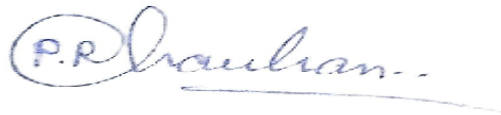


**KRANTIGURU SHYAMJI KRISHNA VERMA KACHCHH UNIVERSITY,
BHUI- KACHCHH**

**NEW SYLLABUS
(AS PER NEP 2020 & UGC GUIDELINES)**

PSYCHOLOGY

**TO BE IMPLEMENT FROM JUNE - 2023
(Semester- I & II JUNE 2023-24)**



Dr. Pallavi R. Chauhan
Chairman
Board of studies, Psychology
K.S.K.V. Kachchh University,
Bhuj

Dr. Kalpna Satija
Dean
Faculty of Arts
K.S.K.V. Kachchh University,
Bhuj



KSKV KACHCHH 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



NATIONAL EDUCATION POLICY-2020

Common Minimum Syllabus for KSKV Kachchh University

| 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 | 4 |
| | | PSY-DSCM102 | Major | Developmental Psychology – I | Theory | 4 |
| | | PSY-MD101 | Multidisciplinary | Psychology in Education – I | Theory | 4 |
| | II | PSY-DSCM201/MI201 | Major & Minor | Basic Psychological Process – II | Theory | 4 |
| | | PSY-DSCM202 | Major | Developmental Psychology – II | Theory | 4 |
| | | PSY-MD201 | Multidisciplinary | Psychology in Education – II | Theory | 4 |

| | | | | | | |
|-------------------|------------|--------------------------|--------------------------|---|---|----------|
| B.A. 2 | III | PSY-DSCM301/MI301 | Major | Social Psychology-I | Theory | 4 |
| | | PSY-DSCM302/MI302 | Major | Cognitive Psychology | Theory | 4 |
| | | PSY-DSCM303 | Major | Psychopathology-I | Theory | 4 |
| | | PSY-MD301 | Multidisciplinary | Sports and Psychology | Theory | 4 |
| | IV | PSY-DSCM401/MI401 | Major & Minor | Psychology of Adjustment | Theory | 4 |
| | | PSY-DSCM402 | Major | Social Psychology-II | Theory | 4 |
| | | PSY-DSCM403 | Major | Psychopathology-II | Theory | 4 |
| B.A. 3 | V | PSY-DSCM501/MI501 | Major & Minor | Experimental Psychology or Organizational Psychology | | 4 |
| | | PSY-DSCM502/MI502 | Major & Minor | Counselling Psychology | Theory | 4 |
| | | PSY-DSCM503 | Major | Experimental Psychology-Practical(PR) (only Regular Students) Or Media Psychology (only External Students) | Theory/ Practical Theory | 4 |
| | VI | PSY-DSCM601/MI601 | Major & Minor | Biopsychology | Theory | 4 |
| | | PSY-DSCM602/MI602 | Major | Research Method in Psychology-I | Theory | 4 |
| | | PSY-DSCM603 | Major | Statistics in Psychology | Theory | 4 |

| | | | | | | |
|-------------------|----------------------|-------------------|---------------|---|----------|---|
| B.A. 4 | VII (H) | PSY-DSCM701/MI701 | Major & Minor | Health Psychology-I | Theory | 4 |
| | | PSY-DSCM702 | Major | Research Method and Psychological Testing | Theory | 4 |
| | | PSY-DSCM703 | Major | Clinical Psychology-I | Theory | 4 |
| | | PSY-DSCM704 | Major | On the Job Training (OJT)-I | Training | 6 |
| | VIII (H) | PSY-DSCM801/MI801 | Major & Minor | Health Psychology-II | Theory | 4 |
| | | PSY-DSCM802 | Major | Community Psychology | Theory | 4 |
| | | PSY-DSCM803 | Major | Clinical Psychology-II | Theory | 4 |
| | | PSY-DSCM804 | Major | On the Job Training (OJT)-II | Training | 6 |
| | VII (RH) | PSY-DSCM701/MI701 | Major & Minor | Health Psychology-I | Theory | 4 |
| | | PSY-DSCM702 | Major | Research Method and Psychological Testing | Theory | 4 |
| | | PSY-DSCM703 | Major | Clinical Psychology-I | Theory | 4 |
| | | PSY-DSCM704 | Major | Research Project /Dissertation(RP)-I | Research | 6 |
| | VIII (RH) | PSY-DSCM801/MI801 | Major & Minor | Health Psychology-II | Theory | 4 |
| | | PSY-DSCM802 | Major | Community Psychology | Theory | 4 |
| | | PSY-DSCM803 | Major | Clinical Psychology-II | Theory | 4 |
| | | PSY-DSCM804 | Major | Research Project /Dissertation(RP)-II | Research | 6 |



KSKV KACHCHH 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-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 | Major | Developmental Psychology – I |
| PSY-MD101 | Multidisciplinary | Psychology in Education – I |

| Semester – I | | | | | | | | |
|--------------|-----------------|--|----------------|-----------|-------|------------|-----|-------|
| Sr. No | Course Category | Course Title | Course Credits | | | Exam Marks | | |
| | | | Theory | Practical | Total | IM | EM | Total |
| 1 | DSCM 101 | Basic Psychological Process – I | 4 | 0 | 4 | 50 | 50 | 100 |
| 2 | DSCM 102 | Developmental Psychology – I | 4 | 0 | 4 | 50 | 50 | 100 |
| 3 | MD 101 | Psychology in Education – I | 4 | 0 | 4 | 50 | 50 | 100 |
| 4 | MI-101 | Basic Psychological Process – I | 4 | 0 | 4 | 50 | 50 | 100 |
| 5 | SEA-101 | Stress Management | 2 | 0 | 2 | 25 | 25 | 50 |
| 6 | CVAC 101 | Environmental Psychology | 2 | 0 | 2 | 25 | 25 | 50 |
| 7 | AEC 201 | English/ Gujarati/ Hindi/ Sanskrit/ Sindhi | 2 | 0 | 2 | 25 | 25 | 50 |
| | Total Credits | | 22 | 0 | 22 | 275 | 275 | 550 |

Semester – II

| Sr. No | Course Category | Course Title | Course Credits | | | Exam Marks | | |
|--------|-----------------|--|----------------|-----------|-------|------------|-----|-------|
| | | | Theory | Practical | Total | IM | EM | Total |
| 1 | DSCM 201 | Basic Psychological Process – II | 4 | 0 | 4 | 50 | 50 | 100 |
| 2 | DSCM 202 | Developmental Psychology – II | 4 | 0 | 4 | 50 | 50 | 100 |
| 3 | MD 201 | Psychology in Education – II | 4 | 0 | 4 | 50 | 50 | 100 |
| 4 | MI-201 | Basic Psychological Process – II | 4 | 0 | 4 | 50 | 50 | 100 |
| 5 | SEA-101 | Stress Management | 2 | 0 | 2 | 25 | 25 | 50 |
| 6 | CVAC 201 | Personality Bhagavat Gita | 2 | 0 | 2 | 25 | 25 | 50 |
| 7 | AEC 201 | English/ Gujarati/ Hindi/ Sanskrit/ Sindhi | 2 | 0 | 2 | 25 | 25 | 50 |
| | Total Credits | | 22 | 0 | 22 | 275 | 275 | 550 |
| | EXIT COURSE | Adjustment Psychology | 4 | | | | | |

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 : 4 | COURSE CATEGORY : MAJOR / :MINOR | |
| Max. Marks : 50 + 50 | | |
| Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 4 - 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 |
|--------------------------|---|

| 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 |

Details of Modules

| Modules | Content/ Topic | No of Hours | Weightage of Marks |
|---|---|--------------------------|---------------------------|
| <p align="center">Unit: 1</p> <p align="center">PSYCHOLOGY AS A SCIENCE – INTRODUCTION- 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 કાર્યાત્મક 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 – શાળા અને શૈક્ષણિક મનોવિજ્ઞાન *Personality and Social Psychology – | <p align="center">15</p> | <p align="center">25</p> |

| | | | |
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| | <p>વ્યક્તિત્વ અને સમાજલક્ષી મનોવિજ્ઞાન</p> <ul style="list-style-type: none"> *Developmental Psychology – વિકાસાત્મક મનોવિજ્ઞાન *Psychometric Psychology – મનોમાપનનું મનોવિજ્ઞાન *Industrial and Organizational Psychology – ઔદ્યોગિક અને સંગઠનનું મનોવિજ્ઞાન *Experimental Psychology – પ્રાયોગિક મનોવિજ્ઞાન *Physiological Psychology-શરીરલક્ષી મનોવિજ્ઞાન *Cognitive Psychology-બોધાત્મક મનોવિજ્ઞાન *Personality Psychology-વ્યક્તિત્વ મનોવિજ્ઞાન *Environmental Psychology- પર્યાવરણીય મનોવિજ્ઞાન *Sports Psychology-રમત મનોવિજ્ઞાન *Military Psychology-સૈન્ય મનોવિજ્ઞાન *Political Psychology-રાજનૈતિક મનોવિજ્ઞાન <p>5. Applicability of Psychology મનોવિજ્ઞાનની પ્રયોજ્યતા કે ઉપયોગીતા</p> <p>6. Indigenous Indian Approaches of Psychology મનોવિજ્ઞાનના સ્વદેશી ભારતીય અભિગમો</p> <ul style="list-style-type: none"> *Approach of Psychology in Shrimadbhagawat Geeta- શ્રીમદ્ભગવત ગીતામાં મનોવિજ્ઞાનના અભિગમ * Approach of Psychology in Sankhya Darshan સાંખ્ય દર્શનમાં મનોવિજ્ઞાનના અભિગમ *Approach of Psychology in Buddhism બૌદ્ધવાદમાં મનોવિજ્ઞાનના અભિગમ <p>7. The Methods of Psychology – મનોવિજ્ઞાનની 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 | | |
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| | <p>* Experimental Method – પ્રાયોગિક પધ્ધતિ</p> <p>*Interview Method, Questionnaire Method-પ્રશ્નાવલી પધ્ધતિ</p> | | |
| <p>Unit: 2</p> <p>MOTIVATION</p> <p>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 – સિધ્ધિની પ્રેરણા</p> | 15 | 25 |
| <p>Unit: 3</p> <p>EMOTION</p> <p>આવેગ</p> | <p>1. Definition and Nature of Emotion – 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> | 15 | 25 |

| | | | |
|--|--|----|----|
| <p style="text-align: center;">Unit: 4</p> <p style="text-align: center;">ATTENTION AND PERCEPTION</p> <p style="text-align: center;">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> | 15 | 25 |
|--|--|----|----|

| 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> |

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 50: 50 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.

Exam Paper Style for Major / Minor

Evaluation:

Internal Assessment: 50 Marks University Assessment: 50 Marks

| | Section | Unit | Marks |
|-----|--|-------------|--------------|
| Q-1 | Essay question with Choice OR Short Notes | Unit 1 | 10 |
| Q-2 | Essay question with Choice OR Short Notes | Unit 2 | 10 |
| Q-3 | Essay question with Choice OR Short Notes | Unit 3 | 10 |
| Q-4 | Essay question with Choice OR Short Notes | Unit 4 | 10 |
| Q-5 | True and False/Twist/Filling the blanks/ Short Questions/ Objective types Question | Unit 1-4 | 10 |

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 : 4 | COURSE CATEGORY : MAJOR | |
| Max. Marks : 50 + 50 | Min. Passing Marks : | |
| Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 4 - 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 effective 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 | Weightage of Marks |
|--|--|--------------------|---------------------------|
| <p align="center">UNIT-1 વિકાસાત્મક મનોવિજ્ઞાન- પ્રસ્તાવના Developmental Psychology- Introduction</p> | <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: Biological, Cognitive and Socio-Emotional Processes. 7. વિકાસને અસર કરતાં પરિબલો Factors Affecting Development | 15 | 25 |
| <p align="center">UNIT-2 જન્મપૂર્વનો વિકાસ</p> | <ol style="list-style-type: none"> 1. ગર્ભ ધારણ – Fertilization 2. જન્મ પૂર્વના વિકાસના તબક્કાઓ | 15 | 25 |

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| Prenatal Development | <p>Stages of prenatal development</p> <ol style="list-style-type: none"> 3. જન્મપ્રક્રિયા – BirthProcess 4. વારસો અને વાતાવરણ Heredity and environment 5. જન્મપૂર્વીય વિકાસને અસર કરનારા પરિબલો Factors affecting prenatal development 6. જન્મપૂર્વે (ગર્ભાધારણ)નાં સમયગાળા સાથે સંબંધિત શારીરિક અને મનોવૈજ્ઞાનિક જોખમો Physical and Psychological hazards related to Pre-natal period 7. ગર્ભ સંસ્કાર–Garbha sanskar | | |
| <p style="text-align: center;">UNIT-3</p> <p style="text-align: center;">શિશુ અવસ્થાનો વિકાસ Infancy Development</p> | <ol style="list-style-type: none"> 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 દરમિયાન 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 7. શિશુ અવસ્થામાં થતો ભાષા, આવેગાત્મક, સામાજિક અને વ્યક્તિત્વ વિકાસ Language, Emotional, Social and Personality development in Infancy(Babyhood) 8. ખ્યાલ (સંકલ્પના) ઘડતર - Concept formation <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 | 15 | 25 |

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| | <ul style="list-style-type: none"> ● સંખ્યાસંબંધીખ્યાલ - 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 | | |
| <p style="text-align: center;">UNIT-4 બાલ્યાવસ્થાનોવિકાસ Childhood development</p> | <ol style="list-style-type: none"> 1. બાલ્યાવસ્થાની લાક્ષણિકતાઓ, 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 | 15 | 25 |

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| | <p>Late childhood development</p> <p>7. उत्तरबाल्यावस्थाना विकासकार्यो Development tasks of late childhood</p> <p>8. बाल्यावस्थाना विविध ज्यालो(संकल्पना) नोविकास Development of various concepts of childhood</p> <ul style="list-style-type: none"> • सापेक्षकदनो ज्याल • नाशां अंगेनो ज्याल • समयनो ज्याल • स्वनो ज्याल • सामाजिकज्यालोनो विकास • सौंदर्यना ज्यालनो विकास • वियारणानो विकास | | |
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REFERENCE:

1. Hurlock, E. (1980). Developmental Psychology, Tata McGraw Hill Publishing.
2. प्रा. योगेंद्र देसाय, (1975). विकासात्मक मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशीत.
3. डॉ. शारदा प्रसाद वर्मा, (१९७२). विकास मनोविज्ञान, मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल
4. प्रा. डी.ए.एम. पेस्तनज, (1986) तारुण्यनुं मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशीत.
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>

Evaluation Pattern

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 50: 50 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.

Exam Paper Style for Major / Minor

Evaluation:

Internal Assessment: 50 Marks University Assessment: 50 Marks

| | Section | Unit | Marks |
|-----|--|-------------|--------------|
| Q-1 | Essay question with Choice OR Short Notes | Unit 1 | 10 |
| Q-2 | Essay question with Choice OR Short Notes | Unit 2 | 10 |
| Q-3 | Essay question with Choice OR Short Notes | Unit 3 | 10 |
| Q-4 | Essay question with Choice OR Short Notes | Unit 4 | 10 |
| Q-5 | True and False/Twist/Filling the blanks/ Short Questions/ Objective types Question | Unit 1-4 | 10 |

B.A. Sem-I Psychology
PSY-MD101 Psychology in Education - I

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| Programme/Class: Certificate | Year : First | Semester : First |
| Subject : Psychology | | |
| Course Code : PSY-MD101 | Course Title : Psychology in Education –I | |
| Credit : 4 | | |
| Max. Marks : 50 + 50 | Min. Passing Marks : | |
| Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 4 - 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 | Weightage of Marks |
|--|---|--------------------|---------------------------|
| <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 કાર્યા 7. significance of Educational Psychology શૈક્ષણિક મનોવિજ્ઞાનનું મહત્વ | 15 | 25 |
| <p align="center">UNIT-2 Methods of Educational Psychology શૈક્ષિક મનોવિજ્ઞાનની પધ્ધતિઓ</p> | <ol style="list-style-type: none"> 1. Introduction પ્રસ્તાવના 2. Objective observation method વસ્તુલક્ષી નિરીક્ષણ પધ્ધતિ 3. Clinical Method ચિકિત્સા પધ્ધતિ 4. Case study Method કિસ્સા (વ્યક્તિગત) અભ્યાસ પધ્ધતિ 5. Questionnaire Method પ્રશ્નાવલી પધ્ધતિ 6. Interview Method મુલાકાત પધ્ધતિ 7. Rating Method તુલા પધ્ધતિ | 15 | 25 |

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| <p style="text-align: center;">UNIT-3 Motivation and incentive in learning & Learning શીખવામાં પ્રેરણા અને પ્રોત્સાહન & શિક્ષણ</p> | <ol style="list-style-type: none"> 1. Meaning of motivation પ્રેરણા અર્થ 2. classification of motivation પ્રેરણાનું વર્ગીકરણ 3. functions of motives in learning process શીખવાની પ્રક્રિયામાં પ્રેરણાનું કાર્ય 4. Role of importance motive and incentives in Learning શીખવામાં મહત્વપૂર્ણ પ્રેરણા અને પ્રોત્સાહનની ભૂમિકા 5. Methods of effective learning અસરકારક શિક્ષણની પદ્ધતિઓ 6. Laws of learning and their applications in classroom શિક્ષણના નિયમો અને વર્ગખંડમાં તેની ઉપયોગીતાઓ (અમલીકરણ) 7. Factors influencing Classroom Learning વર્ગખંડ શિક્ષણને અસર કરતા ઘટકો કે પરિબલો 8. Educational implication and evolution of Thorndike's theory of learning થોર્નડાઇકનાં શિક્ષણના સિધ્ધાંતનું શૈક્ષિક સુચિતાર્થ અને મૂલ્યાંકન 9. Educational implication and evolution of skinner's theory of learning સ્કીનરના શિક્ષણના સિધ્ધાંતનું શૈક્ષિક સુચિતાર્થ અને મૂલ્યાંકન 10. Educational implication and evolution of kohler's insight theory કોહલરના આંતરસૂઝ સિધ્ધાંતનું શૈક્ષિક સુચિતાર્થ અને મૂલ્યાંકન | 15 | 25 |
| <p style="text-align: center;">UNIT-4 Memory, forgetting and examination</p> | <ol style="list-style-type: none"> 1. Meaning of memory સ્મૃતિ(સ્મરણ)નો અર્થ 2. Types and nature of memory સ્મૃતિ(સ્મરણ)નાં પ્રકારો અને સ્વરૂપ 3. Factors influence retention | 15 | 25 |

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| <p style="text-align: center;">स्मृति(स्मरण), विस्मरण अने परीक्षा</p> | <p>धारणने असर करता परिबणी</p> <p>4. Meaning and nature of forgetting विस्मरणनो अर्थ अने स्वरूप</p> <p>5. Causes of forgetting विस्मरणना कारणो</p> <p>6. Meaning of examination परीक्षानो अर्थ</p> <p>7. Education importance of examination परीक्षानुं शैक्षणिक महत्व</p> <p>8. Characteristics of a good examination सारी परीक्षाना लक्षणो के लक्षणिकताओ</p> <p>9. Types of examination परीक्षाना प्रकारो (A) Oral (B) Eassay (C) Open book examination (अ) मौखिक (ब) निबंधात्मक (क) खुल्ला-पुस्तक परीक्षा</p> | | |
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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

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 50: 50 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.

Exam Paper Style for Major / Minor

Evaluation:

Internal Assessment: 50 Marks University Assessment: 50 Marks

| | Section | Unit | Marks |
|-----|--|-------------|--------------|
| Q-1 | Essay question with Choice OR Short Notes | Unit 1 | 10 |
| Q-2 | Essay question with Choice OR Short Notes | Unit 2 | 10 |
| Q-3 | Essay question with Choice OR Short Notes | Unit 3 | 10 |
| Q-4 | Essay question with Choice OR Short Notes | Unit 4 | 10 |
| Q-5 | True and False/Twist/Filling the blanks/ Short Questions/ Objective types Question | Unit 1-4 | 10 |

Course Type : **SEA-101**
Name of the Course : **Stress Management**
Course credit : **02**
Teaching Hours : **30 (Hours)**
Total marks : **50 (25+25)**
Teaching Methodology : **Lecture & Demonstration**

COURSE OBJECTIVES:

1. This module will provide students the opportunity to know what is stress?
2. Explain physiological and psychological changes that occur in response to stress
3. Identify the positive and negative effects of stress
4. Identify various stress management techniques
5. It will be helpful in improving quality of life through yoga, music and meditation.

COURSE OUTCOMES:

1. To understand the nature of stress and learn the skill to identify symptoms demonstrating stress.
2. To get an insight into the various environmental, social, psychological and physiological concomitants of stress and develop skills to reduce the impact of these factors and promote conditions that will reduce stress.
3. To learn how stress impacts health and learn coping skills and resilience.
4. To develop skills to manage stress by learning yoga, meditation, relaxation techniques and cognitive skills to deal with stress.

Details of Modules

| Modules | Content/ Topic | No of Hours | Weightage of Marks |
|--|---|-------------|--------------------|
| UNIT 1. INTRODUCTION | <ol style="list-style-type: none"> 1. Definition of Stress (મનોભારની વ્યાખ્યા) 2. Nature of Stress (મનોભારનું સ્વરૂપ) 3. Positive and Negative stressors (વિધાયક અને નિષેધક મનોભાર) 4. Dimensions of stress (મનોભારના પરિમાણો) <ul style="list-style-type: none"> ○ Psychological stress મનોવૈજ્ઞાનિક મનોભાર ○ Physical stress શારીરિક મનોભાર ○ Behavioral stress વાર્તાનિક મનોભાર ○ Social stress સામાજિક મનોભાર | 15 | 25 |
| UNIT 2. CAUSES AND EFFECTS OF STRESS (મનોભારનાં કારણો અને અસરો) | <ol style="list-style-type: none"> 1. Causes of stress મનોભારના કારણો <ul style="list-style-type: none"> ○ Internal causes આંતરિક કારણો ○ External causes બાહ્ય કારણો 2. Effects of stress (મનોભારની અસરો) <ul style="list-style-type: none"> ○ Physical શારીરિક ○ Psychological માનસિક ○ Behavioral વાર્તાનિક 3. Ways of coping stress (મનોભારને પહોચી વળવું) | 15 | 25 |

REFERENCE BOOKS:

1. Stress management by Dr.N. M. Tajpuria, Jasbirkaur Thadani
2. Stress Management (Gujarati edition) by Bimal Chhajer
3. [https://www.researchgate.net/publication/273946086_Stress_Management pdf on](https://www.researchgate.net/publication/273946086_Stress_Management_pdf_on)

4. stress management
5. <https://hydesmith.com/de-stress/files/StressMgt.pdf>
6. <https://www.mtabc.com/what-is-music-therapy/how-does-music-therapy-work/stressmanagement/>
7. Mindfulness for stress management By Dr. Robert Schachter
8. DiMatteo, M.R., & Martin, L.R.(2017). Health Psychology. New Delhi: Pearson
9. Seaward, B.L. (2018). Managing Stress: Principles and Strategies for Health and Well-Being
10. (9th Edition). Burlington, MA: Jones & Bartlett Learning.
11. Udupa, K.N. (2008). Stress and its Management by Yoga (6th Edition). New Delhi: Motilal Banarsidass Publishers.
12. ADDITIONAL RESOURCES
13. Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.

Exam Paper Style for Minor

Evaluation:

Internal Assessment : 25 Marks

University Assessment : 25 Marks

| Question No. | Unit | Type of Questions | Marks |
|--------------|------|---|-------|
| 1 | 1 | Essay question with choice OR Short Notes | 10 |
| 2 | 2 | Essay question with choice OR Short Notes | 10 |
| 3 | 1-2 | Objective Type Questions/ Definitions/ Fill in the blanks/ Short questions/ True- False/ Match A with B | 05 |

Course Type : CVAC 101
Name of the Course : Environmental Psychology
Course credit : 02
Teaching Hours : 30 (Hours)
Total marks : 50 (25+25)
Teaching Methodology : Lecture & Demonstration

COURSE OUTCOMES:

1. Developing an understanding of the environmental consequences on our emotions, cognitions and behaviours.
2. Understanding pro-environment behaviours and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti- environment behaviour.
3. Learning about the influence of climate change on psycho-social health and wellbeing.
4. Developing an insight into the processes related to environmental sustainability.
5. Forging interdisciplinary understanding and research possibilities.

Details of Modules

| Modules | Content/ Topic | No of Hours | Weightage of Marks |
|---|--|-------------|--------------------|
| UNIT 1 PERCEIVING THE ENVIRONMENT: (पर्यावरणनुं प्रत्यक्षीकरण) | 1. Understanding the Environment and Need for Conservation पर्यावरण समजण अने रूपांतरणनी जरूरीयात 2. How Environment Influences Our Cognition? पर्यावरण કેવી રીતે આપણા બોધનને અસર કરે છે? 3. Emotions and Actions આવેગો અને ક્રિયાઓ | 15 | 25 |

| | | | |
|--|--|-----------|-----------|
| UNIT 2 CLIMATE CHANGE: (वातावरण परिवर्तन) | <ol style="list-style-type: none"> 1. Cognitive Factors संज्ञान घटको 2. Motivational Factors प्रेरणात्मक घटको 3. Socio-Cultural Factors सामाजिक संस्कृतिक घटको 4. Developing Behavioral and Psychological Interventions to Resolve The Issues समस्या निवारण माटे वार्तनिक विकास अने मनोवैज्ञानिक हस्तक्षेप | 15 | 25 |
|--|--|-----------|-----------|

REFERENCE:

1. Nagar, D. (2006). *Environmental Psychology*. New Delhi, India: Concept.
2. Jain, U. (1987). *The psychological consequences on crowding*. New Delhi, India: Sage.
3. Jain, U., & Palsane, M. N. (2004). Environment and behaviour. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational Psychology*, pp. 261-308). New Delhi, India: Sage.
4. Nagar Dinesh (2006) “Environmental Psychology”, Concept Publishing Company, New Delhi – 110059.
5. Bonnes, M. & Secchiaroli, G. (1995). *Environment Psychology: A Psycho-social Introduction*. London: Sage Publications.
6. Fisher, J.D., Bell, P.A., & Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart & Winston.
7. Jain, U. (1987). *The Psychological Consequences of Crowding*. New Delhi: Sage.
8. Steg, L., Berg, A. & Groot, J. (2019). *Environmental Psychology: An Introduction*. BPS Blackwell, UK: John Wiley.
9. पर्यावरणनुं मनोविज्ञान – सुचिता प्रकाशन वस्त्रापुर– अमदावाह, डॉ. सी. पी. दवे, एन. एस. पटेल अने डॉ. डी. जे. पंयाव

Exam Paper Style

Evaluation:

Internal Assessment : 25 Marks

University Assessment : 25 Marks

| Question No. | Unit | Type of Questions | Marks |
|--------------|------|---|-------|
| 1 | 1 | Essay question with choice OR Short Notes | 10 |
| 2 | 2 | Essay question with choice OR Short Notes | 10 |
| 3 | 1-2 | Objective Type Questions/ Definitions/ Fill in the blanks/ Short questions/ True- False/ Match A with B | 05 |



KSKV KACHCHH 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 | Major | 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 : 4 | COURSE CATEGORY : MAJOR :MINOR | |
| Max. Marks : 50 + 50 | | |
| Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 4 - 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 |
|--------------------------|---|

| 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 | Weightage of Marks |
|--|---|-------------|--------------------|
| Unit: 1 LEARNING – શિક્ષણ | 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 | 15 | 25 |

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| <p style="text-align: center;">Unit: 2 MEMORY – स्मृति (स्मरण)</p> | <ol style="list-style-type: none"> 1. Meaning of Memory – स्मृति(स्मरण)નો અર્થ 2. Stages of memory – स्मृति(स्मरण)ના તબક્કાઓ 3. Types of Memory- स्मृति(स्मरण)ના પ્રકારો <ol style="list-style-type: none"> i. Sensory Memory-સાંવેદનિક સ્મૃતિ(સ્મરણ) ii, Short Term Memory- ટૂંકાગાળાની સ્મૃતિ (સ્મરણ) iii, Long Term Memory – લાંબાગાળાની સ્મૃતિ (સ્મરણ) 4. Measurement of Retention – ધારણનું માપન 5. Factors affecting retention – ધારણને અસરકરતા પરિબળો 6. Techniques of Improving Memory – સ્મૃતિ (સ્મરણ) સુધારણાની પ્રયુક્તિઓ | 15 | 25 |
| <p style="text-align: center;">Unit: 3 PSYCHOLOGICAL TESTING – મનોવૈજ્ઞાનિક કસોટી</p> | <ol style="list-style-type: none"> 1. Definition and Uses of Psychological Testing મનોવૈજ્ઞાનિક કસોટીનો અર્થ અને ઉપયોગો 2. Characteristics of a Good Psychological Test સારી મનોવૈજ્ઞાનિક કસોટીના લક્ષણો 3. Kinds (Types) of Test – કસોટીના પ્રકારો 4. Intelligence Tests – બુદ્ધિ કસોટીઓ | 15 | 25 |
| <p style="text-align: center;">Unit-4 PERSONALITY– વ્યક્તિત્વ</p> | <ol style="list-style-type: none"> 1. Meaning and definition of personality વ્યક્તિત્વનો અર્થ અને વ્યાખ્યા 2. Types of Personality – વ્યક્તિત્વના પ્રકારો 3. Determinants of personality: biological, cultural, social & situational. વ્યક્તિત્વના નિર્ધારકો – જૈવીય, સાંસ્કૃતિક, સામાજિક અને પરિસ્થિતિજન્ય 4. Approaches of Personality (In Brief): વ્યક્તિત્વના અભિગમો (ટૂંકમાં) <ul style="list-style-type: none"> ○ Psychoanalysis approach: Freud, Jung and Adler મનોવિશ્લેષણાત્મક અભિગમ – ફ્રોઈડ, યુંગ અને એડલર ○ Trait theories Approach: Allport, Cattell વિશેષગુણ અભિગમ – ઓલ્પોર્ટ, કેટલ ○ Biological Approach: Eysenck | 15 | 25 |

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| | <p>જૈવીય અભિગમ – આઈઝેન્ક</p> <ul style="list-style-type: none"> ○ Humanistic Approach: Rogers, Maslow માનવતાવાદી અભિગમ – રોજર્સ, મેસ્લો ○ Social learning Approach: Bandura સામાજિક શિક્ષણનો અભિગમ – બાંડુરા <p>5. Indigenous Tradition References to Personality વ્યક્તિત્વના સંદર્ભમાં સ્વદેશી પરંપરાઓ</p> <ul style="list-style-type: none"> *Personality Approach in Advaita Vedant Tradition અદ્વૈત વેદાંત પરંપરામાં વ્યક્તિત્વનો અભિગમ * Personality Approach in Yog Darshan or Yog Tradition યોગ પરંપરા કે યોગ દર્શનમાં વ્યક્તિત્વનો અભિગમ * Personality Approach in Ayurveda Tradition આયુર્વેદ પરંપરામાં વ્યક્તિત્વનો અભિગમ <p>5. Assessment of Personality: Self report, Projective techniques and other measures વ્યક્તિત્વનું મૂલ્યાંકન – સ્વ-અહેવાલ, પ્રક્ષેપણ પ્રયુક્તિઓ અને અન્ય માપનો</p> | | |
|--|--|--|--|

| | |
|------------------------------------|--|
| 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> |

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 50: 50 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.

Exam Paper Style for Major / Minor

Evaluation:

Internal Assessment: 50 Marks University Assessment: 50 Marks

| | Section | Unit | Marks |
|-----|--|-------------|--------------|
| Q-1 | Essay question with Choice OR Short Notes | Unit 1 | 10 |
| Q-2 | Essay question with Choice OR Short Notes | Unit 2 | 10 |
| Q-3 | Essay question with Choice OR Short Notes | Unit 3 | 10 |
| Q-4 | Essay question with Choice OR Short Notes | Unit 4 | 10 |
| Q-5 | True and False/Twist/Filling the blanks/ Short Questions/ Objective types Question | Unit 1-4 | 10 |

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 : 4 | COURSE CATEGORY : MAJOR | |
| Max. Marks : 50 + 50 | Min. Passing Marks : | |
| Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 4 - 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.

| Modules | Content/ Topic | No of | Weightage of Marks |
|----------------|-----------------------|--------------|---------------------------|
|----------------|-----------------------|--------------|---------------------------|

| | | Hours | |
|--|---|-------|----|
| <p style="text-align: center;">UNIT-1 તરુણાવસ્થાનો વિકાસ Adolescence development</p> | <ol style="list-style-type: none"> 1. તરુણાવસ્થાની વ્યાખ્યા, લાક્ષણિકતાઓ 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 7. તરુણાવસ્થા દરમિયાન થતો માનસિક કે બૌદ્ધિક(બોધાત્મક) વિકાસ Mental or Intellectual(cognitive) development during Adolescence 8. તરુણાવસ્થાની જરૂરીયાતો અને સમસ્યાઓ Needs and problems of Adolescence 9. તરુણાવસ્થામાં શિક્ષણનું સ્વરૂપ અને તરુણોના શિક્ષણમાં શિક્ષકની ભૂમિકા Nature of education in adolescence and role of a teacher in the education of Adolescents | 15 | 25 |
| <p style="text-align: center;">UNIT-2 પુખ્તાવસ્થાનો વિકાસ Adulthood development</p> | <ol style="list-style-type: none"> 1. યુવાવસ્થાના લક્ષણો Characteristics of adulthood 2. યુવાવસ્થાના વિકાસકાર્યો Development tasks of early adulthood 3. યુવાવસ્થાની સમસ્યાઓ Problems of Adulthood 4. મધ્યાવસ્થાની લાક્ષણિકતાઓ Characteristics of Middle Adulthood | 15 | 25 |

| | | | |
|--|--|----|----|
| | <p>5. मध्यावस्थानी समस्याओ Problems of middle Adulthood</p> <p>6. मध्यावस्थाना विकासकार्यो Development tasks of middle adulthood</p> <p>7. परिपक वपुष्तावस्थाना पुरावा Evidence of mature adulthood</p> <ul style="list-style-type: none"> • शारीरिक परिपक्वता physical maturity • बौद्धिक परिपक्वता intellectual maturity • सामाजिक परिपक्वता social maturity • आवेगात्मक परिपक्वता emotional maturity • नैतिक परिपक्वता moral maturity <p>8. पुष्ट बनवाना लाभ अने गेरलाभ Advantages and disadvantages of being an adult</p> | | |
| <p style="text-align: center;">UNIT-3 वृध्दावस्था Old age</p> | <p>1. वृध्दावस्थानी लक्षणिकाताओ Characteristics of Old age (Aging)</p> <p>2. वृध्दावस्था दरमियान थता परिवर्तनो Changes during old age</p> <p>3. वृध्दावस्थानी समस्याओ Problems of old age</p> <p>4. निवृत्ति Retirement</p> <p>5. वृध्दावस्थानी सफलता Successful old age</p> <p>6. मृत्युनो सामनो Facing death</p> <p>7. वृध्दावस्था साथे समायोजननां सूयनो अने वृध्दावस्था दरमियान समायोजनने असर करता घटको Suggestions to adjustment with Old age and various factors influencing adjustment during Old age</p> | 15 | 25 |

| | | | |
|---|---|----|----|
| <p style="text-align: center;">UNIT-4 અસામાન્ય વિકાસ Atypical development</p> | <ol style="list-style-type: none"> 1. અસામાન્ય વિકાસનો અર્થ Meaning of atypical development 2. પ્રતિભાસંપન્ન (The gifted) <ul style="list-style-type: none"> • પ્રતિભાશાળીના શારીરિક લક્ષણો Physical characteristic of gifted • પ્રતિભાસંપન્નતાના માનસિક લક્ષણો Mental characteristic of gifted ◆ પ્રતિભા સંપન્ન બાળકોની લક્ષણીકતાઓ Characteristics of Gifted children ▪ પ્રતિભા સંપન્ન બાળકોની સમસ્યાઓ Problems of Gifted children 3. માનસિક મંદતા Mentally Retarded <ul style="list-style-type: none"> • માનસિક મંદ વ્યક્તિના શારીરિક લક્ષણો Physical characteristic of Mentally retarded • માનસિક મંદ વ્યક્તિના વ્યક્તિત્વ લક્ષણો Personality traits of Mentally retarded • માનસિક મંદ બાળકોની લક્ષણીકતાઓ Characteristics of mentally retarded children • માનસિક મંદતાના કારણો Causes of Mentally retardation • માનસિક મંદ વ્યક્તિની સમસ્યાઓ Problems of retarded • માનસિક મંદ બાળકોનું શિક્ષણ Education of mentally retarded children 4. શારીરિક અક્ષમતા Physically handicapped <ul style="list-style-type: none"> • દ્રષ્ટિની ખામી Visual impairment • શ્રવણ ખામી Hearing impairment • અપંગ બાળક Crippled Child • નાજુક બાળક Delicate Child • દાંતની ખામી Dental defects - મગજનો લકવો Cerebral | 15 | 25 |
|---|---|----|----|

palsy

Details of Modules

REFERENCE:

1. Hurlock, E. (1980). Developmental Psychology, Tata McGraw Hill Publishing.
2. प्रा. योगेंद्र देसाय, (1975). विकासमक मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशीत.
3. डॉ. शारदा प्रसाद वर्मा, (१९७२). विकास मनोविज्ञान, मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल
4. प्रा. डी.अम. पेस्तनज्, (1986) तारुण्यनुं मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशीत.
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.

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 50: 50 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.

Exam Paper Style for Major / Minor

Evaluation:

Internal Assessment: 50 Marks University Assessment: 50 Marks

| | Section | Unit | Marks |
|-----|--|----------|-------|
| Q-1 | Essay question with Choice OR Short Notes | Unit 1 | 10 |
| Q-2 | Essay question with Choice OR Short Notes | Unit 2 | 10 |
| Q-3 | Essay question with Choice OR Short Notes | Unit 3 | 10 |
| Q-4 | Essay question with Choice OR Short Notes | Unit 4 | 10 |
| Q-5 | True and False/Twist/Filling the blanks/ Short Questions/ Objective types Question | Unit 1-4 | 10 |

B.A. Sem-II Psychology

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 : 4 | | |
| Max. Marks : 50 + 50 | Min. Passing Marks : | |
| Total No. of Lectures – Tutorials – Practical (In hours per Week) : L-T-P: 4 - 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 | Weightage of Marks |
|---|--|--------------------|---------------------------|
| UNIT-1 Achievement test and personality | 1. Meaning and nature of achievement test सिद्धि कसोटीनो अर्थ अने स्वरूप 2. Major purpose of achievement test सिद्धि कसोटीनां मुख्य हेतुओ 3. Kinds of achievement test सिद्धि कसोटीनां प्रकारो 4. Importance of achievement test from the point of view of education शिक्षणनां दृष्टिकोणथी सिद्धि कसोटीनुं महत्व 5. Meaning and nature of personality व्यक्तित्वनो अर्थ अने स्वरूप 6. Measurement of personality व्यक्तित्वनुं मापन | 15 | 25 |
| UNIT-2 Intelligence, aptitude and creativity | 1. Definition and nature of intelligence बुद्धिनो अर्थ अने स्वरूप 2. Types of intelligence बुद्धिनां प्रकारो 3. Types of intelligence test बुद्धि कसोटीना प्रकारो 4. Use of intelligence test in education शिक्षणमां बुद्धि कसोटीनो उपयोग 5. Meaning and measurement of aptitude अभियोग्यतानो अर्थ अने मापन 6. Utility of aptitude test in education शिक्षणमां अभियोग्यता कसोटीनी उपयोगीता 7. Meaning of creativity and steps in creative process सर्जनात्मकतानो अर्थ अने सर्जनात्मक प्रक्रियाना सोपानो | 15 | 25 |

| | | | |
|--|--|----|----|
| | <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>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 વ્યાવસાયિક માર્ગદર્શનમાં શાળા અને અભ્યાસક્રમની ભૂમિકા</p> | 15 | 25 |

| | | | |
|--|---|----|----|
| <p style="text-align: center;">UNIT-4 Discipline, group dynamics and social climate of school in education</p> | <ol style="list-style-type: none"> 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 | 15 | 25 |
|--|---|----|----|

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

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 50: 50 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.

Exam Paper Style for Major / Minor

Evaluation:

Internal Assessment: 50 Marks University Assessment: 50 Marks

| | Section | Unit | Marks |
|-----|--|-------------|--------------|
| Q-1 | Essay question with Choice OR Short Notes | Unit 1 | 10 |
| Q-2 | Essay question with Choice OR Short Notes | Unit 2 | 10 |
| Q-3 | Essay question with Choice OR Short Notes | Unit 3 | 10 |
| Q-4 | Essay question with Choice OR Short Notes | Unit 4 | 10 |
| Q-5 | True and False/Twist/Filling the blanks/ Short Questions/ Objective types Question | Unit 1-4 | 10 |

Course Type : SEA-201
Name of the Course : Stress Management
Course credit : 02
Teaching Hours : 30 (Hours)
Total marks : 50 (25+25)
Teaching Methodology : Lecture & Demonstration

COURSE OBJECTIVES:

- 1 This module will provide students the opportunity to know what is stress?
- 2 Explain physiological and psychological changes that occur in response to stress
- 3 Identify the positive and negative effects of stress
- 4 Identify various stress management techniques
- 5 It will be helpful in improving quality of life through yoga, music and meditation.

COURSE OUTCOMES:

- 1 To understand the nature of stress and learn the skill to identify symptoms demonstrating stress.
- 2 To get an insight into the various environmental, social, psychological and physiological concomitants of stress and develop skills to reduce the impact of these factors and promote conditions that will reduce stress.
- 3 To learn how stress impacts health and learn coping skills and resilience.
- 4 To develop skills to manage stress by learning yoga, meditation, relaxation techniques and cognitive skills to deal with stress.

Details of Modules

| Modules | Content/ Topic | No of Hours | Weightage of Marks |
|--|--|--------------------|---------------------------|
| UNIT 1. STRESS MANAGEMENT | 1 Yoga and Stress (યોગ અને મનોભાર) 2 Eight essentials of Yoga (યોગની આઠ જરૂરિયતો) 3 Meditation and Mindfulness (ધ્યાન અને માઈન્ડફુલનેસ) 4 Relaxation Techniques (રિલેક્શીસન ટેકનિક) 5 Problem focused and Emotion focused Approaches પ્રોબ્લેમ અને આવેગ આધારિત અભિગમો | 15 | 25 |
| UNIT 2. STRESS MANAGEMENT TECHNIQUE | 1 Vipasyana (વિપશ્યના) 2 Biofeedback (જૈવપ્રતિપુષ્ટિ) 3 Time Management (સમય વ્યવસ્થાપન) 4 Nutrition (પોષણ) 5 Sleep (નિદ્રા) 6 Exercise (કસરત) | 15 | 25 |

REFERENCE BOOKS:

- 1 Stress management by Dr.N. M. Tajpuria, Jasbirkaur Thadani
- 2 Stress Management (Gujarati edition) by Bimal Chhajer
- 3 https://www.researchgate.net/publication/273946086_Stress_Management pdf on
- 3 stress management
- 4 <https://hydesmith.com/de-stress/files/StressMgt.pdf>
- 5 <https://www.mtabc.com/what-is-music-therapy/how-does-music-therapy-work/stressmanagement/>
- 6 Mindfulness for stress management By Dr. Robert Schachter
- 7 DiMatteo, M.R., & Martin, L.R.(2017). Health Psychology. New Delhi: Pearson
- 8 Seaward, B.L. (2018). Managing Stress: Principles and Strategies for Health and Well-Being
- 9 (9th Edition). Burlington, MA: Jones & Bartlett Learning.
- Udupa, K.N. (2008). Stress and its Management by Yoga (6th Edition). New Delhi: Motilal Banarsidass Publishers.
- 10 ADDITIONAL RESOURCES
- 11 Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.

Exam Paper Style for Minor

Evaluation:

Internal Assessment : 25 Marks

University Assessment : 25 Marks

| Question No. | Unit | Type of Questions | Marks |
|--------------|------|---|-------|
| 1 | 1 | Essay question with choice OR Short Notes | 10 |
| 2 | 2 | Essay question with choice OR Short Notes | 10 |
| 3 | 1-2 | Objective Type Questions/ Definitions/ Fill in the blanks/ Short questions/ True- False/ Match A with B | 05 |

| | |
|-----------------------------|--------------------------------------|
| Course Type | : EXIT COURSE |
| Name of the Course | : Adjustment Psychology |
| Course credit | : 04 |
| Teaching Hours | : 48 (Hours) |
| Total marks | : |
| Teaching Methodology | : Lecture & Demonstration |

Course Objectives

This course should help Students:

1. To impart knowledge about the normality
2. To make students understand the nature and course of various adjustment conditions.
3. To impart knowledge and skills needed for psychological assessment of different adjustment conditions.

Course Outcomes

1. To impart several of personal adjustments.
2. Learn meaning, nature and fields of adjustment
3. Identify stages of personal development
4. Identify and express emotions more clearly
5. Learn to recognize the barriers to personal adjustment and determine the ways to overcome those barriers

Unit-I: Adjustment Process

- Definition and Meaning of Adjustment - (સમાયોજનની વ્યાખ્યા અને અર્થ)
- Characteristic (Nature) of Adjustment – (સમાયોજનના લક્ષણ /સ્વરુપ)
- Process of Adjustment – (સમાયોજન પ્રક્રિયા)
- Improvement of Adjustment – (સમાયોજન સુધારણા)
- Field of Adjustment – (સમાયોજનના ક્ષેત્ર)

Unit-II: Family Adjustment – કૌટુંબિક સમાયોજન

- Meaning and Definition of Family (કૌટુંબિક સમાયોજનનો અર્થ અને વ્યાખ્યા)

- Nature of Family (કુટુંબ સ્વરૂપ)
- Function of Family (કુટુંબના કાર્યો)
- Family interaction (કૌટુંબિક આંતરક્રિયા)
 - Reciprocal relations between spouses (પતિ પત્નિ વચ્ચે પારસ્પરિક આંતરક્રિયા)
 - Reciprocal relations between Children and parents (બાળકો અને માતા પિતા વચ્ચે પારસ્પરિક આંતરક્રિયા)
- Family Problem (કૌટુંબિક સમસ્યાઓ)
 - Crisis in Family life (કૌટુંબિક જીવનમાં કટોકટી)
 - Divorce(છૂટાછેડા)
- Suggestions for Family Adjustment(કૌટુંબિક સમાયોજન સુચનો)

Reference:

- Lamm A. Introduction to Psychopathology, Sage Pub. N.Y. 1997
- Buss A.H. Psychopathology, John Willey N.Y. 1999
- Lehner & Kube, Dynamics of Personal Adjustment, Prentice Hall N.Y. 1996
- Sorenson H. and Molm M. Psychology for Living, Megralo Hill N. Y. 1997
- Bernard H. "Toward Better Personal Adjustment, NCGrew Hill N.Y. 1957
- The Dynamic of Personal Adjustment – Lehner & Kube
- Carson, Butcher and Mineka , “Abnormal Psychology and Modern Life ”, 11th edition (2004), Person Education Pte. Ltd, Indian Branch.
- Abnormal Psychology and Modern Life -- James C. Coleman Published by Taraporewala & Co. Pvt Ltd.
- Comer R.J., Abnormal Psychology, Fifth Edition,(2003),
- Wiktor Sadowski. Arunkumar Singh, Aadhunik Asamanya Manovigyan, Published by Motilal Banarsidas
- Patel M. (1989), 3rd Ed., “Abnormal Psychology”, University book production board, Ahmedabad.
- Mc Kinne, Fred "Psychology of Personal Adjustment" N. Y. wila

CVAC-201 PERSONALITY DEVELOPMENT

Total Marks: 50

Credits: 02

Semester end Examination: 25 Marks Continuous Internal Evaluation: 25 Marks

| Unit | Detailed Syllabus |
|----------|--|
| 1 | 1. Acquisition of personal and social skills 2. Civic Skills and Social Responsibility INDIAN VALUE SYSTEM 1. Spirituality 2. Simplicity 3. Pursuit of Truth 4. Dignity of Labour 5. Universal Tolerance and Acceptance 6. Collectivism & Harmony 7. Right Conduct, Love Peace, compassion & Non-violence 8. Affection & Reverence for Parents |
| 2 | SELF-AWARENESS, MINDFULNESS AND SELF- ESTEEM a. Decision-making b. Time Management c. Goal Setting |

Structure of Course Examination

The external evaluation pattern would be based on the written examination will be taken at the end of the semester. The 70% waitage of the external evaluation in the exam. The style of the paper for this particular subject is given below. The format includes subjective, objective,application and questions.

Exam Paper Style Evaluation

Internal Assessment 25 Marks
University Assessment 25 Marks

| | Section | Waitage | Marks |
|-----|---|--------------|-------|
| Q-1 | Descriptive Questions (any 1 out of 2) | UNIT 1 | 10 |
| Q-2 | Descriptive Questions (any 1 out of 2) | UNIT 2 | 10 |
| Q-3 | Write short answer (any 5 out of 7) | UNIT 1 and 2 | 5 |