



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

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 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 234	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-IV, New Course-Titles For
Regular And External Students
With Effective From: June – 2023**

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

BA (Hon.) Psychology Semester-IV

Programme/Class: Diploma	Year : Second	Semester : Forth
Subject : Psychology		
Course Code : DSC-C PSY 241	Course Title : Psychology of Adjustment	
Course Credit : 4	Course Type : MAJOR-8	
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. rojaM ronim 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. Swayam પ્લેટફોર્મ પરના COOM વિષય પર આધારિત આ વિષય છે ?ના
9. ઈન્ડીયન નોલેજ સીસ્ટમ(IKS)પર આધારિત વિષય છે ? હા Swayam

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
4. To impart various of personal adjustments.
5. Learn meaning, nature and fields of adjustment
6. Identify stages of personal development
7. Identify and express emotions more clearly
8. Learn to recognize the barriers to personal adjustment and determine the ways to overcome those barriers
9. To prepare them for the competitive / entrance exams like UPSC/GPSC/NET/SLET.
10. To apply Psychological theories/principles at personal level, to understand self and others.

Course Outcomes:

Having completed this course, the learner will able to..

1. Appreciating the unbound potential inherent in human beings, and the growth one is capable.
2. Appreciating the conflict spirituality in psychology in the field of adjustment/personal adjustment psychology.
3. Understanding the theory, psycho-sexual & Old age Adjustment, Family Adjustment

Details of Modules

Module s	Content/ Topic	Weightage and Teaching Hours
Unit: 1	<p>Introduction to Psychology of Adjustment / Personal Adjustment સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનો પરિચય</p> <ol style="list-style-type: none"> 1. સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનો અર્થ અને સ્વરૂપ Meaning and Nature of psychology of Adjustment / Personal Adjustment 2. સમાયોજનની પ્રક્રિયા - Process of Adjustment 3. સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનું કાર્યક્ષેત્ર Field (Scope) of Psychology of Adjustment/Personal Adjustment 4. સમાયોજનની લાક્ષણિકતાઓ Characteristics of Adjustment 5. સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનાં અભ્યાસનું મહત્વ Importance of study of the study of Psychology of Adjustment/Personal Adjustment 6. આપણે સમાયોજનને કેવી રીતે સુધારી શકીએ? How we Improve Adjustment? 	<p>25% 15 Hours</p>
Unit: 2	<p>School Adjustment & Vocational Adjustment શાળા સમાયોજન અને વ્યાવસાયિક સમાયોજન</p> <ol style="list-style-type: none"> 1. School Adjustment - શાળા સમાયોજન 1. શાળા એક નવા અનુભવ તરીકે School as a New Experience 	<p>25% 15 Hours</p>

	<p>2. ઘર અને શાળા વચ્ચેનો સંબંધ Relation between Home and School</p> <p>3. શિક્ષક અને વિદ્યાર્થી વચ્ચેનો સંબંધ Relation between Teacher and Student</p> <p>4. અસરકારક શિક્ષણ માટેના પરિબલો Factors for effective education</p> <p>5. અસરકારક શિક્ષણ માટે ઉકેલો Solutions for Effective Learning</p> <p>6. જીવન જીવવાની પરિસ્થિતિ તરીકે શાળા School as a Life living situation</p> <p style="text-align: center;">2. Vocational Adjustment વ્યાવસાયિક સમાયોજન</p> <p>1. અભ્યાસથી વ્યવસાયમાં સંક્રમણ The transition from academia to business</p> <p>2, વ્યસાય પસંદગીને અસર કરતા પરિબલો Factors Effecting of Vocational Choice</p> <p>3, વ્યવસાય સંતોષને અસર કરતા પરિબલો Factors Effecting of Vocational Satisfaction</p> <p>4. વ્યવસાય સંતોષ અને વૈયક્તિક સમાયોજન Vocational Satisfaction and Personal Adjustment</p>	
<p>Unit: 3</p>	<p style="text-align: center;">Family Adjustment કુટુંબ (કૌટુંબિક) સમાયોજન</p> <p>1. Meaning and Definition of Family કુટુંબ સમાયોજનનો અર્થ અને વ્યાખ્યા</p> <p>2. Nature of Family કુટુંબનું સ્વરૂપ</p> <p>3. Function of Family કુટુંબનું કાર્ય</p> <p>4. The Dynamics of Family interaction કૌટુંબિક આંતરક્રિયાની ગતિશીલતા</p> <p style="padding-left: 20px;">○ Reciprocal relations between Husband and Wife</p>	<p style="text-align: center;">25% 15 Hours</p>

	<p>પતિ-પત્ની વચ્ચેના પારસ્પરિક સંબંધો</p> <ul style="list-style-type: none"> ○ Reciprocal relations between parents and Childs <p>માતાપિતા અને બાળકો વચ્ચેના પારસ્પરિક સંબંધો</p> <p>5. Family Problem</p> <p>કૌટુંબિક સમસ્યા</p> <ul style="list-style-type: none"> ○ Crisis in Family life <p>કૌટુંબિક જીવનમાં કટોકટી</p> <ul style="list-style-type: none"> ○ Divorce <p>છૂટાછેડા</p> <p>6. Suggestions for Family Adjustment</p> <p>કૌટુંબિક સમાયોજન માટેના સૂચનો</p>	
<p>Unit-4</p>	<p>Psycho-Sexual Adjustment & Old-Age Adjustment</p> <p>મનો-જાતીય સમાયોજન & વૃદ્ધાવાસ્થાનું સમાયુજન</p> <p>1. Psycho-Sexual Adjustment</p> <p>મનો-જાતીય સમાયોજન</p> <p>1. Attitudes for Sexuality</p> <p>જાતીયતા પ્રત્યેના વલણો</p> <p>2. Factors of mate selection</p> <p>જીવનસાથીની પસંદગીના પરિબલો</p> <p>3. Psycho-Sexual Relationships in Marriage</p> <p>લગ્નમાં મનો-જાતીય સંબંધો</p> <ul style="list-style-type: none"> a. The dangers of Premarital sex <p>લગ્ન પહેલાના સેક્સના જોખમો</p> <ul style="list-style-type: none"> b. Extramarital Sexual Relation <p>લગ્નેતર જાતીય સંબંધ</p> <p>4. Why Some People Do not Marry?</p> <p>કેટલાક લોકો શા માટે લગ્ન નથી કરતા?</p> <p>2. Old-Age Adjustment</p> <p>વૃદ્ધાવાસ્થાનું સમાયુજન</p> <p>1. વૃદ્ધાવાસ્થાની સમસ્યા - Problem of Old-Age</p> <p>2. વૃદ્ધાવસ્થામાં સમાયોજન માટે સમાયોજનની રીતો (ઉપાયો)</p> <p>Adjustment ways (remedies) for the Adjustment in Old-</p>	<p>25%</p> <p>15 Hours</p>

	<p>Age</p> <p>3. વૃદ્ધાવસ્થામાં મનો-શારીરિક ફેરફાર (પરિવર્તન) પ્રક્રિયા</p> <p>Psycho-Physiological Change Processes in Old-Age</p>	
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Pedagogical Tools:			
• Classroom Lecture	• Problem Solving	• Tutorial	• Group Discussion
• Seminar	• Case Studies	• Role Play	• Field Work
• Hospital Visit			

<p>Mode of Evaluation: Evaluation will be divided in two parts.</p> <p>External: Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)</p> <p>Internal: 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"> • Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster • Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires • Interviews
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TEXT BOOKS & REFERENCES

- 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
- Mc Kinne, Fred "Psychology of Personal Adjustment" N. Y. wila
- Ronald J. Cohen(1994), "Psychology and Adjustment", Allyn & Bacon,

E Resources:

Books	<p>www.varywelmind.com</p> <p>www.all/about/psychology.com</p> <p>www.sparknote.com</p> <p>www.psychologydiscussion.net</p> <p>www.cliffsnotes.com</p>
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BA (Hon.) Psychology Semester-IV

Programme/Class: Diploma	Year : Second	Semester : Forth
Subject : Psychology		
Course Code : DSC-C PSY 242	Course Title : Social Psychology-II	
Course Credit : 4	Course Type : MAJOR-9	
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. rojaM ronim 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. Swayam પ્લેટફોર્મ પરના COOM 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.

Details of Modules

Modules	Content/ Topic	Weightage and Teaching Hours
Unit: 1	<p style="text-align: center;">LEADERSHIP નેતૃત્વ</p> <p>1. પ્રસ્તાવના - Introduction</p> <p>૨. નેતૃત્વનો અર્થ - વ્યાખ્યા - Meaning-Definition of Leadership</p> <p>3. નેતૃત્વ (નેતા)ના ગુણ કે લક્ષણો Trait or Attributes Characteristics of Leadership (Leader)</p> <p>૪. નેતૃત્વનો ઉદ્ભવ કે આવિર્ભાવ / સિદ્ધાંતો Origin or Emergence of Leadership Theory</p> <p>૫. નેતૃત્વ કે નેતાના પ્રકાર કે નેતૃત્વશૈલી Types of Leadership or Leader or Leadership Style</p> <p>૬. નેતાના કાર્યો - Functions of the Leader</p>	<p style="text-align: center;">25% 15 Hours</p>
Unit: 2	<p style="text-align: center;">PUBLIC OPINION & RUMOUR લોકમત અને અફવા</p> <p>1. પ્રસ્તાવના - introduction</p> <p>2. લોકમતનો અર્થ - વ્યાખ્યા- Meaning-Definition of Public Opinion</p> <p>3. લોકમતનું સ્વરૂપ (લાક્ષણિકતાઓ) - Nature/Characteristics of Public Opinion</p>	<p style="text-align: center;">25% 15 Hours</p>

	<p>4. લોકમતનું ઘડતર કે નિર્માણ – Formation of Public Opinion</p> <p>5. લોકમત પરિવર્તન or લોકમતના સાધન કે માધ્યમ – Changes of Public Opinion OR Agencies (Tools) or Media of Public Opinion</p> <p>6. લોકમત માપન – Measurement of Public Opinion</p> <p>7. અફવાનો અર્થ – Meaning of Rumour</p> <p>8. અફવાના પ્રકારો – Types (Kinds) of Rumour</p> <p>9. અફવા ફેલાવવા અંગે તપાસ (અફવા ફેલાવવા પર અટકાવ) Checks on spread of Rumour</p>	
<p>Unit: 3</p>	<p style="text-align: center;">PROPAGANDA પ્રચાર</p> <p>1. પ્રચારનો અર્થ – વ્યાખ્યા અને લાક્ષણિકતાઓ (લક્ષણો) Meaning – Definition and Characteristics of Propaganda</p> <p>2. પ્રચારના પ્રકારો – Types of Propaganda</p> <p>3. પ્રચારની પ્રયુક્તિઓ – Techniques of Propaganda</p> <p>4. પ્રચારના સિદ્ધાંતો કે નિયમ – Principles of Propaganda</p> <p>5. પ્રચારના માધ્યમ કે સાધન – Media or Tools of Propaganda</p> <p>6. પ્રચારનું મહત્વ – Importance of Propaganda</p> <p>7. પ્રચારની મર્યાદાઓ – Limitations of Propaganda</p> <p>8. પ્રચાર સામે રક્ષણ (પ્રચારથી બચવાના ઉપાય)</p>	<p>25% 15 Hours</p>

	Prophylaxis against Propaganda	
Unit-4	<p align="center">PROSOCIAL BEHAVIOUR & AGGRESSION સમાજભિમુખ વર્તન અને આક્રમકતા</p> <p>1. પ્રસ્તાવના – Introduction</p> <p>2. સમાજભિમુખ વર્તનનો અર્થ-વ્યાખ્યા Meaning-Definition of Prosocial Behaviour</p> <p>3. મદદ કરવા વિરુદ્ધ મદદ ન કરવાના વર્તનને નક્કી કરતા સોપાનો - Steps determining helping versus not helping behaviour</p> <p>4. મદદરૂપ (સહાયક) વર્તનના નિર્ધારકો Determinants of Helping Behaviour</p> <p>I. પરિસ્થિતિજન્ય નિર્ધારકો – Situational Determinants</p> <p>II. સામાજિક નિર્ધારકો – Social Determinants</p> <p>III. વૈયક્તિક નિર્ધારકો – Individual Determinants</p> <p>5. સમાજભિમુખ વર્તન કરવા પાછળના મૂળભૂત પ્રેરકો Basic Motives behinds Prosocial Behaviour</p> <p>6. આક્રમકતાનો અર્થ – Meaning of Aggression</p> <p>7. આક્રમકતા અને હિંસાના નિર્ધારકો Determinants of Aggression and Violence</p> <p>8. આક્રમતાને રોકવાના(અટકાવવાના) કે ઘટાડવાના ઉપાયો Measures of Preventing and Reducing Aggression</p>	<p align="center">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

TEXT BOOKS & REFERENCES

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2. Myers, D. G. (2006). Social Psychology. New Delhi : Tata McGraw HillPublishing.
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7. Social Psychology – Soloman Asch
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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-IV

Programme/Class: Diploma	Year : Second	Semester : Forth
Subject : Psychology		
Course Code : DSC-C PSY 243	Course Title : Psychopathology-II	
Course Credit : 4	Course Type : MAJOR-10	
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. roiaM ronim 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. Swayam પ્લેટફોર્મ પરના COOM વિષય પર આધારિત આ વિષય છે ?ના
9. ઈન્ડિયન 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..

Course Detail

Modules	Content/ Topic	Weightage and Teaching Hours
UNIT-1	<p align="center">Mood Disorder and Schizophrenia</p> <p align="center">1. Mood Disorder</p> <p>I. પ્રસ્તાવના- Introduction</p> <p>II. ઉન્માદી પ્રસંગ-Manic Episode</p> <p>III. ઉન્માદના પ્રકાર-Types of Mania</p> <p>IV. ખિન્નતા પ્રસંગ-Depressive Episode</p> <p>V. ખિન્નતાના પ્રકાર-Types of Depression</p> <p>VI. દ્વિવ-ધ્રુવીય વિકૃતિ-Bipolar Disorder</p> <p>VII. ડાઈસ્થેમિયા/એક-ધ્રુવીય વિકૃતિ Dysthemia or Unipolar Disorder</p> <p>VIII. મનોદેશા વિકૃતિના કારણો-Etiology of Mood Disorder</p> <p>IX. મનોદેશા વિકૃતિનો ઉપચાર-Treatment of Mood Disorder</p> <p align="center">2. Schizophrenia</p> <p>I. સ્કીઝોફ્રેનીયાનો અર્થ – Meaning of Schizophrenia</p> <p>II. સ્કીઝોફ્રેનીયાનું લક્ષણ વિજ્ઞાન કે લક્ષણો Symptomatology of Schizophrenia</p> <p>III. સ્કીઝોફ્રેનીયાનાં પ્રકારો-Types of Schizophrenia</p> <p>IV. સ્કીઝોફ્રેનીયાનો ઉપચાર-Treatment of Schizophrenia</p>	<p align="center">25% 15 Hours</p>
UNIT-2	<p align="center">શીખવાની અક્ષમતા અને વાર્તાનિક અને ચારિત્ર્ય વિકૃતિ Learning Disabilities and Behavioural and Character Disorder</p> <p align="center">1. શીખવાની અક્ષમતા Learning Disabilities</p> <p>I. શીખવાની અસમર્થતા – Learning Disabilities</p> <p>II. શીખવાની અસમર્થતાની મુખ્ય લાક્ષણીકતાઓ Major Characteristics of Learning Disabilities</p> <p>III. વાંચન વિકૃતિ-Reading Disorder</p>	<p align="center">25% 15 Hours</p>

	<p>IV. વાણી અસમર્થતા અથવા સંદેશાવ્યવહાર વિકૃતિ Speech Disabilities or Communication Disorder</p> <p>V. ગાણિતિક અસમર્થતા-Mathematical Disabilities</p> <p>VI. શીક્ષણ/વિકાસાત્મક સંબંધિત અન્ય વિકૃતિઓ Other Disorders related to Developmental or Learning</p> <p>VII. શીખવાની અસમર્થતાના કારણો Etiology of Learning Disabilities</p> <p>VIII. શીખવાની અસમર્થતાનો ઉપચાર treatment of Learning Disabilities</p> <p>વાર્તનિક અને ચારિત્ર્ય વિકૃતિ Behavioural and Character Disorder</p> <p>I. પ્રસ્તાવના-Introduction</p> <p>II. ઓટીઝમ (સ્વલીનતા)/ઓટીઝમ-સ્પેક્ટ્રમ વિકૃતિ- Autism/Autism Spectrum Disorder</p> <p>III. અતિ સક્રિયતા અથવા અતિક્રિયાત્મકતા વિકૃતિ Hyper activity or Hyper Kinetic Reaction-HKR</p> <p>IV. અસામાજિકૃત પ્રતિક્રિયા-Unsocialized Reaction</p> <p>V. વિકાસાત્મક વિકૃતિ-Developmental Disorder</p> <p>VI. ભાગેડુ વૃત્તિ કે ભાગેડું પ્રતિક્રિયા- Runaway Reaction</p> <p>VII. તોતડાવું અને હકલાવું(અચકાવું)-Stuttering and Stammer</p> <p>VIII. અતિચિંતિત પ્રતિક્રિયા-Over Anxious Reaction</p> <p>IX. નિંદ્રા ભ્રમણ, નખ કરડવા અને પથારી પલાળવી (મૂત્ર-અસંયમ)- Sleep Waking, Nail Biting and Enuresis/Bed-weting</p> <p>X. જુગાર રમવું-Gambling</p> <p>XI. બૌદ્ધિક અસમર્થતા/માનસિક મંદતા (નિર્બળતા) Intellectual Disabilities/Mental Retardation</p> <p>XII. મોબાઈલ ફોનિક વિકૃતિ (ભ્રમણયુક્ત સંભાષણ યંત્ર વિકૃતિ)- Mobile Phonic Disorder</p>	
<p>UNIT-3</p>	<p>The Addictive Disorders</p> <p>I. Introduction</p>	

	<p>II. The Addictive Disorders</p> <p>III. Alcohol abuse and dependence</p> <p>IV. Prevalence of Alcoholism and its related problems</p> <p>V. Clinical Approach of Alcohol abuse and dependence</p> <ol style="list-style-type: none"> 1. Alcoholic Effects on the Brain 2. Development of Alcohol Dependence 3. The Physical Effects of Chronic Alcohol Abuse 4. Psychosocial Effects of Alcohol Abuse and Dependence 5. Psychoses Associated with Alcoholism <ol style="list-style-type: none"> i. Alcohol withdrawal delirium ii. Alcohol amnestic disorder <p>VI. Drug abuse and dependence</p> <ol style="list-style-type: none"> 1. Drug abuse and dependence 2. Opium and Its Derivatives (Narcotics) 3. Cocaine and Amphetamines (Stimulants) 4. Barbiturates (Sedatives) 5. LSD and Related Drugs (Hallucinogens) 	<p>25% 15 Hours</p>
<p>UNIT-4</p>	<p>Psychological causes and physical disorders (As per Psychosomatic disorders old course)</p> <p>I. Introduction</p> <p>II. Meaning of Psychosomatic Disorders</p> <p>III. Types of Psychosomatic Disorders</p> <p>IV. Respiratory Disorders</p> <ol style="list-style-type: none"> 1. Bronchial Asthma <ol style="list-style-type: none"> 1) Allergic Asthma 2) Psychogenic Asthma 2. Hay Fever 	<p>25% 15 Hours</p>

	<p>3. Pulmonary Tuberculosis 4. Common Cold</p> <p>V. Gastro-Intestinal Disorders</p> <ol style="list-style-type: none">1. Excessive Obesity2. Anorexia Nervosa3. Peptic Ulcer4. Ulcerative Colitis5. Problems of Bowel and Bladder <p>VI. Cardio-Vascular Disorders</p> <ol style="list-style-type: none">1. Essential Hypertension2. Heart Pain3. Headache4. Fainting <p>VII. Dermatological Disorders</p> <ol style="list-style-type: none">1. Neuroder Matitis2. Urticaria3. Acne Vulgaris <p>VIII. Genito-Urinary Disorders</p> <ol style="list-style-type: none">1. Disorders of Sexual Functions2. Menstruation Disorders3. Urinary Symptoms <p>IX. Other Psychosomatic Disorders</p> <ol style="list-style-type: none">1. Migraine2. Rheumatoid Arthritis3. Maniere's Syndrome4. Cancer <p>X. Causes of Psychosomatic Disorders</p> <ol style="list-style-type: none">1. Biological Causes<ol style="list-style-type: none">1) Inherity2) Autonomous Nervous System3) Principle of 'Weak Point'2. Psychological Causes	
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	<p>1) Personality Structure</p> <p>2) Mental Stress</p> <p>3) Repressed Emotions</p> <p>4) Interaction between A Child and Parents</p> <p>5) Faulty Interpersonal Relations</p> <p>3. Socio-Cultural Causes</p> <p>XI. Treatment of Psychosomatic Disorders</p>	
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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

Reference:

- 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.
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- Arunkumar Singh, Aadhunik Asamanya Manovigyan, Published by Motilal Banarsidas
- Patel M. (1989), 3rd Ed., “Abnormal Psychology”, University book production board, Ahmedabad.
- Lamm A. Introduction to Psychopathology, Page Pub. N.Y. 1997
- Buss A.H. Psychopathology, John Willey N.Y. 1999
- Diagnostic And Statistical Manual Of Mental Disorders (DSM-V)Fifth Edition. American Psychiatric Publication, A Division of Psychiatric Association. Washington, DCLondon, England.
- Psychopathology (Vinati Aanand) Published by Motilal Banarsidas

BA (Hon.) Psychology Semester-IV

Programme/Class: Diploma	Year : Second	Semester : Forth
Subject : Psychology		
Course Code : DSC-M PSY 244	Course Title : Psychology of Personal Adjustment	
Course Credit : 4	Course Type : MINOR-3	
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. rojaM roniM 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. Swayam પ્લેટફોર્મ પરના COOM 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. 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
4. To impart various of personal adjustments.
5. Learn meaning, nature and fields of adjustment
6. Identify stages of personal development
7. Identify and express emotions more clearly
8. Learn to recognize the barriers to personal adjustment and determine the ways to overcome those barriers
9. To prepare them for the competitive / entrance exams like UPSC/GPSC/NET/SLET.
10. To apply Psychological theories/principles at personal level, to understand self and others.

Course Outcomes:

Having completed this course, the learner will able to..

1. Appreciating the unbound potential inherent in human beings, and the growth one is capable.

2. Appreciating the conflict spirituality in psychology in the field of adjustment/personal adjustment psychology.
3. Understanding the theory, psycho-sexual & Old age Adjustment, Family Adjustment

Details of Modules

Module s	Content/ Topic	Weightage and Teaching Hours
Unit: 1	<p>Introduction to Psychology of Adjustment / Personal Adjustment સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનો પરિચય</p> <ol style="list-style-type: none"> 1. સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનો અર્થ અને સ્વરૂપ Meaning and Nature of psychology of Adjustment / Personal Adjustment 2. સમાયોજનની પ્રક્રિયા - Process of Adjustment 3. સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનું કાર્યક્ષેત્ર Field (Scope) of Psychology of Adjustment/Personal Adjustment 4. સમાયોજનની લાક્ષણિકતાઓ Characteristics of Adjustment 5. સમાયોજન / વૈયક્તિક સમાયોજન મનોવિજ્ઞાનનાં અભ્યાસનું મહત્વ Importance of study of the study of Psychology of Adjustment/Personal Adjustment 6. આપણે સમાયોજનને કેવી રીતે સુધારી શકીએ? How we Improve Adjustment? 	<p>25% 15 Hours</p>
Unit: 2	<p>School Adjustment & Vocational Adjustment શાળા સમાયોજન અને વ્યાવસાયિક સમાયોજન</p> <ol style="list-style-type: none"> 1. School Adjustment - શાળા સમાયોજન 1. શાળા એક નવા અનુભવ તરીકે School as a New Experience 	<p>25% 15 Hours</p>

	<p>2. ઘર અને શાળા વચ્ચેનો સંબંધ Relation between Home and School</p> <p>3. શિક્ષક અને વિદ્યાર્થી વચ્ચેનો સંબંધ Relation between Teacher and Student</p> <p>4. અસરકારક શિક્ષણ માટેના પરિબલો Factors for effective education</p> <p>5. અસરકારક શિક્ષણ માટે ઉકેલો Solutions for Effective Learning</p> <p>6. જીવન જીવવાની પરિસ્થિતિ તરીકે શાળા School as a Life living situation</p> <p style="text-align: center;">2. Vocational Adjustment વ્યાવસાયિક સમાયોજન</p> <p>1. અભ્યાસથી વ્યવસાયમાં સંક્રમણ The transition from academia to business</p> <p>2, વ્યસાય પસંદગીને અસર કરતા પરિબલો Factors Effecting of Vocational Choice</p> <p>3, વ્યવસાય સંતોષને અસર કરતા પરિબલો Factors Effecting of Vocational Satisfaction</p> <p>4. વ્યવસાય સંતોષ અને વૈયક્તિક સમાયોજન Vocational Satisfaction and Personal Adjustment</p>	
<p>Unit: 3</p>	<p style="text-align: center;">Family Adjustment કુટુંબ (કૌટુંબિક) સમાયોજન</p> <p>1. Meaning and Definition of Family કુટુંબ સમાયોજનનો અર્થ અને વ્યાખ્યા</p> <p>2. Nature of Family કુટુંબનું સ્વરૂપ</p> <p>3. Function of Family કુટુંબનું કાર્ય</p> <p>4. The Dynamics of Family interaction કૌટુંબિક આંતરક્રિયાની ગતિશીલતા</p> <p>a. Reciprocal relations between Husband and Wife</p>	<p style="text-align: center;">25% 15 Hours</p>

	<p>પતિ-પત્ની વચ્ચેના પારસ્પરિક સંબંધો</p> <p>b. Reciprocal relations between parents and Childs માતાપિતા અને બાળકો વચ્ચેના પારસ્પરિક સંબંધો</p> <p>5. Family Problem કૌટુંબિક સમસ્યા</p> <p>a. Crisis in Family life કૌટુંબિક જીવનમાં કટોકટી</p> <p>b. Divorce છૂટાછેડા</p> <p>6. Suggestions for Family Adjustment કૌટુંબિક સમાયોજન માટેના સૂચનો</p>	
Unit-4	<p>Psycho-Sexual Adjustment & Old-Age Adjustment મનો-જાતીય સમાયોજન & વૃધ્ધાવાસ્થાનું સમાયુજન</p> <p>1. Psycho-Sexual Adjustment મનો-જાતીય સમાયોજન</p> <p>1. Attitudes for Sexuality જાતીયતા પ્રત્યેના વલણો</p> <p>2. Factors of mate selection જીવનસાથીની પસંદગીના પરિબલો</p> <p>3. Psycho-Sexual Relationships in Marriage લગ્નમાં મનો-જાતીય સંબંધો</p> <p>a. The dangers of Premarital sex લગ્ન પહેલાના સેક્સના જોખમો</p> <p>b. Extramarital Sexual Relation લગ્નેતર જાતીય સંબંધ</p> <p>4. Why Some People Do not Marry? કેટલાક લોકો શા માટે લગ્ન નથી કરતા?</p> <p>2. Old-Age Adjustment વૃધ્ધાવાસ્થાનું સમાયુજન</p> <p>1. વૃધ્ધાવાસ્થાની સમસ્યા - Problem of Old-Age</p> <p>2. વૃધ્ધાવસ્થામાં સમાયોજન માટે સમાયોજનની રીતો (ઉપાયો)</p>	<p>25% 15 Hours</p>

	<p>Adjustment ways (remedies) for the Adjustment in Old-Age</p> <p>3. વૃદ્ધાવસ્થામાં મનો-શારીરિક ફેરફાર (પરિવર્તન) પ્રક્રિયા</p> <p>Psycho-Physiological Change Processes in Old-Age</p>	
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Pedagogical Tools:			
• Classroom Lecture	• Problem Solving	• Tutorial	• Group Discussion
• Seminar	• Case Studies	• Role Play	• Field Work
• Hospital Visit			

<p>Mode of Evaluation: Evaluation will be divided in two parts.</p> <p>External: Annual Examination will be conducted by the Gujarat University of 50 Marks (4 Descriptive Questions and 1 MCQ)</p> <p>Internal: 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"> • Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster • Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires • Interviews
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TEXT BOOKS & REFERENCES	
	<ul style="list-style-type: none"> ▪ 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 ▪ Mc Kinne, Fred "Psychology of Personal Adjustment" N. Y. wila ▪ Ronald J. Cohen(1994), "Psychology and Adjustment", Allyn & Bacon,

E Resources:	
Books	<ul style="list-style-type: none"> www.varywelmind.com www.all/about/psychology.com www.sparknote.com www.psychologydiscussion.net www.cliffsnotes.com