



# 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. HONOURS IN PSYCHOLOGY  
PROGRAMME  
AS PER NEP 2020  
(Effective from June-2023)**

**website: [www.gujaratuniversity.ac.in](http://www.gujaratuniversity.ac.in)**

## **PREAMBLE**

Any programme at a higher educational institution seeks to give its students a solid foundation for the growth of their character, which directly benefits a country's well-being. All the programmes offered by the Gujarat University are envisioned in accordance with its "motto," which is to encourage young people to be devoted and steadfast in their search for the truth. The Learning Outcomes based Curriculum Framework (LOCF) strives to cultivate young minds for positive and fruitful character development by fostering their creative and humanistic abilities for both their individual improvement and the benefit of society as a whole. The Gujarat university offers a learning outcome-based programme to give students the chance to find a way of thinking that will help them reach their full potential.

By making the courses flexible and giving students more options, the LOCF approach aims to provide targeted, outcome-based syllabi at the undergraduate level with an objective to arrange the teaching-learning experiences in a more student-centric way. The LOCF approach has been used to improve the relationship between teachers and students as they participate in programmes of their choice and discover their inner calling. The emphasis of undergraduate programs on "preparing minds" will result in people with strong intellectual faculties, interpersonal skills, courage to lead the world, and compassion and empathy for fellow human beings. So, the LOCF aspires to improve students' life skills, not just their employable abilities, in order to help them lead fulfilling personal and social life.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that they offer to inculcate at the graduation level. A feeling of social justice and harmony are intertwined with ideals pertaining to students' well-being, emotional stability, critical thinking, etc. at the graduation level. In short, each programme equips students with the skills they need for employment, sustainability, and lifelong study.

The Gujarat University hopes that the LOCF approach of the B.A-Psychology (Hons.) programme will motivate students to transit from being passive knowledge-seekers to becoming active and aware knowledge-creators.

## **PROGRAMME OUTCOMES (PO)B.A. HONOURS IN PSYCHOLOGY:**

- PO 1 Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO 2 Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- PO 3 Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- PO 4 Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- PO 5 Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- PO 6 Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
- PO 7 Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

## **PROGRAM SPECIFIC OUTCOMES (PSO)B.A. HONOURS IN PSYCHOLOGY:**

The Program Specific outcomes that a student should be able to demonstrate on completion of a degree level programme are as follows:

- PSO 1 Knowledge about the psychology discipline.
- PSO 2 Knowledge of basic concepts of Psychology: To impart knowledge and understanding of the basic concepts, systems, theories of psychology and psychopathology.
- PSO 3 Ability to connect theory with personal experiences and varied applied settings.
- PSO 4 Understand how psychology can be applied to solve problems facing humankind.
- PSO 5 Understanding varied socio-cultural contexts, and being mindful of indigenous traditions.
- PSO 6 Basic professional skills pertaining to psychological testing, assessment and

counselling.

- PSO 7 Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- PSO 8 Tolerating ambiguities and appreciating the limitations of the discipline, and critically analyzing conflicting theories and approaches.
- PSO 9 Creating awareness about various social, psychological and cultural issues.
- PSO10 Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
- PSO 11 Developing skills of communication, negotiation, team work, effective presentation, etc.
- PSO 12 Appreciating and tolerating diversity.
- PSO 13 Developing positive attributes such as empathy, compassion, optimism, social participation, and accountability.
- PSO 14 Self-development and personal growth.
- PSO 15 Practical application Skills: An ability to apply the theoretical principles of Psychology demonstrating an understanding of behavior, thoughts, and feelings of the individual and the individual in group settings
- PSO 16 Assessment skills: Basic professional skills pertaining to psychological testing, assessment and counselling.
- PSO 17 Multicultural competence: To recognize, understand, and respect the complexity of multiculturalism in the practice and application of counseling and psychotherapy.

**GUJARAT UNIVERSITY - AHMEDABAD**  
**NEP 2020**  
**CREDIT FRAMWORK FOR UNDERGRADUATE**  
**PROGRAMME**  
**FACULTY: BACHELOR OF ARTS**  
**APPLIED: JUNE 2023**

# COURSE STRUCTURE OF

## B.A. Honours in Psychology Programme

### B. A. Honours Psychology (Major/Minor) Semester III & IV (Diploma in Psychology)

Semester – III								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-5 DSC-C PSY 231	Cognitive Psychology	4	0	4	50	50	100
2	Major Course DSC-6 DSC-C PSY 232	Social Psychology-I	4	0	4	50	50	100
3	Major Course DSC-7 DSC-C PSY 233	Psychopathology-I	4	0	4	50	50	100

Semester – IV								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-C-8 DSC-C PSY 241	Psychology of Adjustment	4	0	4	50	50	100
2	Major Course DSC-C-9 DSC-C PSY 242	Social Psychology-II	4	0	4	50	50	100
3	Major Course DSC-C-10 DSC-C PSY 243	Psychopathology-II	4	0	4	50	50	100
4	Minor Course(Elective) DSC-M-3 DSC-M PSY 244	Psychology of Personal Adjustment	4	0	4	50	50	100

**B. A. (Hon.) Psychology, Semester-III, New Course-Titles For  
Regular And External Students  
With Effective From: June – 2023**

<b>Semester – III</b>								
<b>Sr. No</b>	<b>Course Category</b>	<b>Course Title</b>	<b>Course Credits</b>			<b>Exam Marks</b>		
			<b>Theory</b>	<b>Practical</b>	<b>Total</b>	<b>IM</b>	<b>EM</b>	<b>Total</b>
<b>1</b>	<b>Major Course DSC-5 DSC-C PSY 231</b>	<b>Cognitive Psychology</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>2</b>	<b>Major Course DSC-6 DSC-C PSY 232</b>	<b>Social Psychology-I</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>3</b>	<b>Major Course DSC-7 DSC-C PSY 233</b>	<b>Psychopathology-I</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>

## BA (Hon.) Psychology Semester-III

Programme/Class: Diploma	Year : Second	Semester : Third
Subject : Psychology		
Course Code : DSC-C PSY 231	Course Title : Cognitive Psychology	
Course Credit : 4	Course Type : MAJOR-5	
Teaching Hours : 60 (Hours)	Total Marks : 100 (50+50)	
Teaching Methodology : Lecture & Demonstration		

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major  Minor  Skill Enhancement Courses   
Ability Enhancement Courses  Value Added Courses  Exit/ Vocational Courses
5. Holistic Education  Multidisciplinary  Interdisciplinary
6. દ્વિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઈન્ડીયન નોલેજ સીસ્ટમ( IKS )પર આધારિત વિષય છે ? હા

### COURSE OBJECTIVES:

The objectives of this course are:

1. 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.
2. Learn to use Psychology and other information sources.
3. To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
4. The student will come to understand various types of learning.
5. Student will get information regarding Reinforcement and its schedule for shaping animal and human behavior.
6. Student will get information of memory and utilization of it.
7. Student will define various types of aptitude and its efficacy.
8. Will come to know his/her own interest and aptitudes
9. To understand the fundamental processes underlying human behavior such as processes underlying learning, memory, individual differences, intelligence and personality
10. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others

Details of Modules

Modules	Content/ Topic	Weightage and Teaching Hours
Unit: 1	<p><b>Cognitive Psychology-Introduction</b> બોધાત્મક મનોવિજ્ઞાન-પ્રસ્તાવના (પરિચય)</p> <ol style="list-style-type: none"> <li>1. પ્રસ્તાવના-Introduction</li> <li>2. બોધન એટલે શું?-What is Cognition?</li> <li>3. બોધાત્મક મનોવિજ્ઞાનની વ્યાખ્યા Definition Cognitive Psychology</li> <li>4. બોધાત્મક મનોવિજ્ઞાન Properties of Cognitive Psychology</li> <li>5. બોધાત્મક મનોવિજ્ઞાનનું કાર્યક્ષેત્ર-Scope of Cognitive Psychology</li> <li>6. કૃત્રિમ બુદ્ધિ-Artificial Intelligence</li> <li>7. બોધાત્મક મનોવિજ્ઞાનની પદ્ધતિઓ Methods of Cognitive Psychology</li> <li>8. બોધાત્મક મનોવિજ્ઞાનનાં અભિગમો Approaches/Paradigms of Cognitive Psychology</li> </ol>	<p>25% 15 Hours</p>
Unit: 2	<p><b>Thinking, Problem Solving and Concept</b> ચિંતન, સમસ્યા ઉકેલ અને ખ્યાલ</p> <ol style="list-style-type: none"> <li>1. ચિંતનની વ્યાખ્યા અને સ્વરૂપ-Definition and Nature of Thinking</li> <li>2. ચિંતનના પ્રકારો-Types of Thinking</li> <li>3. સમસ્યા ઉકેલનો અર્થ અને સ્વરૂપ Meaning and Nature of Problem Solving</li> <li>4. સમસ્યા ઉકેલની પદ્ધતિઓ Methods or Strategies of Solving the Problem</li> <li>5. સમસ્યા ઉકેલને અસર કરતા ઘટકો Factors Influencing Problem Solving</li> <li>6. સમસ્યા ઉકેલના સોપાનો-Steps of Problem Solving</li> <li>7. ખ્યાલનું સ્વરૂપ અને મહત્વ-Nature and Importance of Concept</li> <li>8. ખ્યાલના પ્રકારો-Types of Concept</li> <li>9. ખ્યાલ ઘડતરને અસર કરતા ઘટકો Factors Influencing Concept Formation</li> </ol>	<p>25% 15 Hours</p>
Unit: 3	<p><b>Creativity and Decision Making</b></p>	

	<p style="text-align: center;"><b>સર્જનાત્મકતા અને નિર્ણય પ્રક્રિયા</b></p> <ol style="list-style-type: none"> <li>1. સર્જનાત્મકતાની વ્યાખ્યા અને સ્વરૂપ <b>Definition and Nature of Creativity</b></li> <li>2. સર્જનાત્મક વિચારનાં સોપાનો-<b>Stages of Creative thinking</b></li> <li>3. સર્જનાત્મક વિચારકના લક્ષણો <b>Characteristics of Creative Thinker</b></li> <li>4. સર્જનાત્મકતાનું માપન-<b>Measurement of Creativity</b></li> <li>5. તર્કક્રિયાનો અર્થ અને સ્વરૂપ-<b>Meaning and Nature of Reasoning</b></li> <li>6. તર્કક્રિયામાં મહત્વના સોપાનો-<b>Important Steps in Reasoning</b></li> <li>7. <b>Decision-process and Judgement</b></li> <li>8. <b>Biases and Errors in Decision-making</b></li> <li>9. <b>Some Guidelines for Taking better Decision</b></li> </ol>	<p style="text-align: center;"><b>25% 15 Hours</b></p>
<b>Unit-4</b>	<p style="text-align: center;"><b>Emotional Intelligence</b> આવેગાત્મક બુદ્ધિ</p> <ol style="list-style-type: none"> <li>1. પ્રસ્તાવના - <b>Introduction</b></li> <li>2. આવેગાત્મક બુદ્ધિનો અર્થ અને વ્યાખ્યા <b>Meaning and Definitions of Emotional Intelligence</b></li> <li>3. આવેગાત્મક બુદ્ધિનું માપન <b>Measurement of Emotional Intelligence</b></li> <li>4. ઉચ્ચ આવેગાત્મક બુદ્ધિ ધરાવતા લોકોની લાક્ષણિકતાઓ <b>Characteristics of People with high Emotional Intelligence</b></li> <li>5. સંચાલનમાં આવેગાત્મક બુદ્ધિનો ઉપયોગ અને ઉપયોગિતા <b>Use and Utility of Emotional Intelligence in Administration</b></li> <li>6. આવેગાત્મક બુદ્ધિનાં વિકસાવવા માટેની પ્રયુક્તિઓ <b>Techniques for Developing Emotional Intelligence</b></li> <li>7. આવેગાત્મક બુદ્ધિનો આધાર અથવા આવેગાત્મક બુદ્ધિનાં પાયાના પથ્થરો <b>Cornerstones of Emotional Intelligence</b></li> <li>8. આવેગાત્મક રીતે બુદ્ધિશાળી લોકોની કેટલીક આદતો <b>Some Habits of Emotionally Intelligent People</b></li> </ol>	<p style="text-align: center;"><b>25% 15 Hours</b></p>

**Pedagogical Tools:**

- Classroom Lecture
- Problem Solving
- Tutorial
- Group Discussion
- Seminar
- Case Studies
- Role Play
- Field Work
- Hospital Visit

**Mode of Evaluation: Evaluation will be divided in two parts.**

**External:** Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)

**Internal:** Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 50 Marks.

- Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster
- Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires
- Interviews

**TEXT BOOKS & REFERENCES**

- Bear – M.F. Connors, B.W. Pardiso – Neuro Science.
- Handouts: Teacher Can Create And Distribute Unit Wise Detail For Easy Learning, And Concept Formation.
- Cognitive Psychology” Second Edition. (Applying The Science Of Mind) By: Bridget Robinson-Riegle, Uni. of St.Thomas, Pub.:Pearson Publication New Delhi.
- Cognitive Psychology, By :Robert Salsa, Uni. of Nevada, Pub.: Pearson Education New Delhi.
- On Line Resources: Americanpsychological Association.

## BA (Hon.) Psychology Semester-III

Programme/Class: Diploma	Year : Second	Semester : Third
Subject : Psychology		
Course Code : DSC-C PSY 232	Course Title : Social Psychology-I	
Course Credit : 4	Course Type : MAJOR-6	
Teaching Hours : 60 (Hours)	Total Marks : 100 (50+50)	
Teaching Methodology : Lecture & Demonstration		

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પ રેકોન્ડિટ થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major  Minor  Skill Enhancement Courses   
Ability Enhancement Courses  Value Added Courses  Exit/ Vocational Courses
5. Holistic Education  Multidisciplinary  Interdisciplinary
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayamપ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઈન્ડીયન નોલેજ સીસ્ટમ( IKS )પર આધારિત વિષય છે ? હા

### Course Objectives:

This course should help Students:

1. Appreciate how individual behaviour is influenced by Social and Cultural context
2. Understand how social behaviour can be analysed in terms of social Psychological Theories
3. Realise how social Psychological knowledge can be used in solving social problems.
4. To understand how a social psychological analysis differs from other forms of analysis
5. To become familiar with the wide variety of questions and topics that social psychologists study.
6. To learn the classic and contemporary theories that are relevant To become familiar with a sampling of research findings, both correlation and experimental
7. To appreciate the variety of choices and limitations in the lives of women and men as they are shaped by personal and social factors
8. To explore various topic areas through readings, class activities, and discussion and by thinking and writing critically and reflectively.

Course Detail

Modules	Content/ Topic	Weightage and Teaching Hours
UNIT-1	<p><b>INTRODUCTION OF SOCIAL PSYCHOLOGY</b> સમાજલક્ષી મનોવિજ્ઞાનનો પરિચય</p> <ol style="list-style-type: none"> <li>1. પ્રસ્તાવના - Introduction</li> <li>2. સમાજલક્ષી મનોવિજ્ઞાનની વ્યાખ્યા અને અર્થ Definition and Meaning of Social Psychology</li> <li>3. સમાજલક્ષી મનોવિજ્ઞાનનું સ્વરૂપ Nature of Social Psychology</li> <li>4. સમાજલક્ષી મનોવિજ્ઞાનનું કાર્યક્ષેત્ર - Scope of Social Psychology</li> <li>5. સમાજલક્ષી મનોવિજ્ઞાનની અભ્યાસ પદ્ધતિઓ Methods of study of Social Psychology <ol style="list-style-type: none"> <li>1. નિરીક્ષણ પદ્ધતિ - Observation Method</li> <li>2. પ્રશ્નાવલી પદ્ધતિ - Questionnaire Method</li> <li>3. મુલાકાત પદ્ધતિ - Interview Method</li> <li>4. પ્રયોગ કે પ્રાયોગિક પદ્ધતિ - Experimental Method</li> <li>5. સમાજમિતીય કે સમાજમિતિક પદ્ધતિ Sociometric Method</li> </ol> </li> </ol>	<p><b>25%</b> <b>15 Hours</b></p>
UNIT-2	<p><b>GROUP &amp; SOCIAL INTERACTION</b> <u>જૂથ અને સામાજિક આંતરક્રિયા</u></p> <ol style="list-style-type: none"> <li>1. પ્રસ્તાવના - Introduction</li> <li>2. જૂથનો અર્થ - Meaning of Group</li> <li>3. જૂથનું વર્ગીકરણ કે પ્રકારો Classification or Types of Group</li> <li>4. સામાજિક આંતરક્રિયાનો અર્થ Meaning of Social Interaction</li> <li>5. સામાજિક આંતરક્રિયાના પ્રકારો Types of Social Interaction</li> <li>6. સામાજિક આંતરક્રિયાની પદ્ધતિઓ કે પ્રક્રિયાઓ Methods or Processes of Social Interaction <ol style="list-style-type: none"> <li>1. અનુકરણ - Imitation</li> </ol> </li> </ol>	<p><b>25%</b> <b>15 Hours</b></p>

	<p>2. સામાજિક અવરોધ – Social Inhibition 3. સૂચન – Suggestion 4. સામાજિક પ્રક્ષેપણ– Social Projection 5. તાદાત્મ્યીકરણ - Identification</p>	
UNIT-3	<p><b><u>ATTITUDE</u></b> <b><u>મનોવલણો</u></b></p> <p>1. પ્રસ્તાવના - Introduction 2. મનોવલણનો અર્થ અને વ્યાખ્યા – Meaning and Definition of Attitude 3. મનોવલણના લક્ષણો – Characteristics of Attitude 4. મનોવલણનું ઘડતર – Formation of Attitude 5. મનોવલણ પરિવર્તન – The Changes of Attitude 6. મનોવલણ માપન– Measurement of Attitude</p>	<p>25% 15 Hours</p>
UNIT-4	<p><b><u>PREJUDICE</u></b> <b><u>પૂર્વગ્રહ</u></b></p> <p>1. પ્રસ્તાવના - Introduction 2. પૂર્વગ્રહની વ્યાખ્યા અને અર્થ – Definition or Meaning of Prejudice 3. પૂર્વગ્રહનું સ્વરૂપ કે લાક્ષણિકતાઓ – Nature or Characteristics of Prejudice 4. પૂર્વગ્રહનું ઘડતર અથવા વિકાસ – Formation or Development of Prejudice 5. પૂર્વગ્રહની અસરો કે પરિણામો – Effects or Results of Prejudice 6. પૂર્વગ્રહ નિવારવાના ઉપાયો – Measures to Overcome Prejudice અથવા પૂર્વગ્રહ દૂર કરવાની પદ્ધતિઓ કર ઉપાયો – Methods or Measures for Reducing Prejudice</p>	<p>25% 15 Hours</p>

**Pedagogical Tools:**

- |                     |                   |             |                    |
|---------------------|-------------------|-------------|--------------------|
| • Classroom Lecture | • Problem Solving | • Tutorial  | • Group Discussion |
| • Seminar           | • Case Studies    | • Role Play | • Field Work       |

• Hospital Visit

**Mode of Evaluation: Evaluation will be divided in two parts.**

**External:** Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)

**Internal:** Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 50 Marks.

- Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster
- Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires
- Interviews

**સંદર્ભો : References :**

1. Baron, R. A. & Byrne D. (2006)/ Social Psychology. New Delhi :Prentice Hall of India.
2. Myers, D. G. (2006). Social Psychology. New Delhi : Tata McGraw HillPublishing.
3. Parikh, B. A. (1990). Social Psychology (Advanced). Ahmedabad :University Book Production Board, Gujarat State.
4. Worchel, S., Cooper, J., Goethals, G.R. & Olson, J. M. (2000). SocialPsychology. Belmont, USA : Wadsworth / Thomson Learning.
5. Taylor, S.E.; Peplau, L.A. and Sears, D.O. (2006). Social psychology.12th ed. N.D.: Pearson.
6. Baron, R.A.; Byrne, D. (1998). Social psychology. 10th ed. N.D.:Prentice-Hall of India Pvt. Ltd.
7. Social Psychology – Soloman Asch
8. An outline of Social Psychology – Sheriff & Sheriff
9. Social Psychology – I. M. Newcomb
10. સમાજલક્ષી મનોવિજ્ઞાન (પ્રગત), ડૉ. બી. એ. પરીખ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, આમદાવાદ
11. સમાજલક્ષી મનોવિજ્ઞાન, વી. એસ. વણીકર, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, આમદાવાદ.

## BA (Hon.) Psychology Semester-III

Programme/Class: Diploma	Year : Second	Semester : Third
Subject : Psychology		
Course Code : DSC-C PSY 233	Course Title : Psychopathology - I	
Course Credit : 4	Course Type : MAJOR-7	
Teaching Hours : 60 (Hours)	Total Marks : 100 (50+50)	
Teaching Methodology : Lecture & Demonstration		

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પ રેકેન્ડ્રીત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major  Minor  Skill Enhancement Courses
5. Ability Enhancement Courses  Value Added Courses  Exit/ Vocational Courses
6. Holistic Education  Multidisciplinary  Interdisciplinary
7. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
8. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
9. mayawS પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
10. ઈન્ડીયન નોલેજ સીસ્ટમ(IKS )પર આધારિત વિષય છે ? હા

### 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 abnormal conditions.
3. To impart knowledge and skills needed for psychological assessment of different normal conditions.
4. Students become familiar with concept of mental disorder.
5. To provide an overview of Abnormal Psychology and major psychological problems and disorders across biological, psychological, and sociocultural processes.
6. To give the information about DSM and Indian classification.
7. To notified the basic difference between DSM IV & DSM V.

**Details of Modules**

<b>Modules</b>	<b>Content/ Topic</b>	<b>Weightage and Teaching Hours</b>
<b>Unit: 1</b>	<p style="text-align: center;"><b>Introduction of Psychopathology</b></p> <p>I. Introduction</p> <p>II. Definition or Meaning of Psychopathology or Abnormal Psychology</p> <p>III. Nature and Concept of Abnormal Behaviour</p> <p>IV. The Concept of Normality and Abnormality (Viewpoints) or Criteria of Distinguishing Normal and Abnormal</p> <p>V. Characteristics or Criteria of Normal Personality</p> <p>VI. Characteristics or Criteria of Abnormal Behaviour (Personality)</p> <p>VII. Classification of Abnormal Behaviour / Abnormality or Psychological/Mental Disorders</p> <p>(1) Indian Classification of Psychological Disorders or Abnormal Behaviour</p> <p>(2) American Psychological or Mental Disorders Medical Science</p> <p>(3) International Classification of Abnormal Behaviour</p> <p>VIII. Personnel in mental health</p> <p>1. Professional Experts</p> <p>1.1 Clinical Psychologist</p> <p>1.2 Counselling Psychologist</p> <p>1.3 School Psychologist</p> <p>1.4 Psychiatrist</p> <p>1.5 Psychoanalyst</p> <p>1.6 Psychiatric Social Worker</p> <p>1.7 Psychiatric Nurse</p> <p>1.8 Occupational Therapist</p> <p>1.9 Pastoral Counsellor</p> <p>2. Semi-Professional Experts</p> <p>1.1 Group-related Mental Health</p> <p>1.2 Counsellor for Addiction</p>	<p><b>25%</b> <b>15 Hours</b></p>
<b>Unit: 2</b>	<p style="text-align: center;"><b>Defence Mechanisms</b></p> <p>I. Introduction</p>	

	<p>II. Meaning Of Defense Mechanisms          III. Types of Defence Mechanisms              1. Attack Mechanisms                  1.1 Increased effort                  1.2 Fight into activity                  1.3 Compensation                  1.4 Reinterpretation                  1.5 Compromise              2. Blame-Assigning or Attention Diverting Mechanism                  2.1 Rationalization                  2.2 Attention-getting behaviour                  2.3 Identification                  2.4 Projection              3. Flight Mechanism                  3.1 Fantasy and Day-dreaming                  3.2 Withdrawal                  3.3 Repression                  3.4 Regression          IV. Utility of Defense Mechanisms in view point of Adjustment</p>	<p><b>25%</b> <b>15 Hours</b></p>
<p><b>Unit: 3</b></p>	<p style="text-align: center;"><b>Overview of Anxiety Disorders</b></p> <p>I. Introduction          II. Anxiety Disorders              1. Generalized Anxiety Disorder(GAD)              2. Symptomatology of GAD              3. Etiology of GAD              4. Treatment of GAD          III. Phobia              1. Symptomatology of Phobia              2. Types of Phobia              3. Etiology of Phobia              4. Treatment of Phobia          IV. Panic Disorder              1. Symptomatology of Panic Disorder              2. Etiology of Panic Disorder              3. Treatment of Panic Disorder</p>	<p><b>25%</b> <b>15 Hours</b></p>

	<p>V. Obsessive-Compulsive Disorder (OCD)</p> <ol style="list-style-type: none"> <li>1. Meaning of Obsessive</li> <li>2. Meaning of Compulsion</li> <li>3. Symptomatology of OCD</li> <li>4. Main Types of Obsessive-Compulsive Disorder</li> <li>5. Treatment of Obsessive-Compulsive Disorder</li> </ol> <p>VI. Post Traumatic Stress Disorders (PTSD)</p> <ol style="list-style-type: none"> <li>1. Symptoms of PTSD</li> <li>2. Causes of PTSD</li> <li>3. Treatment of PTSD</li> </ol>	
<p><b>Unit-4</b></p>	<p style="text-align: center;"><b>SUICIDE</b></p> <p>I. Introduction</p> <p>II. Meaning of Suicide</p> <p>III. Factors Related to Suicide</p> <ol style="list-style-type: none"> <li>1. Sex Differences</li> <li>2. Age</li> <li>3. Race</li> <li>4. Religion</li> <li>5. Marital Status</li> <li>6. Occupation</li> <li>7. Climate</li> <li>8. Physical Health</li> <li>9. Mental Health</li> <li>10. Psychiatric Patients</li> <li>11. Previous Suicidal behaviour</li> </ol> <p>IV. General Symptoms</p> <ol style="list-style-type: none"> <li>1. Hopelessness</li> <li>2. Inner Conflict</li> <li>3. Interpersonal Crises</li> <li>4. self-devaluation</li> <li>5. Depression</li> <li>6. Maladaptive and frustration</li> <li>7. Sleep Disturbance</li> <li>8. Stress</li> <li>9. Communication</li> <li>10. Emotionality</li> <li>11. Other Symptoms</li> </ol>	<p style="text-align: center;"><b>25%</b> <b>15 Hours</b></p>

	<p>V. Etiology</p> <ol style="list-style-type: none"> <li>1. Socio-Cultural Factors</li> <li>2. Psychological Factors             <ol style="list-style-type: none"> <li>2.1 Freud's Theory</li> <li>2.2 Menniger's Theory</li> <li>2.3 Recent Theory</li> </ol> </li> <li>3. Physiological Factors             <ol style="list-style-type: none"> <li>3.1 Genetics</li> <li>3.2 Neurotransmitter</li> </ol> </li> </ol> <p>VI. Prevention of Suicide</p>	
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<p><b>Pedagogical Tools:</b></p> <ul style="list-style-type: none"> <li style="width: 25%;"><b>• Classroom Lecture</b></li> <li style="width: 25%;"><b>• Problem Solving</b></li> <li style="width: 25%;"><b>• Tutorial</b></li> <li style="width: 25%;"><b>• Group Discussion</b></li> <li style="width: 25%;"><b>• Seminar</b></li> <li style="width: 25%;"><b>• Case Studies</b></li> <li style="width: 25%;"><b>• Role Play</b></li> <li style="width: 25%;"><b>• Field Work</b></li> <li style="width: 25%;"><b>• Hospital Visit</b></li> </ul>			
<p><b>Mode of Evaluation: Evaluation will be divided in two parts.</b></p> <p><b>External:</b> Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)</p> <p><b>Internal:</b> Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 50 Marks.</p> <ul style="list-style-type: none"> <li>• Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster</li> <li>Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires</li> <li>• Interviews</li> </ul>			
<p><b>TEXT BOOKS &amp; REFERENCES</b></p>			

<p><b>Reference:</b></p>	<ul style="list-style-type: none"> <li>▪ Carson, Butcher and Mineka , “Abnormal Psychology and Modern Life ”, 11th edition (2004), Person Education Pte. Ltd, Indian Branch.</li> <li>▪ Abnormal Psychology and Modern Life -- James C. Coleman Published by Taraporewala &amp; Co. Pvt Ltd.</li> <li>▪ Comer R.J., Abnormal Psychology, Fifth Edition,(2003),</li> <li>▪ Arunkumar Singh, Aadhunik Asamanya Manovigyan, Published by Motilal Banarsidas</li> <li>▪ Patel M. (1989), 3rd Ed., “Abnormal Psychology”, University book production board, Ahmedabad.</li> <li>▪ Lamm A. Introduction to Psychopathology, Page Pub. N.Y. 1997</li> <li>▪ Buss A.H. Psychopathology, John Willey N.Y. 1999</li> <li>▪ Diagnostic And Statistical Manual Of Mental Disorders (DSM-V)Fifth Edition. American Psychiatric Publication, A Divisoin of Psychiatric Association. Washington, DCLondon, England.</li> </ul>
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