



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

SUBJECT CODE	CATEGORY	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY 101	Compulsory	Biopsychology	60	20	20	0	0	5	0	0	5

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

- Understand the structure and function of the nervous system,
- To development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity.
- Understand the relationship between brain and behavior.

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

- 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 effects on behavior.
- Use anatomical structures and transmitter actions to describe different glands

BAHNPSY101
Biopsychology

Unit I

Introduction: Definition and Nature; Relation with other branches: Biopsychology; Psychopharmacology, Neuropsychology, Psychophysiology and Comparative psychology; Methods of study: Ablation, Recording, Electrical and chemical stimulation, Stereotaxic, surgery, Anatomical methods, Neuroimager.

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.

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

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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BAHNPSY 102	Compulsory	Child Learning Processes	60	20	20	0	0	4	1	0	5

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:

- Be able to describe how child and developmental psychology emerged as a field.
- Understand how various aspects of child psychology are studied.
- Demonstrate the understanding of different milestones with regard to child and adolescent development.
- Be able to 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.
- Be able to 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

BAHNPSY102
Child Learning Processes

Unit –I

Child Psychology: Meaning of Child Psychology, Nature of Child Psychology, Dr. Montessori's Work on Child Psychology, Originality of Montessori's Psychology.

Unit-II

Growth and Development of Child: Concept of Growth and Development: Stages of Development, Determinants of Development: Heredity and Environment, Dr. Montessori's View on Child Development, Theory of the Montessori Method: Unique position of Man at Birth and the Laws of Natural Development.

Unit-III

Developmental Characteristics of Children in the Pre-School Years: Physical Development, Mental/Cognitive Development, Emotional Development, Social Development; Role of Teachers and Parents.

Unit-IV

Learning Process: Concept of Learning :2 Nature of Learning , Types of Learning, Theories of Learning , Theory of Trial and Error Learning , Theory of Conditioning (Classical and Operant), Montessori's Theory of Learning.

Unit-V

Child and Safety Measures: Concept, Accidents, Prevention, First Aid, Role of Mother and Teacher, Programmers' 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 McGraw Hill.
- 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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BA103	Compulsory	Foundations of Psychology	60	20	20	30	20	4	0	2	5

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

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. 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, 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 and 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 Delhi: Tata Mc Graw Hill.
- Glassman,W.E.(2000).**Approaches to Psychology**(3rd Ed.) Buckingham: Open University Press.