bandura) and Moral Development (Kohlberg's Theory).

List of Practical:

- Multi-Dimensional Aptitude Battery
- Well Being Scale
- Koh's Block Design Intelligence test
- Children's Pictorial Measure of Social Cognition Ability.
- Adjustment Inventory



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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 McGrawHill.
- 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: Pearson
- Shaffer, D.R. (1985). **Developmental Psychology. Fourth Ed**. Brooks and Cole Publications.
- Shamrock, J.W. (1999). **Lives span Development**. New York: McGrawHill.



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BAHN304	Compulsory	Comprehensive Viva Voce	0	0	0	4	0	0	0	100	0

BAHN304 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 programme. In doing so, the main objective of this course is to prepare the student 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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							ENDSEM University	Two Term Exam	Teachers Assessment*	ENDSEM University	Teachers Assessment*
BAHN305	Compulsory	Field Study/Book Review/Case Study	0	0	10	5	60	20	20	0	100

BAHN305

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 life situations.
- Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
- Expose the students on various field study concepts.

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

- Acquire research skills and capabilities to take up the project work.

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.