



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors Psychology**  
**Semester III (Batch 2021-2024)**

COURSE CODE	CATEG ORY	COURSE 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*					
<b>BAHNPSY 301</b>	<b>CC</b>	<b>Introduction to Educational Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO1: To know the concept and methods of educational psychology.
- CEO2: To aware with the process of learning.
- CEO3: To familiar with the concept of motivation, forgetting and memorization process.
- CEO4: To acknowledge with effective teaching methods and process of classroom management.
- CEO5: To provide knowledge about differently abled children.

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

- CO1: Understand the role and application of psychology in education.
- CO2: Apply the theories of learning in educational setting.
- CO3: Identify the role of motivation and memorization in academic achievement.
- CO4: Demonstrate effective teaching methods through advanced technologies and managing classroom behavior also.
- CO5: Understand the nature of differently abled children and responsibilities of educational psychologist toward them.

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**BAHNPSY301**  
**Introduction**  
**to**  
**Educational Psychology**

### Contents

#### Unit I

**Educational Psychology:** Definition, Scope and Methods of Educational Psychology. Role of educational psychology in learning. Recent policies of educational system in India (NEP 2020).

#### Unit II

**Learning process and Education:** Meaning and process of Learning, Major Theories of learning and their Educational Implications. Transfer of Learning.

#### Unit III

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

#### Unit IV

**Effective Teaching and Classroom Management:** Characteristics of Effective Teachers, Teaching Methods & Issues related to Technological Advances (online/offline), Classroom Management.

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**Unit V**

**Differently Abled Children:** Meaning and Symptoms of Intellectual Impaired, Learning Disabled and Gifted Children. Responsibilities of Teachers towards learners with Special Needs.

**List of Practical: (Any Five)**

- Problem solving(creativity)
- Learning Disability Battery
- Work Motivation
- Teacher's Effectiveness Scale
- Adult Education Achievement Test
- E Learning Orientation

**Recommended Readings:**

- S.K. Mangal (2007). **Educational psychology**. Prakash Brothers Educational publications, Ludhiana.
- H.R. Bhatia (1977) **A textbook of educational psychology**. Macmillan India Ltd.
- S.N. Rao. (1990) **Educational psychology**. Wiley eastern limited.
- 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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<b>BA303</b>	<b>CC</b>	<b>Human Developmental Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

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**Course Educational Objectives (CEOs):**

CEO 1: Introduction to various approaches and research methods to the study of human development.

CEO 2: Understanding human growth with respect to cognitive, social, emotional, and psychological development.

CEO 3: Understanding the Indian thoughts on the concept of human development.

CEO 4: Understanding human development across the lifespan from conception to early childhood.

CEO 5: Conceptualizing human development across the lifespan from adolescence to death and dying.

**Course Outcomes (COs):** The student will be able to:

CO 1: Distinguish between major theoretical perspectives in developmental psychology.

CO 2: Evaluate various human developmental theories. Apply developmental concepts and theories to everyday relationships and situations.

CO 3: Articulating Indian theories of human development.

CO 4: Determining the various stages of development from conception to early childhood.

CO 5: Analyzing developmental stages from adolescence to death.

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**BA303**  
**Human**  
**Developmental Psychology**

**Contents**

**Unit I**

**Introduction to Human Developmental Psychology:** The need to study human development. Perspectives- Biological, environmental and their interaction. Approaches – Longitudinal and Cross – Sectional.  
 Methods– Observation, Interview and Case study.

**Unit II**

**Theories of Human Development:**  
 Psychoanalytic theory of Freud, Socio-emotional theory of Erickson, Cultural theory of Vygotsky and Cognitive Development theory of Piaget.

**Unit III**

**Theories of Human Development:**  
 Bowlby’s Theory of attachment, Kohlberg’s Theory of Moral Development, and Human Development theory in the Indian Context.

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#### Unit IV

**Stages of development I:** Conception, Prenatal development, Infancy, Early childhood - Issues and Challenges.

#### Unit V

**Stages of development II:** Adolescence, Youth, and adulthood, death and dying- Issues and Challenges.

#### List of Practical: (Any Five)

- Family Environment Scale
- Dimensions of Temperament Scale
- Social skills problem checklist
- Koh's Block Design Intelligence test
- Adjustment Inventory

#### Recommended Readings:

- Bornstein, M.H. (2012). **Cultural approaches to parenting. Parenting: Science and Practice**, 12, 212-221
- Dixon, W. E. (2003). **Twenty studies that revolutionized child psychology**. Upper Saddle River, NJ: Prentice Hall.
- Lerner, R. M. (Series Ed.) (2015). **Handbook of child psychology and developmental science**. Volumes I, II, III and IV. Hoboken, New Jersey: Wiley.
- Bornstein, M.H. & Lamb, M.E. (2018). **Developmental Science: An advanced textbook** (6th Ed.), New York: Psychological Press.

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<b>BAHNP SY302-E1</b>	<b>DSE</b>	<b>HEALTH AND WELL-BEING</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

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**Course Educational Objectives (CEOs):**

- CEO1: To know the basic concept of health in psychology.
- CEO2: To provide knowledge about various techniques to improve the well-being at workplace.
- CEO3: To aware with the source of stressor and its management techniques.
- CEO4: To familiarize with the positive emotions of humans and its techniques to enhance healthy behavior.
- CEO5: To learn about the levels of prevention and health changing behavior via social engineering.

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

- CO1: Understanding the spectrum of health in psychology for better health management.
- CO2: Understand the nature of well-being and various health program running by Govt. of India.
- CO3: Identifying stressors in one's life and how to manage them.
- CO4: Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.
- CO5: Apply the techniques of preventions and social policy to improve the health behavior.

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<b>BAHNPSY 302-E1</b>	<b>DSE</b>	<b>HEAH AND WELL-BEING</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

**BAHNPSY302-E1**  
**HEALTH AND WELL-BEING**

**Contents**

**UNIT I**

**Introduction to Health in Psychology:** Definition, Scope and Components of Health. Meaning and Relationship Between Mental and Physical Health. Mind and Body Relationship; Biopsychosocial Model.

**UNITII**

**Health and Well-Being:** Meaning of Well-Being, Difference Between Health and Well-Being, Promoting Wellbeing at Workplace. An Overview on Ayushman Bharat Yojana and National Health Program.

**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.

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<b>BAHNPS Y302-E1</b>	<b>DSE</b>	<b>HEALTH AND WELL-BEING</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

**UNIT V**

**Health Behavior and Primary Prevention:** Health Behavior, Barriers to Effective Health Promotion. Factors influencing the Practice of Health Behavior; Changing Health Behaviors 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 McGrawHill

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<b>BAHNPS Y302-E2</b>	<b>DSE</b>	<b>Psychology at Work</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO1: To understand the theories of work psychology with respect to individual differences.
- CEO2: To gain knowledge of methods of personnel selection.
- CEO3: To understand attitude and behavior of people at work.
- CEO4: To explain decision making in team and group and workplace stress.
- CEO5: To understand organizational culture change, leadership, and career management.

**Course Outcome (Cos):** Students will be able to:

- CO1: Practice and research concepts of work psychology.
- CO2: Analyzing jobs, selection effectiveness in personnel selection.
- CO3: Assessing motivation behind attitude and behavior of people at work.
- CO4: To outline the workplace stressors, decision making in groups and team.
- CO5: Evaluate organizational culture change, leadership, and career management.

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<b>BAHNPSY 302-E2</b>	<b>DSE</b>	<b>Psychology at Work</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

**BAHNPSY302- E2**  
**Psychology at Work**

**Contents**

**Unit I**

Introduction to work psychology, Theories and practice in work psychology, Individual differences.

**Unit-II**

Personnel selection: analyzing jobs, competencies, and selection effectiveness; Assessment methods.

**Unit III**

Assessing people at work, attitudes at work, work behavior and work motivation.

**Unit IV**

Decisions, groups, and teams at work; Stress in the workplace

**Unit V**

Leadership, career management, and understanding organizational change and culture

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<b>BAHNPSY 302-E2</b>	<b>DSE</b>	<b>Psychology at Work</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

**Recommended Readings:**

- Collins, S. (2009). **Managing conflict and workplace relationship**, 2nd edition, USA
- Edelman, R. (2000). **Interpersonal conflict at work**, New Delhi Boland, M (2005) Sexual harassment in the Workplace, 1st Edition, USA
- Carroll, M. (2002). **Workplace Counselling** Sage Publications, New Delhi Gladding, S.L. (2010) **Psychology A Comprehensive Professions**. Pearson Publications, New Delhi.
- Rathus, S and Navid, J (2012). **Psychology and the Challenges of Life – Adjustment in the New Millennium**, John Wiley and Sons, USA
- Pareek, U. (2010). **Understanding organizational behavior**. Oxford: Oxford University Press.

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<b>BAHNPS Y302-E3</b>	<b>DSE</b>	<b>Rehabilitation Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Course Educational Objectives (CEOs):**

- CEO1: To Recognize psychological problems, needs and setting goals a relevant to rehabilitation of persons with disabilities.
- CEO2: To understand about implementation of various intervention strategies.
- CEO3: To know about various disabilities and their diagnosis.
- CEO4: To provide the knowledge of different types of injuries and their rehabilitation.
- CEO5: To develop problem solving skills and know intervention strategies at individual, group and community level.

**Course Outcomes (COs):** Student will be able to:

- CO1: Recognize the network of psychological, social, biological and environmental factors that affect the functioning and impeding the rehabilitation process
- CO2: Diagnose mental health issues/problems in person with disability.
- CO3: Recommend and or carryout appropriate psychological and behavioral interventions and counseling of persons with disability.
- CO4: Work with community to promote health and enhance quality-of-life and Psychological Well-being.
- CO5: Apply knowledge and problem-solving skills in a wide variety of settings (e.g. agencies working with specific disabilities, multiple disabilities, long-term care facilities).

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**Semester III (Batch 2021-2024)**

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAHNP SY302-E3</b>	<b>DSE</b>	<b>Rehabilitation Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**BAHNPSY302-E3**  
**Rehabilitation Psychology**

**Contents**

**Unit I**

Rehabilitation Psychology: Definition, Nature, Types, in Rehabilitation Psychology. Ethical issues in Rehabilitation Psychology.

**Unit II**

Concept and Definition of Disability, Types, Causes and Prevention of various disabilities; Mental Retardation, Learning disabilities, Visual, Hearing and Speech disabilities, Cerebral Palsy.

**Unit III**

Psychiatric Rehabilitation: Meaning, Definitions, Steps, Approaches, and Methods of Psychiatric Rehabilitation, Interventions in Psychiatric Rehabilitation.

**Unit IV**

Neurocognitive Rehabilitation of Person with Deficits of Memory, Rehabilitation in Traumatic Brain Injury and Stroke.

**Unit V**

Neurorehabilitation in Dementia and Alzheimer's disease, Psychosocial and Cognitive Rehabilitation in Elderly. Government Schemes and Policies Legislations: Mental Health Act PD Act RCI Act National Trust Act (Practical Application).

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			THEORY			PRACTICAL			L	T	P	CREDITS
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<b>BAHNPS Y302-E3</b>	<b>DSE</b>	<b>Rehabilitation Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	

**Recommended Readings:**

- Goldstein, L.H., & McNeil, J.E. (2004). **Clinical Neuropsychology**. John Wiley & Sons Ltd.: Chichester, West Sussex, England.
- Noggle, C.A., Dean, R.S., & Barisa, M.T. (Eds.) (2013). **Neuropsychological Rehabilitation**. New York: Springer Publishing Co.
- Pratt, C.W., Gill, K.J., Barrett, N.M., & Roberts, M.M. (2007). **Psychiatric Rehabilitation**. (2<sup>nd</sup> ed.). New York: Academic Press.
- Stuss, D.T., Winocur, G., & Robertson, I.H. (2010). **Cognitive Neurorehabilitation: Evidence and Application** (2<sup>nd</sup> Ed.). Cambridge: Cambridge University Press.
- Wilson, B.A., Gracey, F., Evas, J.J., & Bateman, A. (2009). **Neuropsychological rehabilitation. Theory, Models, Therapy, and Outcome**. Cambridge: Cambridge University Press.
- Wilson, B.A., Herbert, C.M., & Shiel, A. (2003). **Behavioural approaches in neuropsychological Rehabilitation**. New York: Psychology Press

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAHN 305</b>	PW/I	Field Study/Case Study/Seminar	0	0	0	50	0	0	0	4	2

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**BAHN305**  
**Field Study/Case Study/Seminar**

**Course Educational Objectives (CEOs):**

1. To provide an opportunity for students to apply theoretical concepts in real life situations.
2. To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
3. To expose the students on various field study concepts.

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

1. 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 based on work assigned and regular submissions. The students need to complete the work in the stipulated time.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAHN304</b>	CV	<b>Comprehensive Viva</b>	0	0	0	50	0	0	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**BAHN304**  
**Comprehensive Viva**

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 their post graduate program. 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):**

CEO 1: Provide an opportunity for students to apply theoretical concepts in real life situations.

CEO 2: Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes (COs):** The student will be able to:

CO 1: Display the speaking skills and capabilities to demonstrate the subject knowledge.

CO 2: Exhibit the strength and grip on the fundamentals of the subjects studied during the semester.

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