



GUJARAT UNIVERSITY

***PROGRAM /COURSE STRUCTURE AND SYLLABUS
as per the Choice Based Credit System (CBCS) designed in accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020
for Undergraduate Program in PSYCHOLOGY***

w.e.f.

Academic Year 2023-24 and onwards

SYLLABUS PREPARATION COMMITTEE :

Sr. No.	Name	Psychology Board Designation	Designation	College/University	Sign.
1	Prin. (Dr.) K. B. Chothani	Chairman	Principal & HoD	C. U. Shah Arts College, Ahmedabad	
2	Dr. S. B. Raval	Faculty Member	Asso. Professor	L. D. Arts College, Ahmedabad	
3	Dr. M. S. Prajapati	Member	Asso. Professor	S. V. Arts College, Ahmedabad	
4	Dr. J. Parikh	Member	Asso. Professor & HoD	Shri P. H. Goswami Arts College, Kalol	
5	Dr. H. Patel	Member	Asso. Professor	F. D. Arts College, Ahmedabad	
6	Dr. P. N. Chaudhry	Member	Assi. Professor	Gujarat Arts & Sci. College, Ahmedabad	

Credit Structure

Year	Sem.	Major-DSC (Credits)		Minor-DSE (Credits)		Multi-disciplinary (Credits)		Ability Enhancement Course (Credits)		Skill Enhancement Course/Internship (Credits)		Value Added Course (Credits)		Summer Internship	Dissertation/Research Project	Total	
		DSC		DSE		MDC		AEC		SEC		VAC					
		1		2		3		4		5		6				7	
Course Short Form		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Credit	Credit	Course	Credit
1	1	2	6	2	6	1	3	1	3	1	3	1	3		0	8	24
	2	2	6	2	6	1	3	1	3	1	3	1	3	4	0	8	24
2	3	4	12	2	6	1	3	1	3	0	0	0	0		0	8	24
	4	4	12	2	6	0	0	1	3	0	0	1	3	4	0	8	24
3	5	6	18	1	3	0	0	0	0	1	3	0	0		0	8	24
	6	6	18	2	6	0	0	0	0	0	0	0	0		0	8	24
3 Year UG Total Credit		24	72	11	33	3	9	4	12	3	9	3	9		0	48	144
Three years Degree																	
4	7	6	18	2	6	0	0	0	0	0	0	0	0		0	8	24
	8	6	18	2	6	0	0	0	0	0	0	0	0		0	8	24
4 Year UG Honours Total Credit		36	108	15	45	3	9	4	12	3	9	3	9		0	64	192
Four years Degree with Honours																	
4	7	6	18	2	6	0	0	0	0	0	0	0	0		0	8	24
	8	2	6	2	6	0	0	0	0	0	0	0	4		12	8	24
4 Year UG Honours with Research Total Credit		32	96	15	45	3	9	4	12	3	9	3	13		12	64	192

Four years Degree with Research

Minimum Credit		60		24		9		8		9		8		12		120
Credit + & -		12		9		0		4		0		1		0		24
Subject &	MIN. %		ACTU. %		+ & -											
DSC	50		50		0											
DSE	20		22.92		2.92											

STRUCTURE OF THREE (3) YEARS & FOUR (4) YEARS B. A. PROGRAMME

Courses and Semester	3 YEARS DEGREE PROGRAMME							4 YEARS DEGREE PROGRAMME (R&H)				4 YEARS DEGREE PROGRAMME (H)			
	1	2	3	4	5	6	Total	7	8	Total	Total with UG 3 Year	7	8	Total	Total with UG 3 Year
DSC-M	2	2	4	4	6	6	24	6	2	8	32	6	6	12	36
CREDITS	6	6	12	12	18	18	72	18	6	24	96	18	18	36	108
MINOR	2	2	2	2	1	2	11	2	2	4	15	2	2	4	15
CREDITS	6	6	6	6	3	6	33	6	6	12	45	6	6	12	45
MULT DIS	1	1	1				3				3				3
CREDITS	3	3	3				9				9				9
AE	1	1	1	1			4				4				4
CREDITS	3	3	3	3			12				12				12
SE	1	1			1		3				3				3
CREDITS	3	3			3		9				9				9
CVAC	1	1		1			3				3				3
CREDITS	3	3		3			9				9				9
Project/ Dissertation									4	4	4				
CREDITS									12	12	12				
TOTAL Courses	8	8	8	8	8	8	48	8	8	16	64	8	8	16	64
Total Credit	24	24	24	24	24	24	144	24	24	48	192	24	24	48	192

- 1) Students Completed 1st Year (Semester I & II) and exiting the programme after securing 48 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.**
- 2) Students Completed 2nd Year (Semester II & III) and exiting the programme after securing 96 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.**
- 3) Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 144 credits**
- 4) Students who want to undertake 4-year UG programme will be awarded UG Degree (Honours) with Research or Without Research in the relevant Discipline /Subject upon securing 192 credits**

PREAMBLE :

Landscape of undergraduate education in psychology is changing. Psychology's academic significance is on the rise and so are its contributions to human welfare. In fact psychology is now being introduced as an allied course in many disciplines and its teaching is considered highly relevant to address mental health concerns (e.g. depression, anxiety, stress, learning difficulties, suicide) , social issues (e.g. prejudice and discrimination, violence, child abuse, media effects, problems of youth and elderly people), life style related health problems (e.g. CHD, hypertension, cancer, drug abuse and other kinds of addictions) and facilitating psychological health, personal growth and wellbeing. Therefore, psychology graduates need to be equipped to appreciate and deal with these challenges. Indeed, the scope of psychology teaching has widened and societal expectations from psychology graduates have gone up.

As a discipline psychology is characterized by huge variety in its scholarly content and approach. While psychology happens to be a social or behavioural science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices, it is also a humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that endeavours to approximate the processes of lived life and social reality.

OBJECTIVES (AIMS) OF BACHELOR'S DEGREE PROGRAMME IN PSYCHOLOGY :

The undergraduate psychology programme Objectives (aims) at the following goals:

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.
3. Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).

5. Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for social diversity and increasing social and cultural relevance of learning.

PROGRAM LEARNING OUTCOMES

The learners who complete FYUGP of full-time undergraduate programme in psychology would earn a Bachelor's degree Honours/research. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below:

Academic Competence

1. Disciplinary knowledge and methods including data analysis and computer literacy.
2. Basic professional skills pertaining to psychological testing, assessment and counselling.
3. Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrialorganizational, clinical, counselling, health, educational, social, community).
4. Ability to relate and connect concepts with personal experiences and using critical thinking.
5. Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
6. Ability to use various e-resources and social media and negotiating with technological challenges.
7. Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
8. Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

1. Self-development, health and hygiene, self-regulation skills.
2. Developing positive attributes such as empathy, compassion, social participation, and accountability.
3. Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
4. Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
5. Appreciating and tolerating different perspectives.
6. Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence

1. Collaboration, cooperation and realizing the power of groups and community.
2. Analysing social problems and understanding social dynamics.
3. Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
4. Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).
5. Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
6. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).



NATIONAL EDUCATION POLICY-2020

Common Minimum Syllabus for Gujarat University

Semester Wise Proposed Titals of the paper in BA (PSYCHOLOGY)

Year	SEM.	Paper/Course Code	Major/Minor/ Multidisciplinary	Proposed Title of Papers	Theory/ Practical	Credits
B.A. 1	I	PSY-DSCM101/MI101	Major & Minor	Basic Psychological Process – I	Theory	3
		PSY-DSCM102/MI102	Major & Minor	Developmental Psychology – I	Theory	3
		PSY-MD101	Multidisciplinary	Psychology in Education – I	Theory	3
	II	PSY-DSCM201/MI201	Major & Minor	Basic Psychological Process – II	Theory	3
		PSY-DSCM202/MI202	Major & Minor	Developmental Psychology – II	Theory	3
		PSY-MD201	Multidisciplinary	Psychology in Education – II	Theory	3
III	PSY-DSCM301/MI301	Major & Minor	Social Psychology-I	Theory	3	
	PSY-DSCM302/MI302	Major & Minor	Cognitive Psychology	Theory	3	
	PSY-DSCM303	Major	Psychopathology-I	Theory	3	

B.A. 2		PSY-DSCM304	Major	Biopsychology-I	Theory	3
		PSY-MD301	Multidisciplinary	Sports and Psychology	Theory	3
	IV	PSY-DSCM401/MI401	Major & Minor	Social Psychology-II	Theory	3
		PSY-DSCM402/MI402	Major & Minor	Psychology of Adjustment	Theory	3
		PSY-DSCM403	Major	Psychopathology-II	Theory	3
PSY-DSCM404		Major	Biopsychology-II	Theory	3	
B.A. 3	V	PSY-DSCM501/MI501	Major & Minor	Psychology of Sex & Married Life	Theory	3
		PSY-DSCM502/MI502	Major & Minor	Counselling Psychology	Theory	3
		PSY-DSCM503	Major	Research Method in Psychology-I	Theory	3
		PSY-DSCM504	Major	Experimental Psychology-I	Theory	3
		PSY-DSCM505	Major	Organizational Psychology	Theory	3
		PSY-DSCM506	Major	Experimental Psychology-Practical(PR) (only Regular Students)	Theory/ Practical	1+2-3
				Or	Environmental Psychology (only External Students)	Theory
	VI	PSY-DSCM601/MI601	Major & Minor	Media Psychology	Theory	3
		PSY-DSCM602/MI602	Major & Minor	Psychotherapy and Counselling Techniques	Theory	3
		PSY-DSCM603	Major	Research Method in Psychology-II	Theory	3
		PSY-DSCM604	Major	Experimental Psychology-II	Theory	3
		PSY-DSCM605	Major	Psychology of Personality	Theory	3
		PSY-DSCM606	Major	Statistics in Psychology	Theory	3

B.A. 4	VII (RH & H)	PSY-DSCM701/MI701	Major & Minor	History of Psychology-I	Theory	3
		PSY-DSCM702/MI702	Major & Minor	Health Psychology-I	Theory	3
		PSY-DSCM703	Major	Psychology of Emotion	Theory	3
		PSY-DSCM704	Major	Psychological Testing(Theory)-I	Theory	3
		PSY-DSCM705	Major	Clinical Psychology-I	Theory	3
		PSY-DSCM706	Major	Psychological Testing-Practical(PR) (only Regular Students) Or Applied Psychology (only External Students)	Theory/ Practical Theory	1+2-3 3
	VIII (H)	PSY-DSCM801/MI801	Major & Minor	History of Psychology-II	Theory	3
		PSY-DSCM802/MI802	Major & Minor	Health Psychology-II	Theory	3
		PSY-DSCM803	Major	Community Psychology	Theory	3
		PSY-DSCM804	Major	Psychological Testing(Theory)-II	Theory	3
		PSY-DSCM805	Major	Clinical Psychology-II	Theory	3
		PSY-DSCM806	Major	Psychological Testing-Practical-II(PR) (only Regular Students) Or Adolescent Psychology (only External Students)	Theory/ Practical Theory	1+2-3 3
	VIII (RH)	PSY-DSCM801/MI801	Major & Minor	History of Psychology-II	Theory	3
		PSY-DSCM802/MI802	Major & Minor	Health Psychology-II	Theory	3
		PSY-DSCM803 to 806	Major	Research Project /Dissertation	Research	12



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**B. A. – Semester-I PSYCHOLOGY Syllabus
(Major, Minor & Multidisciplinary)**

Paper/Course Code	Major/Minor/ Multidisciplinary	Proposed Title of Papers
PSY-DSCM101/MI101	Major & Minor	Basic Psychological Process – I
PSY-DSCM102/MI102	Major & Minor	Developmental Psychology – I
PSY-MD101	Multidisciplinary	Psychology in Education – I

Syllabus Developed By:

Sr. No.	Name	Psychology Board Designation	Designation	College/University	Sign.
1	Prin. (Dr.) K. B. Chothani	Chairman	Principal & HoD	C. U. Shah Arts College, Ahmedabad	
2	Dr. M. S. Prajapati	Member	Asso. Professor	S. V. Arts College, Ahmedabad	
3	Dr. P. N. Chaudhry	Member	Assi. Professor	Gujarat Arts & Sci. College, Ahmedabad	

PROGRAM ARTICULATION MATRIX :

Semester	Paper/Course Code	Title /Name of the course	Pedagogy	Assessment Marks
I	PSY-DSCM101/MI101	Basic Psychological Process-I	<ul style="list-style-type: none"> - Lecture - Demonstration - Assignment - Individual and Group Discussion - Case study 	1. IA = 30 i. Present - 05 ii. Assignment - 05 iii. Seminar / Field Visit/ Viva -05 iv. Test - 15 Total = 30 2. End of Semester Exam(Uni.) = 70 Marks Total (30+70) = 100
	PSY-DSCM102/MI102	Developmental Psychology – I	<ul style="list-style-type: none"> - Lecture - Demonstration - Assignment - Individual and Group Discussion - Case study 	1. IA = 30 i. Present - 05 ii. Assignment - 05 iii. Seminar / Field Visit/ Viva -05 iv. Test - 15 Total = 30 2. End of Semester Exam(Uni.) = 70 Marks Total (30+70) = 100
	PSY-MD101	Psychology in Education – I	<ul style="list-style-type: none"> - Lecture - Demonstration - Assignment - Individual and Group Discussion - Case study 	1. IA = 30 i. Present - 05 ii. Assignment - 05 iii. Seminar / Field Visit/ Viva -05 iv. Test - 15 Total = 30 2. End of Semester Exam(Uni.) = 70 Marks Total (30+70) = 100
II	PSY-DSCM201/MI201	Basic Psychological Process - II	<ul style="list-style-type: none"> - Lecture - Demonstration - Assignment - Individual and Group Discussion 	1. IA = 30 i. Present - 05 ii. Assignment - 05 iii. Seminar / Field Visit/ Viva -05 iv. Test - 15 Total = 30

			- Case study	2. End of Semester Exam(Uni.) = 70 Marks Total (30+70) = 100
	PSY-DSCM202/MI202	Developmental Psychology - II	- Lecture - Demonstration - Assignment - Individual and Group Discussion - Case study	1. IA = 30 i. Present - 05 ii. Assignment - 05 iii. Seminar / Field Visit/ Viva -05 iv. Test - 15 Total = 30 2. End of Semester Exam(Uni.) = 70 Marks Total (30+70) = 100
	PSY-MD201	Psychology in Education – II	- Lecture - Demonstration - Assignment - Individual and Group Discussion - Case study	1. IA = 30 i. Present - 05 ii. Assignment - 05 iii. Seminar / Field Visit/ Viva -05 iv. Test - 15 Total = 30 2. End of Semester Exam(Uni.) = 70 Marks Total (30+70) = 100

B.A. Sem-1 Psychology

PSY-DSCM101/MI101- Basic Psychological Process -I

Programme/Class: Certificate	Year : First	Semester : First
Subject : Psychology		
Course Code : PSY-DSCM101/PSY-MI101	Course Title : Basic Psychological Process-I	
Credit : 3	COURSE CATEGORY : MAJOR/MINOR	
Max. Marks : 30 + 70	Min. Passing Marks : 11 + 25	
Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 3 - 0 – 0		

COURSE OBJECTIVES	<p>The objectives of this course are:</p> <ul style="list-style-type: none"> • To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life • To understand the fundamental processes underlying human behavior such as processes underlying Motivation, Emotion, sensation, perception and Attention • To understand the dynamics of Motivation, Emotions, Perception and Attention • To apply the principles of psychology in day-to-day life for a better understanding of themselves and others
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Sr. No	COURSE OUTCOMES
	This paper will provide students with an introduction to the key concepts and theories in psychology
1	Describe the evolution of psychology and gain basic knowledge about Psychology
2	Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
3	Describe the value of psychology and possible careers paths for those who study psychology
4	Critically evaluate and identify determinants of motivation
5	Evaluate and understand the different human emotions
6	Describe the Attention and determinants of Attention
7	Differentiate between sensation and perception
8	Explain the process of Perception
9	Students will understand the fundamental mental processes which are base for behavior

Details of Modules

Modules	Content/ Topic	No of Hours	Teaching Methodology (Lecture/ Lab Operation/ Task/ Assignments/ Group Activity/ Role Play)
<p align="center">Unit: 1</p> <p align="center">PSYCHOLOGY AS A SCIENCE – INTRODUCTION-</p> <p align="center">મનોવિજ્ઞાન એક વિજ્ઞાન – પરિચય</p>	<p>1. Definition of Psychology – મનોવિજ્ઞાનની વ્યાખ્યા</p> <ul style="list-style-type: none"> * Old definition of Psychology – મનોવિજ્ઞાનની જૂની વ્યાખ્યા * New and Working Definition of Psychology- મનોવિજ્ઞાનની નવી અને કાર્યોત્તમક વ્યાખ્યા <p>2. Psychology as a Behavioral Science – મનોવિજ્ઞાન એક વિજ્ઞાન તરીકે</p> <p>3. Goals of Psychology – મનોવિજ્ઞાનના ધ્યેયો</p> <ul style="list-style-type: none"> * Description – વર્ણન *Understanding and Explanation – સમજ અને સ્પષ્ટીકરણ *Prediction – ભવિષ્યકથન *Control – નિયંત્રણ *Application – ઉપયોગ <p>4.The Subfields of Psychology – મનોવિજ્ઞાનની પેટાશાખાઓ</p> <ul style="list-style-type: none"> *Clinical Psychology- ચિકિત્સા મનોવિજ્ઞાન *Counseling Psychology – સલાહ મનોવિજ્ઞાન *School and Educational Psychology – 	<p align="center">12</p>	<p align="center">Lecture & Demonstration</p>

	<p>શાળા અને શૈક્ષણિક મનોવિજ્ઞાન</p> <p>*Personality and Social Psychology – વ્યક્તિત્વ અને સમાજલક્ષી મનોવિજ્ઞાન</p> <p>*Developmental Psychology – વિકાસાત્મક મનોવિજ્ઞાન</p> <p>*Psychometric Psychology – મનોમાપનનું મનોવિજ્ઞાન</p> <p>*Industrial and Organizational Psychology – ઔદ્યોગિક અને સંગઠનનું મનોવિજ્ઞાન</p> <p>*Experimental Psychology – પ્રાયોગિક મનોવિજ્ઞાન</p> <p>*Physiological Psychology-શરીરલક્ષી મનોવિજ્ઞાન</p> <p>*Cognitive Psychology-બોધાત્મક મનોવિજ્ઞાન</p> <p>*Personality Psychology-વ્યક્તિત્વ મનોવિજ્ઞાન</p> <p>*Environmental Psychology- પર્યાવરણીય મનોવિજ્ઞાન</p> <p>*Sports Psychology-રમત મનોવિજ્ઞાન</p> <p>*Military Psychology-સૈન્ય મનોવિજ્ઞાન</p> <p>*Political Psychology-રાજનૈતિક મનોવિજ્ઞાન</p> <p>5. Applicability of Psychology મનોવિજ્ઞાનની પ્રયોજ્યતા કે ઉપયોગીતા</p> <p>6. Indigenous Indian Approaches of Psychology મનોવિજ્ઞાનના સ્વદેશી ભારતીય અભિગમો</p> <p>*Approach of Psychology in Shrimadbhagawat Geeta- શ્રીમદ્ભગવત ગીતામાં મનોવિજ્ઞાનના અભિગમ</p> <p>* Approach of Psychology in Sankhya Darshan સાંખ્ય દર્શનમાં મનોવિજ્ઞાનના અભિગમ</p> <p>*Approach of Psychology in Buddhism બૌદ્ધવાદમાં મનોવિજ્ઞાનના અભિગમ</p>		
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	<p>7. The Methods of Psychology – मनोविज्ञानની પદ્ધતિઓ</p> <ul style="list-style-type: none"> * Natural and Systematic Observation – કુદરતી અને વ્યવસ્થિત નિરીક્ષણ * Clinical Methods – ચિકિત્સા પદ્ધતિઓ * Survey Method – સર્વે (સર્વેક્ષણ) પદ્ધતિ * Experimental Method – પ્રાયોગિક પદ્ધતિ * Interview Method-મુલાકાત પદ્ધતિ * Questionnaire Method-પ્રશ્નાવલી પદ્ધતિ 		
<p style="text-align: center;">Unit: 2</p> <p style="text-align: center;">MOTIVATION</p> <p style="text-align: center;">પ્રેરણા</p>	<p>1. Definition and Nature of Motivation (Motivational Cycles) – પ્રેરણાની વ્યાખ્યા અને સ્વરૂપ (પ્રેરણા ચક્ર)</p> <p>2. Measurement of Motivation – પ્રેરણાનું માપન</p> <p>3. Primary Motives – પ્રાથમિક પ્રેરણાઓ</p> <p>(i) Hunger and Thirst – ભૂખ અને તરસ</p> <p>(ii) Sex and Maternal Drive – જાતીય અને માતૃત્વની પ્રેરણા</p> <p>4. Social Motives – સામાજિક પ્રેરણાઓ</p> <p>(i) Affection and Affiliation – સ્નેહ અને સંપર્કની પ્રેરણા</p> <p>(ii) Social approval and Esteem – સામાજિક સ્વીકાર અને આત્મગૌરવની પ્રેરણા</p> <p>(iii) Achievement Motivation – સિદ્ધિની પ્રેરણા</p>	11	Lecture & Demonstration
<p style="text-align: center;">Unit: 3</p>	<p>1. Definition and Nature of Emotion –</p>	11	Lecture & Demonstration

<p style="text-align: center;">EMOTION આવેગ</p>	<p>આવેગની વ્યાખ્યા અને સ્વરૂપ</p> <p>2. Psychological changes during Emotion – આવેગ દરમ્યાનના શારીરિક ફેરફારો</p> <p>3. Measurement of Automatic changes – સ્વયં સંચાલિત ફેરફારોનું માપન</p> <p>4. Expression of Emotion – આવેગની અભિવ્યક્તિ</p> <p>5. Dimensions of Emotion-આવેગના પરિમાણો</p> <p>6. Emotional Development-આવેગાત્મક વિકાસ</p> <p>7. Control of Emotion-આવેગનું નિયંત્રણ</p>		
<p style="text-align: center;">Unit: 4 ATTENTION AND PERCEPTION ધ્યાન અને પ્રત્યક્ષીકરણ</p>	<p>1. Definition and Nature of Attention – ધ્યાનની વ્યાખ્યા અને સ્વરૂપ</p> <p>2. Determinants of Attention – ધ્યાનના નિર્ધારકો</p> <p>* External or Objective Determinants of Attention – ધ્યાનના બાહ્ય અથવા વસ્તુલક્ષી નિર્ધારકો</p> <p>* Internal or Subjective Determinants of Attention – ધ્યાનના આંતરિક અથવા વ્યક્તિલક્ષી નિર્ધારકો</p> <p>3. Meaning or Definition of Perception – પ્રત્યક્ષીકરણનો અર્થ કે વ્યાખ્યા</p> <p>4. Object Perception – પદાર્થનું પ્રત્યક્ષીકરણ</p> <p>* Figure and Ground – આકૃતિ અને પશ્ચાદ ભૂમિકા</p> <p>* Grouping (Law of Perceptual Organisation) – પ્રત્યક્ષીકરણનાં સંગઠનના નિયમો</p> <p>* Closure – પૂર્તિ</p>	11	

TEXT BOOKS & REFERENCES	
	<p>Baron, R. & Misra. G. (2013). Psychology. Pearson.</p> <p>Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.</p> <p>Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.</p> <p>Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.</p> <p>Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi.</p>
Video Reference:	
	<p>https://youtu.be/2fbrl6WoIyo</p> <p>https://www.youtube.com/watch?v=nrBSxKZUHcs</p>
E Resources:	
Books	<p>http://gg.gg/Introduction-to-Psychology_Book_1</p> <p>http://gg.gg/Introduction-to-Psychology_Book_2</p> <p>http://gg.gg/Introduction-to-Psychology_Book_3</p> <p>http://www.apa.org</p>

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

❖ **Continuous Evaluation Internal 30% (Weightage)**

1. Present	05 marks
2. Assignment	05 marks
3. Seminar/Field Visit/Viva	05 marks
4. Test	15 marks
Total	30 marks

❖ **End of Semester University Exam 70% (Weightage)**

- Theory Paper

B.A. Sem-I Psychology

PSY-DSCM102/MI102- DEVELOPMENTAL PSYCHOLOGY I

Programme/Class: Certificate	Year : First	Semester : First
Subject : Psychology		
Course Code : PSY-DSCM102/PSY-MI102	Course Title : Developmental Psychology-I	
Credit : 3	COURSE CATEGORY : MAJOR/MINOR	
Max. Marks : 30 + 70	Min. Passing Marks : 11 + 25	
Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 3 - 0 – 0		

Course Overview/ Course Description:

The core course of psychology named developmental psychology consist four unit, all unit are compact and suitable to understand further development of next core course. The unit no.1 to 4 are sets according to human development which covers life span of human being, up to unit 4 teacher will teach physical development of child. The teachers have total freedom to teach and explain thoroughly as herewith a book is mentioned but a teacher want to take another of his/her choice he/she can take and run through it.

Course Objectives:

1. To acquaint students with the knowledge of human development and developmental processes along with theories.
2. To facilitate awareness of the methods of study to understand child development.
3. To provide students with an awareness about the various stages in physical, cognitive, emotional and social development in infancy and childhood.

Course Outcomes:

1. In first part of developmental psychology student will come to understand basic concept of development and Growth. Student will come to understand child development; what factors are effectives in development of child.
2. Unit - 2 will introduce to Prenatal Development and complex blend of genetic and environmental influences that leads parents and children to be both alike and different. student understand genetic code. Which cell create sex of child and how? How the baby is delivering normal way.

3. Unit-3 will cover the Characteristics of the infant stage and how the child develops in the infant stage as well as patterns of child development in infant stage.
4. Unit 4 will cover the overall Childhood development as well as patterns of child development in early childhood and late childhood.

Details of Modules

Modules	Content/ Topic	No of Hours	Teaching Methodology (Lecture/ Lab Operation/ Task/ Assignments/ Group Activity/ Role Play)
UNIT-1 વિકાસાત્મક મનોવિજ્ઞાન- પ્રસ્તાવના Developmental Psychology- Introduction	<ol style="list-style-type: none"> 1. વિકાસાત્મક મનોવિજ્ઞાનનો અર્થ અને સ્વરૂપ. The Meaning and Nature of Developmental Psychology. 2. વિકાસની વિવિધ અવસ્થાઓ Various Stages of Development 3. વિકાસાત્મક મનોવિજ્ઞાનની પદ્ધતિઓ Method of Developmental Psychology <ul style="list-style-type: none"> • ચરિત્રલેખન પદ્ધતિ-Biographical Method • નિરીક્ષણ પદ્ધતિ – Observation Method • પ્રશ્નાવલી પદ્ધતિ – Questionnaire Method • વ્યક્તિ ઇતિહાસ પદ્ધતિ-Case Study Method • પ્રયોગ પદ્ધતિ – Experimental Method 4. વિકાસાત્મક મનોવિજ્ઞાનનાં હેતુઓ અને વિકાસાત્મક મનોવિજ્ઞાનનું મહત્વ કે ઉપયોગીતા Objectives of Developmental Psychology and Importance or Utility of Developmental Psychology. 5. વિકાસ અને વૃદ્ધિ વચ્ચેનો તફાવત Difference between Development and Growth 6. વિકાસલક્ષી પ્રક્રિયાઓ અને સમયગાળો: જૈવિક, જ્ઞાનાત્મક અને સામાજિક-ભાવનાત્મક પ્રક્રિયાઓ. Developmental Processes and Periods: 	12	Lecture & Demonstration

	<p>Biological, Cognitive and Socio-Emotional Processes.</p> <p>7. વિકાસને અસરકરતાં પરિબલો Factors Affecting Development</p>		
<p>UNIT-2 જન્મપૂર્વેનો વિકાસ Prenatal Development</p>	<p>1. ગર્ભ ધારણ – Fertilization 2. જન્મ પૂર્વેના વિકાસના તબક્કાઓ Stages of prenatal development 3. જન્મપ્રક્રિયા – BirthProcess 4. વારસો અને વાતાવરણ Heredity and environment 5. જન્મપૂર્વે વિકાસને અસર કરનારા પરિબલો Factors affecting prenatal development 6. જન્મપૂર્વે (ગર્ભધારણ)નાં સમયગાળા સાથે સંબંધિત શારીરિક અને મનોવૈજ્ઞાનિક જોખમો Physical and Psychological hazards related to Pre-natal period 7. ગર્ભ સંસ્કાર–Garbha sanskar</p>	11	Lecture & Demonstration
<p>UNIT-3 શિશુ અવસ્થાનો વિકાસ Infancy Development</p>	<p>1. શિશુ અવસ્થાના લક્ષણો Characteristic of Infancy 2. શિશુ અવસ્થામાં શારીરિક વિકાસ Physical development in Infancy 3. શિશુ(નવજાત શિશુ)ઓની સંવેદનશીલતા સંબંધિત લાક્ષણિકતાઓ Characteristics of Infants(newborns) related to Sensitivities 4. શિશુ અવસ્થા દરમ્યાન બાળકનો ક્રિયાત્મક વિકાસ Motor development during Infancy stage 5. શિશુ અવસ્થાનો બોધાત્મક વિકાસ Cognitive development of infancy 6. પિયાજેનો બોધાત્મક વિકાસનો સિદ્ધાંત Piaget's theory of cognitive development</p>	11	Lecture & Demonstration

	<p>7. શિશુ અવસ્થામાં થતો ભાષા, આવેગાત્મક, સામાજિક અને વ્યક્તિત્વ વિકાસ Language, Emotional, Social and Personality development in Infancy(Babyhood)</p> <p>8. ખ્યાલ (સંકલ્પના) ઘડતર - Concept formation</p> <ul style="list-style-type: none"> ● જીવન-મરણના ખ્યાલો - Concepts of life and death ● કારણ-કાર્યનો ખ્યાલ - Concept of Cause-Action ● સ્થળનો ખ્યાલ - Concept of location ● વજનનો ખ્યાલ - Concept of weight ● સંખ્યાસંબંધી ખ્યાલ - Number related concept <p>9. શિશુ અવસ્થાના વિકાસકાર્યો Development tasks of infancy</p> <p>10. નવજાત શિશુના જન્મ અને નવજાત શિશુઓના સમાયોજનને લગતા મુખ્ય જોખમો main hazards related to the birth of neonates and adjustment of neonates</p> <ul style="list-style-type: none"> - જોખમો - hazards <ul style="list-style-type: none"> i, શારીરિક જોખમો – Physical hazards ii, મનોવૈજ્ઞાનિક જોખમો – Psychological hazards - સમાયોજન - Adjustment <ul style="list-style-type: none"> i, પોષણ લેવા સંબંધિત સમાયોજન – Adjustment regarding nourishment ii, તાપમાન પરિવર્તન સંબંધિત સમાયોજન – Adjustment related to temperature changes iii, શ્વસન ક્રિયા સંબંધિત સમાયોજન – Adjustment related to respiration systems iv, મળમૂત્ર વિસર્જન સંબંધિત સમાયોજન – Adjustment related to eliminate wastes 	
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<p style="text-align: center;">UNIT-4 બાલ્યાવસ્થાનોવિકાસ Childhood development</p>	<ol style="list-style-type: none"> 1. બાલ્યાવસ્થાની લાક્ષણીકતાઓ, જરૂરીયાતો અને સમસ્યાઓ Characteristics, Needs and Problems of Childhood 2. બાલ્યાવસ્થાનો શારીરિકવિકાસ Physical development of childhood 3. બાલ્યાવસ્થામાં કૌશલ્યોનો વિકાસ અને બાલ્યાવસ્થાનાં મહત્વપૂર્ણ કૌશલ્યો Motor development during Childhood and Motor skill of Childhood 4. બાલ્યાવસ્થાનો બોધાત્મક અને ભાષાકીયવિકાસ Cognitive and language development of childhood 5. પૂર્વબાલ્યાવસ્થાના વિકાસકાર્યો Development tasks of early childhood 6. ઉત્તરબાલ્યાવસ્થાનો વિકાસ Late childhood development 7. ઉત્તરબાલ્યાવસ્થાના વિકાસકાર્યો Development tasks of late childhood 8. બાલ્યાવસ્થાના વિવિધ ખ્યાલો(સંકલ્પના) નોવિકાસ Development of various concepts of childhood <ul style="list-style-type: none"> • સાપેક્ષકદનો ખ્યાલ • નાણાં અંગેનો ખ્યાલ • સમયનો ખ્યાલ • સ્વનો ખ્યાલ • સામાજિકખ્યાલોનો વિકાસ • સૌંદર્યના ખ્યાલનો વિકાસ • વિચારણાનો વિકાસ 	<p style="text-align: center;">11</p>	<p style="text-align: center;">Lecture & Demonstration</p>
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REFERENCE:

1. Hurlock, E. (1980). Developmental Psychology, Tata McGraw Hill Publishing.

2. प्रा. योगेंद्र देसाई, (1975). विकासत्मक मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशित.
3. डॉ. शारदा प्रसाद वर्मा, (१९७२). विकास मनोविज्ञान, मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल
4. प्रा. डी.ए. पेस्तनञ्ज, (1986) तारुण्यनुं मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशित.
5. Penney Upton (2014). Developmental Psychology, Pearson Publishing Company. Link:
6. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw
7. Hill. Santrock, J. W. (2007). Child Development. 11th ed. New Delhi: Tata McGraw Hill.
8. Travers, D. (1999). Human Development. Across the Life Span. 4th ed. London: McGraw Hill.
 1. <https://www.youtube.com/watch?v=XrvotGHKUr4>
 2. <https://www.youtube.com/watch?v=9H2LxJ9CuZ0>
 3. <https://www.youtube.com/watch?v=5vPSllz3jb8>
 4. <http://www.apa.org>

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

❖ **Continuous Evaluation Internal 30% (Weightage)**

1. Present	05 marks
2. Assignment	05 marks
3. Seminar/Field Visit/Viva	05 marks
4. Test	15 marks
Total	30 marks

❖ **End of Semester University Exam 70% (Weightage)**

- Theory Paper

B.A. Sem-I Psychology

PSY-MD101 Psychology in Education - I

Programme/Class: Certificate	Year : First	Semester : First
Subject : Psychology		
Course Code : PSY-MD101	Course Title : Psychology in Education –I	
Credit : 3		
Max. Marks : 30 + 70	Min. Passing Marks : 11 + 25	
Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 3 - 0 – 0		

Course Overview/ Course Description:

The core course of psychology named Educational psychology consist four unit, all unit are compact and suitable to understand further Educational of multidisciplinary course In unit no.1 to 4 are sets of Educational Psychology which covers education of students and teacher, up to unit 4 teacher will Teach educational psychology of student. The teachers have total freedom to teach and explain thoroughly as herewith a book is mentioned but a teacher want to take another of his/her choice he/she can take and run through it

Course Outcomes:

1. in first unit of educational psychology student will come to understand basic concept of educational psychology. Student will come to understand educational psychology, what is significance of educational psychology to students and teacher.
2. Unit-2 will introduce to different study method of educational psychology will be study
3. Unit 3 what is the function of motivation in the learning process and the importance of intrinsic and extrinsic factors of motivation in the learning process? And the element of motivation will help students and teachers. It also show the contribution of educational principles to the learning process.
4. Unit 4 shoes the importance and causes of memorization and forgetting in the learning process and also the importance of examinational process which will help the students and teachers.

Details of Modules

Modules	Content/ Topic	No of Hours	Teaching Methodology (Lecture/ Lab Operation/ Task/ Assignments/ Group Activity/ Role Play)
<p align="center">UNIT-1 Introduction પરિચય (વિષય પ્રવેશ)</p>	<ol style="list-style-type: none"> 1. Meaning of Psychology and education મનોવિજ્ઞાન અને શિક્ષણનો અર્થ 2. Education and Educational Psychology શિક્ષણ અને શૈક્ષણિક મનોવિજ્ઞાન 3. Objective of Educational Psychology શૈક્ષણિક મનોવિજ્ઞાનનાં હેતુઓ 4. Nature of Educational Psychology શૈક્ષણિક મનોવિજ્ઞાનનું સ્વરૂપ 5. Scope of Educational Psychology શૈક્ષણિક મનોવિજ્ઞાનનું કાર્યક્ષેત્ર 6. Functions of Educational Psychology શૈક્ષણિક મનોવિજ્ઞાનનાં કાર્યો 7. significance of Educational Psychology શૈક્ષણિક મનોવિજ્ઞાનનું મહત્વ 	<p align="center">11</p>	<p align="center">Lecture & Demonstration</p>
<p align="center">UNIT-2 Methods of Educational Psychology શૈક્ષિક મનોવિજ્ઞાનની પદ્ધતિઓ</p>	<ol style="list-style-type: none"> 1. Introduction પ્રસ્તાવના 2. Objective observation method વસ્તુલક્ષી નિરીક્ષણ પદ્ધતિ 3. Clinical Method ચિકિત્સા પદ્ધતિ 4. Case study Method કિસ્સા (વ્યક્તિગત) અભ્યાસ પદ્ધતિ 5. Questionnaire Method 	<p align="center">11</p>	<p align="center">Lecture & Demonstration</p>

	<p>પ્રશ્નાવલી પદ્ધતિ</p> <p>6. Interview Method</p> <p>મુલાકાત પદ્ધતિ</p> <p>7. Rating Method</p> <p>તુલા પદ્ધતિ</p>		
<p>UNIT-3</p> <p>Motivation and incentive in learning & Learning</p> <p>શીખવામાં પ્રેરણા અને પ્રોત્સાહન & શિક્ષણ</p>	<p>1. Meaning of motivation</p> <p>પ્રરાનાનો અર્થ</p> <p>2. classification of motivation</p> <p>પ્રેરણાનું વર્ગીકરણ</p> <p>3. functions of motives in learning process</p> <p>શીખવાની પ્રક્રિયામાં પ્રેરણાનું કાર્ય</p> <p>4. Role of importance motive and incentives in Learning</p> <p>શીખવામાં મહત્વપૂર્ણ પ્રેરણા અને પ્રોત્સાહનની ભૂમિકા</p> <p>5. Methods of effective learning</p> <p>અસરકારક શિક્ષણની પદ્ધતિઓ</p> <p>6. Laws of learning and their applications in classroom</p> <p>શિક્ષણના નિયમો અને વર્ગખંડમાં તેની ઉપયોગીતાઓ (અમલીકરણ)</p> <p>7. Factors influencing Classroom Learning</p> <p>વર્ગખંડ શિક્ષણને અસર કરતા ઘટકો કે પરિબલો</p> <p>7. Educational implication and evolution of Thorndike's theory of learning</p> <p>થોર્નડાઈકનાં શિક્ષણના સિદ્ધાંતનું શૈક્ષિક સુચિતાર્થ અને મૂલ્યાંકન</p> <p>8. Educational implication and evolution of skinner's theory of learning</p> <p>સ્કીનરના શિક્ષણના સિદ્ધાંતનું શૈક્ષિક સુચિતાર્થ અને</p>	12	Lecture & Demonstration

	<p>મૂલ્યાંકન</p> <p>9. Educational implication and evolution of kohler's insight theory</p> <p>કોહલરના આંતરસૂઝ સિધ્ધાંતનું શૈક્ષિક સુચિતાર્થ અને મૂલ્યાંકન</p>		
<p>UNIT-4</p> <p>Memory, forgetting and examination</p> <p>સ્મૃતિ(સ્મરણ), વિસ્મરણ અને પરીક્ષા</p>	<p>1. Meaning of memory</p> <p>સ્મૃતિ(સ્મરણ)નો અર્થ</p> <p>2. Types and nature of memory</p> <p>સ્મૃતિ(સ્મરણ)નાં પ્રકારો અને સ્વરૂપ</p> <p>3. Factors influence retention</p> <p>ધારણને અસર કરતા પરિબળો</p> <p>4. Meaning and nature of forgetting</p> <p>વિસ્મરણનો અર્થ અને સ્વરૂપ</p> <p>5. Causes of forgetting</p> <p>વિસ્મરણના કારણો</p> <p>6. Meaning of examination</p> <p>પરીક્ષાનો અર્થ</p> <p>7. Education importance of examination</p> <p>પરીક્ષાનું શૈક્ષણિક મહત્વ</p> <p>8. Characteristics of a good examination</p> <p>સારી પરીક્ષાના લક્ષણો કે લાક્ષણિકતાઓ</p> <p>9. Types of examination</p> <p>પરીક્ષાના પ્રકારો</p> <p>(A) Oral (B) Eassay (C) Open book examination</p> <p>(અ) મૌખિક (બ) નિબંધાત્મક (ક) ખુલ્લા-પુસ્તક પરીક્ષા</p>	11	Lecture & Demonstration

Reference Books

1. SINGH, A.K. (2019): Educational psychology (4 th ed.) New Delhi; Bharti bhavan.
2. SAX, G(1997): Principles of educational and psychological measurement and Education (4th ed.). Belmont : Wadsworth.
3. WOOLFOLK,A (2004): Educational Psychology. Delhi: Pearson education
4. SANTROCK, J W (2002): Life-Span Development (8 th ed). New York: Mcgraw Hill
5. PARIKH, B.A. (1990): Introduction of Educational Psychology (4 th ed), Surat. Popular Prakashan
6. SHUKLA S.S. (2011): Educational Psychology (1 st ed), Agra , Agrawal Publications
7. <http://www.apa.org>

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

❖ **Continuous Evaluation Internal 30% (Weightage)**

1. Present	05 marks
2. Assignment	05 marks
3. Seminar/Field Visit/Viva	05 marks
4. Test	15 marks
Total	30 marks

❖ **End of Semester University Exam 70% (Weightage)**



GUJARAT UNIVERSITY

***PROGRAM /COURSE STRUCTURE AND SYLLABUS
as per the Choice Based Credit System (CBCS) designed in accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020
for Undergraduate Program in PSYCHOLOGY***

**B. A. – Semester-II PSYCHOLOGY Syllabus
(Major, Minor & Multidisciplinary)**

Paper/Course Code	Major/Minor/ Multidisciplinary	Proposed Title of Papers
PSY-DSCM201/MI201	Major & Minor	Basic Psychological Process – II
PSY-DSCM202/MI202	Major & Minor	Developmental Psychology – II
PSY-MD201	Multidisciplinary	Psychology in Education – II

❖ B.A. Sem-II Psychology

❖ PSY-DSCM201/MI201- Basic Psychological Process -II

Programme/Class: Certificate	Year : First	Semester : Second
Subject : Psychology		
Course Code : PSY-DSCM201/PSY-MI201	Course Title : Basic Psychological Process-II	
Credit : 3	COURSE CATEGORY : MAJOR/MINOR	
Max. Marks : 30 + 70	Min. Passing Marks : 11 + 25	
Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 3 - 0 – 0		

COURSE OBJECTIVES	<p>The objectives of this course are:</p> <ul style="list-style-type: none"> • The Course will familiarize students with the basic psychological process and studies relating to the factors which influence them. It will also focus come basic processes areas of Psychology. • Learn to use Psychology and other information sources. • To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life. • The student will come to understand various types of learning. • Student will get information regarding Reinforcement and its schedule for shaping animal and human behavior. • Student will get information of memory and utilization of it. • Student will define various types of aptitude and its efficacy. • Will come to know his/her own interest and aptitudes • To understand the fundamental processes underlying human behavior such as processes underlying learning, memory, individual differences, intelligence and personality • To apply the principles of psychology in day-to-day life for a better understanding of themselves and others
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Sr. No	COURSE OUTCOMES
	This paper will provide students with an introduction to the key concepts and theories in psychology

At the end of this paper students will be able to understand further the fundamental processes underlying human behavior such as Learning, Memory, intelligence, personality and apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

1	Explain learning and the process of classical conditioning.
2	Explain operant conditioning, reinforcement and punishment.
3	Describe the process of memory.
4	Explain and give examples of forgetting and memory failure.
5	Recognize and apply memory-enhancing strategies.
6	Describe personality theories and assessment of personality

Details of Modules

Modules	Content/ Topic	No of Hours	Teaching Methodology (Lecture/ Lab Operation/ Task/ Assignments/ Group Activity/ Role Play)
<p>Unit: 1 LEARNING – શિક્ષણ</p>	<p>1. Definition of Learning – શિક્ષણની વ્યાખ્યા 2. Classical Conditioning – શાસ્ત્રીય અભિસંધાન 3. Operant Conditioning – કારક અભિસંધાન 4. Difference between Classical Conditioning and Operant Conditioning શાસ્ત્રીય અભિસંધાન અને કારક અભિસંધાન વચ્ચેનો તફાવત 5. Cognitive Learning (Insight Learning) બોધાત્મક શિક્ષણ (આંતરસૂઝયુક્ત શિક્ષણ) 6. Factors Influencing Learning/Determinants of Learning શિક્ષણને અસર કરતા ઘટકો/શિક્ષણના નિર્ધારકો</p>	12	Lecture & Demonstration
<p>Unit: 2 MEMORY – સ્મૃતિ (સ્મરણ)</p>	<p>1. Meaning of Memory – સ્મૃતિ(સ્મરણ)નો અર્થ 2. Stages of memory – સ્મૃતિ(સ્મરણ)ના તબક્કાઓ 3. Types of Memory- સ્મૃતિ(સ્મરણ)ના પ્રકારો</p>	11	Lecture & Demonstration

	<p>i. Sensory Memory-સાંવેદનિક સ્મૃતિ(સ્મરણ)</p> <p>ii, Short Term Memory- ટૂંકાગાળાની સ્મૃતિ (સ્મરણ)</p> <p>iii, Long Term Memory – લાંબાગાળાની સ્મૃતિ (સ્મરણ)</p> <p>4. Measurement of Retention – ધારણનું માપન</p> <p>5. Factors affecting retention – ધારણને અસરકરતા પરિબલો</p> <p>6. Techniques of Improving Memory – સ્મૃતિ (સ્મરણ) સુધારણાની પ્રયુક્તિઓ</p>		
<p>Unit: 3</p> <p>PSYCHOLOGICAL TESTING – મનોવૈજ્ઞાનિક કસોટી</p>	<p>1. Definition and Uses of Psychological Testing મનોવૈજ્ઞાનિક કસોટીનો અર્થ અને ઉપયોગો</p> <p>2. Characteristics of a Good Psychological Test સારી મનોવૈજ્ઞાનિક કસોટીના લક્ષણો</p> <p>3. Kinds (Types) of Test – કસોટીના પ્રકારો</p> <p>4. Intelligence Tests – બુદ્ધિ કસોટીઓ</p>	11	Lecture & Demonstration
<p>Unit-4</p> <p>PERSONALITY- વ્યક્તિત્વ</p>	<p>1. Meaning and definition of personality વ્યક્તિત્વનો અર્થ અને વ્યાખ્યા</p> <p>2. Types of Personality – વ્યક્તિત્વના પ્રકારો</p> <p>3. Determinants of personality: biological, cultural, social & situational. વ્યક્તિત્વના નિર્ધારકો – જૈવીય, સાંસ્કૃતિક, સામાજિક અને પરિસ્થિતિજન્ય</p> <p>4. Approaches of Personality (In Brief): વ્યક્તિત્વના અભિગમો (ટૂંકમાં)</p> <ul style="list-style-type: none"> ○ Psychoanalysis approach: Freud, Jung and Adler મનોવિશ્લેષણાત્મક અભિગમ – ફ્રોઈડ, યુંગ અને એડલર ○ Trait theories Approach: Allport, Cattell 	11	Lecture & Demonstration

	<p>વિશેષગુણ અભિગમ – ઓલ્પોર્ટ, કેટલ</p> <ul style="list-style-type: none"> ○ Biological Approach: Eysenck જૈવીય અભિગમ – આઈઝેન્ક ○ Humanistic Approach: Rogers, Maslow માનવતાવાદી અભિગમ – રોજર્સ, મેસ્લો ○ Social learning Approach: Bandura સામાજિક શિક્ષણનો અભિગમ – બાંડુરા <p>5. Indigenous Tradition References to Personality</p> <p>વ્યક્તિત્વના સંદર્ભમાં સ્વદેશી પરંપરાઓ</p> <p>*Personality Approach in Advaita Vedant Tradition</p> <p>અદ્વૈત વેદાંત પરંપરામાં વ્યક્તિત્વનો અભિગમ</p> <p>* Personality Approach in Yog Darshan or Yog Tradition</p> <p>યોગ પરંપરા કે યોગ દર્શનમાં વ્યક્તિત્વનો અભિગમ</p> <p>* Personality Approach in Ayurveda Tradition</p> <p>આયુર્વેદ પરંપરામાં વ્યક્તિત્વનો અભિગમ</p> <p>5. Assessment of Personality: Self report, Projective techniques and other measures</p> <p>વ્યક્તિત્વનું મૂલ્યાંકન – સ્વ-અહેવાલ, પ્રક્ષેપણ પ્રયુક્તિઓ અને અન્ય માપનો</p>		
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TEXT BOOKS & REFERENCES	
	<p>Baron, R. & Misra. G. (2013). Psychology. Pearson.</p> <p>Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.</p> <p>Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.</p> <p>Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.</p> <p>Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition).Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi.</p>

Video Reference:	
	https://youtu.be/2fbrl6WoIyo https://www.youtube.com/watch?v=nrBSxKZUHcs
E Resources:	
Books	http://gg.gg/Introduction-to-Psychology_Book_1 http://gg.gg/Introduction-to-Psychology_Book_2 http://gg.gg/Introduction-to-Psychology_Book_3 http://www.apa.org

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

❖ **Continuous Evaluation Internal 30% (Weightage)**

1. Present	05 marks
2. Assignment	05 marks
3. Seminar / Field Visit / Viva	05 marks
4. Test	15 marks
Total	30 marks

❖ **End of Semester University Exam 70% (Weightage)**

B.A. Sem-II Psychology

PSY-DSCM202/MI202- DEVELOPMENTAL PSYCHOLOGY II

Programme/Class: Certificate	Year : First	Semester : Second
Subject : Psychology		
Course Code : PSY-DSCM202/PSY-MI202	Course Title : Developmental Psychology-II	
Credit : 3	COURSE CATEGORY : MAJOR/MINOR	
Max. Marks : 30 + 70	Min. Passing Marks : 11 + 25	
Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 3 - 0 - 0		

Course Overview/ Course Description:

The core course of psychology named developmental psychology consist four unit, all unit are compact and suitable to understand further development of next core course. The unit no.1 to 4 are sets according to human development which covers life span of human being, up to unit 4 teacher will teach physical development of child. The teachers have total freedom to teach and explain thoroughly as herewith a book is mentioned but a teacher want to take another of his/her choice he/she can take and run through it.

Course Objectives:

1. To provide an overview of the role of physical, cognitive and psycho-social development of adolescents.
2. To facilitate understanding the developmental changes in various stages of adulthood.
3. To provide students with an awareness about the Atypical development including Gifted, Mental retarded and Handicapped.

Course Outcomes:

1. In first part of developmental psychology will cover the overall adolescence development including Physiological changes, interests, attitudes and beliefs.
2. Unit - 2 will cover the Characteristics of the infant stage and how the child develops in the Adulthood as well as patterns of child development in pre- Adulthood and Middle Adulthood.
3. Unit-3 will cover the Characteristics of the Old age and changes during old age as well as patterns of development in Old Age and Problems of Old Age.
4. Unit 4 will cover the Atypical development including Gifted, Mental retarded and Handicapped.

Details of Modules

Modules	Content/ Topic	No of Hours	Teaching Methodology (Lecture/ Lab Operation/ Task/ Assignments/ Group Activity/ Role Play)
UNIT-1 તરુણાવસ્થાનો વિકાસ Adolescence development	<ol style="list-style-type: none"> 1. તરુણાવસ્થાની વ્યાખ્યા, લાક્ષણીકતાઓ અને તરુણાવસ્થાનો વિકાસ Definition, Characteristics and development of adolescence 2. તરુણાવસ્થામાં પ્રવેશના નિર્ણાયક ધોરણો Determinants of adolescence entry 3. તરુણાવસ્થામાં થતા શારીરિક ફેરફારો Physiological Changes during adolescence 4. તરુણાવસ્થા દરમિયાન રુચિ, વલણ અને માન્યતામાં પરિવર્તન Changes in interests, attitudes and beliefs during Adolescence 5. તરુણાવસ્થામાં થતો આવેગિક વિકાસ Emotional development in Adolescence 6. ભારતીય તરુણોમાં થતો સામાજિક વિકાસ Social development of Indian Adolescent 	12	Lecture & Demonstration

	<p>7. તરૂણાવસ્થા દરમ્યાન થતો માનસિક કે બૌદ્ધિક(બોધાત્મક) વિકાસ Mental or Intellectual(cognitive) development during Adolescence</p> <p>8. તરૂણાવસ્થાની જરૂરીયાતો અને સમસ્યાઓ Needs and problems of Adolescence</p> <p>9. તરૂણાવસ્થામાં શિક્ષણનું સ્વરૂપ અને તરૂણોના શિક્ષણમાં શિક્ષકની ભૂમિકા Nature of education in adolescence and role of a teacher in the education of Adolescents</p>		
<p style="text-align: center;">UNIT-2 પુખ્તાવસ્થાનો વિકાસ Adulthood development</p>	<p>1. યુવાવસ્થાના લક્ષણો Characteristics of adulthood</p> <p>2. યુવાવસ્થાના વિકાસકાર્યો Development tasks of early adulthood</p> <p>3. યુવાવસ્થાની સમસ્યાઓ Problems of Adulthood</p> <p>4. મધ્યાવસ્થાની લાક્ષણિકતાઓ Characteristics of Middle Adulthood</p> <p>5. મધ્યાવસ્થાની સમસ્યાઓ Problems of middle Adulthood</p> <p>6. મધ્યાવસ્થાના વિકાસકાર્યો Development tasks of middle adulthood</p> <p>7. પરિપક્વ વપુખ્તાવસ્થાના પુરાવા Evidence of mature adulthood</p> <ul style="list-style-type: none"> ● શારીરિક પરિપક્વતા physical maturity ● બૌદ્ધિક પરિપક્વતા intellectual maturity ● સામાજિક પરિપક્વતા social maturity ● આવેગાત્મક પરિપક્વતા emotional maturity ● નૈતિક પરિપક્વતા moral maturity 	11	Lecture & Demonstration

	<p>8. પુખ્ત બનવાના લાભ અને ગેરલાભ Advantages and disadvantages of being an adult</p>		
<p>UNIT-3 વૃધ્ધાવસ્થા Old age</p>	<p>1. વૃધ્ધાવસ્થાની લાક્ષણિકતાઓ Characteristics of Old age (Aging)</p> <p>2. વૃધ્ધાવસ્થા દરમિયાન થતા પરિવર્તનો Changes during old age</p> <p>3. વૃધ્ધાવસ્થાની સમસ્યાઓ Problems of old age</p> <p>4. નિવૃત્તિ Retirement</p> <p>5. વૃધ્ધાવસ્થાની સફળતા Successful old age</p> <p>6. મૃત્યુનો સામનો Facing death</p> <p>7. વૃધ્ધાવસ્થા સાથે સમાયોજનનાં સૂચનો અને વૃધ્ધાવસ્થા દરમિયાન સમાયોજનને અસર કરતા ઘટકો Suggestions to adjustment with Old age and various factors influencing adjustment during Old age</p>	11	Lecture & Demonstration
<p>UNIT-4 અસામાન્ય વિકાસ Atypical development</p>	<p>1. અસામાન્ય વિકાસનો અર્થ Meaning of atypical development</p> <p>2. પ્રતિભાસંપન્ન (The gifted)</p> <ul style="list-style-type: none"> ● પ્રતિભાશાળીના શારીરિક લક્ષણો Physical characteristic of gifted ● પ્રતિભાસંપન્નતાના માનસિક લક્ષણો Mental characteristic of gifted ◆ પ્રતિભા સંપન્ન બાળકોની લાક્ષણિકતાઓ Characteristics of Gifted children ■ પ્રતિભા સંપન્ન બાળકોની સમસ્યાઓ 	11	Lecture & Demonstration

	<p style="text-align: center;">Problems of Gifted children</p> <p>3. मानसिक मंदता Mentally Retarded</p> <ul style="list-style-type: none"> ● मानसिक मंद व्यक्तिना शारीरिक लक्षणो Physical characteristic of Mentally retarded ● मानसिक मंद व्यक्तिना व्यक्तित्व लक्षणो Personality traits of Mentally retarded ● मानसिक मंद बाणकोनी लक्षणो Characteristics of mentally retarded children ● मानसिक मंदताना कारणो Causes of Mentally retardation ● मानसिक मंद व्यक्तिनी समस्याओ Problems of retarded ● मानसिक मंद बाणकोनुं शिक्षण Education of mentally retarded children <p>4. शारीरिक अक्षमता Physically handicapped</p> <ul style="list-style-type: none"> ● दृष्टिनी आमी Visual impairment ● श्रवण आमी Hearing impairment ● अपंग बाणक Crippled Child ● नाजुक बाणक Delicate Child ● दांतनी आमी Dental defects ● मगजनी लकवो Cerebral palsy 		
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1. Hurlock, E. (1980). Developmental Psychology, Tata McGraw Hill Publishing.
2. प्रा. योगेंद्र देसाई, (1975). विकासत्मक मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशित.
3. डॉ. शारदा प्रसाद वर्मा, (१९७२). विकास मनोविज्ञान, मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल

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5. Penney Upton (2014). Developmental Psychology, Pearson Publishing Company. Link:
6. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw
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8. Travers, D. (1999). Human Development. Across the Life Span. 4th ed. London: McGraw Hill.
9. <http://www.apa.org>

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 70: 30 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

❖ Continuous Evaluation Internal 30% (Weightage)

1. Present	05 marks
2. Assignment	05 marks
3. Seminar / Field Visit / Viva	05 marks
4. Test	15 marks
Total	30 marks

❖ End of Semester University Exam 70% (Weightage)

PSY-MD201 Psychology in Education - II

Programme/Class: Certificate	Year : First	Semester : Second
Subject : Psychology		
Course Code : PSY-MD201	Course Title : Psychology in Education-II	
Credit : 3		
Max. Marks : 30 + 70	Min. Passing Marks : 11 + 25	
Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 3 - 0 - 0		

Course Overview/ Course Description:

The core course of psychology named Educational psychology consist four unit, all unit are compact and suitable to understand further Educational of multidisciplinary course In unit no.1 to 4 are sets of Educational Psychology which covers education of students and teacher, up to unit 4 teacher will Teach educational psychology of student. The teachers have total freedom to teach and explain thoroughly as herewith a book is mentioned but a teacher want to take another of his/her choice he/she can take and run through it

Course Outcomes:

1. Unit-1 has given the concept of achievement motivation and personality measurement tests which will be useful in measuring the academic achievement and personality of the student in shaping the personality.
2. Unit-2 provides an explanation of the concepts of intelligence, aptitude and creativity which will be useful in the academic development of the students.
3. Unit 3 the points covered in this unit will be helpful in how special types of children can receive educational adjustments, guidance and counselling.
4. Unit 4 the issues covered in this unit will help in developing the discipline and socializing of students and in creating a constructive classroom environment.

Details of Modules

Modules	Content/ Topic	No of Hours	Teaching Methodology (Lecture/ Lab Operation/ Task/ Assignments/ Group Activity/ Role Play)
<p style="text-align: center;">UNIT-1 Achievement test and personality</p>	<ol style="list-style-type: none"> 1. Meaning and nature of achievement test સિધ્ધિ કસોટીનો અર્થ અને સ્વરૂપ 2. Major purpose of achievement test સિધ્ધિ કસોટીનાં મુખ્ય હેતુઓ 3. Kinds of achievement test સિધ્ધિ કસોટીનાં પ્રકારો 4. Importance of achievement test from the point of view of education શિક્ષણનાં દ્રષ્ટિકોણથી સિધ્ધિ કસોટીનું મહત્વ 5. Meaning and nature of personality વ્યક્તિત્વનો અર્થ અને સ્વરૂપ 6. Measurement of personality વ્યક્તિત્વનું માપન 	11	Lecture & Demonstration
<p style="text-align: center;">UNIT-2 Intelligence, aptitude and creativity</p>	<ol style="list-style-type: none"> 1. Definition and nature of intelligence બુધ્ધિનો અર્થ અને સ્વરૂપ 2. Types of intelligence બુધ્ધિનાં પ્રકારો 3. Types of intelligence test બુધ્ધિ કસોટીના પ્રકારો 4. Use of intelligence test in education શિક્ષણમાં બુધ્ધિ કસોટીનો ઉપયોગ 5. Meaning and measurement of aptitude અભિયોગ્યતાનો અર્થ અને માપન 6. Utility of aptitude test in education શિક્ષણમાં અભિયોગ્યતા કસોટીની ઉપયોગીતા 	12	Lecture & Demonstration

	<p>7. Meaning of creativity and steps in creative process સર્જનાત્મકતાનો અર્થ અને સર્જનાત્મક પ્રક્રિયાના સોપાનો</p> <p>8. Measurement of creativity સર્જનાત્મકતાનું માપન</p> <p>9. Role of teacher and school in promoting creativity સર્જનાત્મકતાને ઉન્નત બનાવવા કે પ્રોત્સાહન આપવામાં શિક્ષણ અને શાળાની ભૂમિકા</p>		
<p style="text-align: center;">UNIT-3 Education and adjustment of exceptional children</p>	<p>1. Meaning and types of special children વિશિષ્ટ બાળકોનો અર્થ અને પ્રકારો</p> <p>2. Meaning and characteristics of gifted and talented Children પ્રતિભાસંપન્ન અને હોશિયાર બાળકોનો અર્થ અને લાક્ષણિકતાઓ</p> <p>3. Education and adjustment of gifted and talented Children પ્રતિભાસંપન્ન અને હોશિયાર બાળકોનું શિક્ષણ અને સમાયોજન</p> <p>4. Meaning and types of mentally deficient children માનસિક ક્ષતિયુક્ત બાળકોનો અર્થ અને પ્રકારો</p> <p>5. Adjustment and education of mentally retired Children માનસિક દુર્બળતાયુક્ત બાળકોનું સમાયોજન અને શિક્ષણ</p> <p>6. Meaning and aims of educational guidance શૈક્ષણિક માર્ગદર્શનનો અર્થ અને હેતુઓ કે ધ્યેયો</p> <p>7. Need for educational guidance in school શાળામાં શૈક્ષણિક માર્ગદર્શનની જરૂરીયાત</p> <p>8. Role of teacher and counsellor in guidance program માર્ગદર્શન કાર્યક્રમમાં શિક્ષક અને સલાહકારની ભૂમિકા</p> <p>9. Role of school and curriculum in vocational Guidance</p>	11	Lecture & Demonstration

	વ્યાવસાયિક માર્ગદર્શનમાં શાળા અને અભ્યાસક્રમની ભૂમિકા		
UNIT-4 Discipline, group dynamics and social climate of school in education	1. Meaning and nature of discipline શિસ્તનો અર્થ અને સ્વરૂપ 2. Objective and aims of discipline શિસ્તના હેતુઓ અને ધ્યેયો 3. Techniques of teaching discipline શિસ્ત શીખવવાની પ્રયુક્તિઓ 4. Meaning and characteristics of a group જૂથનો અર્થ અને લાક્ષણિકતાઓ 5. Meaning of group dynamics જૂથ ગતિશાસ્ત્રનો અર્થ 6. Educational importance of group dynamics જૂથ ગતિશાસ્ત્રનું શૈક્ષણિક મહત્વ 7. Role of a teacher in classroom વર્ગખંડમાં શિક્ષકની ભૂમિકા 8. Techniques of improving group relationship in Classroom વર્ગખંડમાં જૂથ સંબંધ સુધારવાની પ્રયુક્તિઓ 9. School as a social system and socialization agency સામાજિક વ્યવસ્થા અને સામાજીકરણની એજન્સી તરીકે શાળા 10. Effect of social climate of classroom upon learning શિક્ષણ પર વર્ગખંડનાં સામાજિક વાતાવરણની અસર	11	Lecture & Demonstration

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1. SINGH, A.K. (2019): Educational psychology (4 th ed.) New Delhi; Bharti bhavan.
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5. PARIKH, B.A. (1990): Introduction of Educational Psychology (4 th ed), Surat. Popular Prakashan
6. SHUKLA S.S. (2011): Educational Psychology (1 st ed), Agra , Agrawal Publications
7. <http://www.apa.org>

Evaluation Pattern

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❖ **Continuous Evaluation Internal 30% (Weightage)**

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4. Test	15 marks
Total	30 marks

❖ **End of Semester University Exam 70% (Weightage)**