



પરિપત્ર:

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટીની આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓને સવિનય જણાવવાનું કે આર્ટસ વિદ્યાશાખા હેઠળનો NEP-૨૦૨૦ અંતર્ગતનો મનોવિજ્ઞાન વિષયનો (બી.એ.વિથ ઓનર્સ) નો સેમેસ્ટર-૨ નો અભ્યાસક્રમ આ સાથે સામેલ છે.

માનનીય કુલપતિશ્રીની મંજૂરી અનુસાર સદર અભ્યાસક્રમ શૈક્ષણિક વર્ષ જુન, ૨૦૨૩થી અમલવારી કરવાની રહે છે. આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજો ધ્વારા તેની અમલવારી કરવા જણાવવામાં આવે છે.


પ્રાસ કરજ પરના અધિકારી
(એકેડેમિક)



ક્રમાંક/બીકેએનએમયુ/એકેડેમિક/૨૧૨૬/૨૦૨૩-૨૦૨૪

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી,
સરકારી પોલીટેકનિક કેમ્પસ,
ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી રોડ,
ખડીયા, જૂનાગઢ-૩૬૨૨૬૩
તા.૧૮/૧૨/૨૦૨૩

પ્રતિ,

- ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી સંલગ્ન આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમો ચલાવતી તમામ કોલેજોના આચાર્યશ્રીઓ તરફ....

નકલ સાદર રવાના:-

- માન.કુલપતિશ્રી/કુલસચિવશ્રીનાં અંગત સચિવશ્રી.
- પરીક્ષા નિયામકશ્રી, ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી, જૂનાગઢ

નકલ રવાના જાણ તથા યોગ્ય કાર્યવાહી અર્થે:

- સીસ્ટમ મેનેજરશ્રી, આઈ.ટી.સેલ વિભાગ (વેબસાઇટ ઉપર પ્રસિદ્ધ થવા અર્થે.)



BHAKTA KAVI NARSINH MEHTA UNIVERSITY (BKNMU)

***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)**

Bhakta Kavi Narsinh Mehta University
Syllabus of Bachelor of Arts (B.A) as per NEP
Effective from June 2023
Subject: B.A. (PSYCHOLOGY)

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 Bhakta Kavi Narsinh Mehta 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 Bhakta Kavi Narsinh 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.

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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.

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- 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.

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COURSE STRUCTURE OF
B.A. Honours in Psychology Programme
B. A. Honours Psychology (Major/Minor) Semester I & II
(Certificate in Psychology)

Semester – I								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-1 DSC-C PSY 111	Basic Psychological Process-I	4	0	4	50	50	100
2	Major Course DSC-2 DSC-C PSY 112	Developmental Psychology-I	4	0	4	50	50	100
3	Minor Course (Elective) DSC-M-1 DSC-M PSY 113	Introduction to Psychology-I	4	0	4	50	50	100
4	IDC/MDC -I IDC/MDC-114	Psychology in Education-I	4	0	4	50	50	100

Semester – II								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-C-3 DSC-C PSY 121	Basic Psychological Process-II	4	0	4	50	50	100
2	Major Course DSC-C-4 DSC-C PSY 122	Developmental Psychology-II	4	0	4	50	50	100
3	Minor Course(Elective) DSC-M-2 DSC-M PSY 123	Introduction to Psychology-II	4	0	4	50	50	100
4	Inter/Multidisciplinary Course IDC/MDC -II IDC/MDC-124	Psychology in Education-II	4	0	4	50	50	100

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

BA (Hon.) Psychology Semester-II

Programme/Class: Certificate	Year : First	Semester : Second
Subject : Psychology		
Course Code : DSC-C PSY 121	Course Title : Basic Psychological Process-II	
Course Credit : 4	Course Type : MAJOR-2	
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 આનુસંગિક 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

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- 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

COURSE OUTCOMES:

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

Details of Modules

Modules	Content/ Topic	Weightage and Teaching Hours
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	25% 15 Hours
Unit: 2	MEMORY – સ્મૃતિ (સ્મરણ) 1. Meaning of Memory – સ્મૃતિ(સ્મરણ)નો અર્થ 2. Stages of memory – સ્મૃતિ(સ્મરણ)ના તબક્કાઓ 3. Types of Memory- સ્મૃતિ(સ્મરણ)ના પ્રકારો i. Sensory Memory-સંવેદનિક 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 પરિબલો	25% 15 Hours

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	6. Techniques of Improving Memory – સ્મૃતિ (સ્મરણ) સુધારણાની પ્રયુક્તિઓ	
Unit: 3	PSYCHOLOGICAL TESTING – મનોવૈજ્ઞાનિક કસોટી 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	25% 15 Hours
Unit-4	PERSONALITY- વ્યક્તિત્વ 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) ○ Psychoanalysis approach: Freud, Jung and Adler મનોવિશ્લેષણાત્મક અભિગમ – ફ્રોઈડ, યુંગ અને એડલર ○ Trait theories Approach: Allport, Cattell વિશેષગુણ અભિગમ – ઓલ્પોર્ટ, કેટલ ○ Humanistic Approach: Rogers, Maslow માનવતાવાદી અભિગમ – રોજર્સ, મેસ્લો ○ Social learning Approach: Bandura સામાજિક શિક્ષણનો અભિગમ – બાંડુરા 5. Indigenous Tradition References to Personality વ્યક્તિત્વના સંદર્ભમાં સ્વદેશી પરંપરાઓ *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 6. Assessment of Personality: Self report, Projective techniques and other measures વ્યક્તિત્વનું મૂલ્યાંકન – સ્વ-અહેવાલ, પ્રક્ષેપણ પ્રયુક્તિઓ અને અન્ય માપનો	25% 15 Hours

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Pedagogical Tools: • Classroom Lecture • Seminar • Hospital Visit		• Problem Solving • Case Studies	• Tutorial • Role Play	• Group Discussion • Field Work
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				
1. Baron, R. & Misra. G. (2013). Psychology. Pearson. 2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. 3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education. 4. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill. 5. 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.				
E Resources:				
Books	http://gg.gg/Introduction-to-Psychology_Book_1 http://gg.gg/Introduction-to-Psychology_Book_2 http://gg.gg/Introduction-to-Psychology_Book_3 http://www.apa.org			

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Programme/Class: Certificate	Year : First	Semester : Second
Subject : Psychology		
Course Code : DSC-C PSY 122	Course Title : Developmental Psychology-II	
Course Credit : 4	Course Type : MAJOR-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 પ રેકર્ડિંગ થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skills ના 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. Swayamપ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ(IKS)પર આધારિત વિષય છે ? હા

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 A typical development including Gifted, Mental retarded and Handicapped.

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COURSE OUTCOMES:

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

Course Detail

Modules	Content/ Topic	Weightage and Teaching Hours
UNIT-1	Adolescence development - તરુણાવસ્થાનો વિકાસ 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	25% 15 Hours

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	Needs and problems of Adolescence 9. તરૂણાવસ્થામાં શિક્ષણનું સ્વરૂપ અને તરૂણોના શિક્ષણમાં શિક્ષકની ભૂમિકા Nature of education in adolescence and role of a teacher in the education of Adolescents	
UNIT-2	Adulthood development - પુખ્તાવસ્થાનો વિકાસ 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 5. મધ્યાવસ્થાની સમસ્યાઓ Problems of middle Adulthood 6. મધ્યાવસ્થાના વિકાસકાર્યો Development tasks of middle adulthood 7. પરિપક્વ વપુખ્તાવસ્થાના પુરાવા Evidence of mature adulthood • શારીરિક પરિપક્વતા physical maturity • બૌદ્ધિક પરિપક્વતા intellectual maturity • સામાજિક પરિપક્વતા social maturity • આવેગાત્મક પરિપક્વતા emotional maturity • નૈતિક પરિપક્વતા moral maturity 8. પુખ્ત બનવાના લાભ અને ગેરલાભ Advantages and disadvantages of being an adult	25% 15 Hours
UNIT-3	Old Age – વૃદ્ધાવસ્થા 1. વૃદ્ધાવસ્થાની લાક્ષણિકતાઓ Characteristics of Old age (Aging) 2. વૃદ્ધાવસ્થા દરમિયાન થતા પરિવર્તનો Changes during old age 3. વૃદ્ધાવસ્થાની સમસ્યાઓ	25% 15 Hours

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	Problems of old age 4. નિવૃત્તિ Retirement 5. વૃદ્ધાવસ્થાની સફળતા Successful old age 6. મૃત્યુનો સામનો Facing death 7. વૃદ્ધાવસ્થા સાથે સમાયોજનનાં સૂચનો અને વૃદ્ધાવસ્થા દરમિયાન સમાયોજનને અસર કરતા ઘટકો Suggestions to adjustment with Old age and various factors influencing adjustment during Old age	
UNIT-4	Atypical development - અસામાન્ય વિકાસ 1. અસામાન્યવિકાસનો અર્થ Meaning of atypical development 2. પ્રતિભાસંપન્ન (The gifted) ● પ્રતિભાશાળીના શારીરિક લક્ષણો Physical characteristic of gifted ● પ્રતિભાસંપન્નતાના માનસિક લક્ષણો Mental characteristic of gifted ◆ પ્રતિભા સંપન્ન બાળકોની લાક્ષણિકતાઓ Characteristics of Gifted children ■ પ્રતિભા સંપન્ન બાળકોની સમસ્યાઓ Problems of Gifted children 3. બૌદ્ધિક વિકલાંગતા – Intellectual Disability ● બૌદ્ધિક વિકલાંગ વ્યક્તિના શારીરિક લક્ષણો Physical characteristic of Intellectual disable ● બૌદ્ધિક વિકલાંગ વ્યક્તિના વ્યક્તિત્વ લક્ષણો Personality traits of Intellectual disable ● બૌદ્ધિક વિકલાંગ બાળકોની લાક્ષણિકતાઓ Characteristics of Intellectual disable children ● બૌદ્ધિક વિકલાંગતાના કારણો Causes of Intellectual disability	25% 15 Hours

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	• બૌદ્ધિક વિકલાંગ વ્યક્તિની સમસ્યાઓ Problems of Intellectual disable person • બૌદ્ધિક વિકલાંગ બાળકોનું શિક્ષણ Education of Intellectual disable children 4. શારીરિક અક્ષમતા Physically handicapped • દ્રષ્ટિની ખામી Visual impairment • શ્રવણ ખામી Hearing impairment • અપંગ બાળક Crippled Child • નાજુક બાળક Delicate Child • દાંતની ખામી Dental defects • મગજનો લકવો Cerebral palsy	
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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			

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1. Hurlock, E. (1980). Developmental Psychology, Tata McGraw Hill Publishing.
2. Penney Upton (2014). Developmental Psychology, Pearson Publishing Company. Link:
3. 6. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw
4. Hill. Santrock, J. W. (2007). Child Development. 11th ed. New Delhi: Tata McGraw Hill.
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6. પ્રા. યોગેન્દ્રેશ્વર, 1975. (વિકાસાત્મક મનોવિજ્ઞાન, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ દ્વારા પ્રકાશીત.
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8. પ્રા. ડી. એમ. પેસ્તનજી, 1986 (તારુણ્ય નું મનોવિજ્ઞાન, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ દ્વારા પ્રકાશીત.

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Programme/Class: Certificate	Year : First	Semester : Second
Subject : Psychology		
Course Code : DSC-M PSY 123	Course Title : Introduction to Psychology - II	
Course Credit : 4	Course Type : MINOR-2	
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 રેકૅન્ડિટ થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. rojaM ☐ roniM ☒ 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:

The objectives of this course are:

1. The Course will familiarize students with the Introductory 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

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COURSE OUTCOMES:

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

Details of Modules

Modules	Content/ Topic	Weightage and Teaching Hours
Unit: 1	INTRODUCTION TO LEARNING – શિક્ષણ પરિચય 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	25% 15 Hours
Unit: 2	INTRODUCTION TO MEMORY – સ્મૃતિ (સ્મરણ) પરિચય 1. Meaning of Memory – સ્મૃતિ(સ્મરણ)નો અર્થ 2. Stages of memory – સ્મૃતિ(સ્મરણ)ના તબક્કાઓ 3. Types of Memory- સ્મૃતિ(સ્મરણ)ના પ્રકારો i. Sensory Memory-સાંવેદનિક સ્મૃતિ(સ્મરણ) ii, Short Term Memory- ટૂંકાગાળાની સ્મૃતિ (સ્મરણ) iii, Long Term Memory – લાંબાગાળાની સ્મૃતિ (સ્મરણ)	25% 15 Hours

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	4. Measurement of Retention – ધારણનું માપન 5. Factors affecting retention – ધારણને અસરકરતા પરિબળો 6. Techniques of Improving Memory – સ્મૃતિ (સ્મરણ) સુધારણાની પ્રયુક્તિઓ	
Unit: 3	INTRODUCTION TO PSYCHOLOGICAL TESTING – મનોવૈજ્ઞાનિક કસોટી પરિચય 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	25% 15 Hours
Unit-4	INTRODUCTION TO PERSONALITY- વ્યક્તિત્વ પરિચય 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) ○ Psychoanalysis approach: Freud, Jung and Adler મનોવિશ્લેષણાત્મક અભિગમ – ફ્રોઈડ, યુંગ અને એડલર ○ Trait theories Approach: Allport, Cattell વિશેષગુણ અભિગમ – ઓલ્પોર્ટ, કેટલ ○ Humanistic Approach: Rogers, Maslow માનવતાવાદી અભિગમ – રોજર્સ, મેસ્લો ○ Social learning Approach: Bandura સામાજિક શિક્ષણનો અભિગમ – બાંડુરા	25% 15 Hours

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	5. Indigenous Tradition References to Personality વ્યક્તિત્વના સંદર્ભમાં સ્વદેશી પરંપરાઓ *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 6. Assessment of Personality: Self report, Projective techniques and other measures વ્યક્તિત્વનું મૂલ્યાંકન – સ્વ-અહેવાલ, પ્રક્ષેપણ પ્રયુક્તિઓ અને અન્ય માપનો	
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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

TEXT BOOKS & REFERENCES

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2. **Chadha, N.K. & Seth, S.** (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. **Ciccarelli, S. K., & Meyer, G. E.** (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. **Passer, M.W. & Smith, R.E.** (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
5. **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.

E Resources:

Books	http://gg.gg/Introduction-to-Psychology_Book_1 http://gg.gg/Introduction-to-Psychology_Book_2 http://gg.gg/Introduction-to-Psychology_Book_3 http://www.apa.org
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Effective from June 2023
Subject: B.A. (PSYCHOLOGY)

Programme/Class: Certificate	Year : First	Semester : Second
SUBJECT : MULTIDISCIPLINARY COURSE		
Course Code : IDC/MDC- PSY 124	Course Title : Psychology in Education-II	
Course Credit : 4	Course Type : IDC/MDC-2	
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 આનુસંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayamપ્લેટફોર્મ પરના MOOC વિષયપર આધારિત આ વિષય છે ?ના
9. ઈન્ડીયન નોલેજ સીસ્ટમ(IKS)પર આધારિત વિષય છે ? હા

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.

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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	Weightage and Teaching Hours
UNIT-1	Achievement test and personality સિધ્ધિ કસોટી અને વ્યક્તિત્વ 1. Meaning and nature of achievement test સિધ્ધિ કસોટીનો અર્થ અને સ્વરૂપ 2. Major purpose of achievement test સિધ્ધિ કસોટીનાં મુખ્ય હેતુઓ 3. Kinds of achievement test સિધ્ધિ કસોટીનાં પ્રકારો 4. Importance of achievement test from the point of view of education શિક્ષણનાં દ્રષ્ટિકોણથી સિધ્ધિ કસોટીનું મહત્વ 5. Meaning and nature of personality વ્યક્તિત્વનો અર્થ અને સ્વરૂપ 6. Measurement of personality વ્યક્તિત્વનું માપન	25% 15 Hours
UNIT-2	Intelligence, aptitude and creativity બુધ્ધિ, અભિયોગ્યતા અને સર્જનાત્મકતા 1. Definition and nature of intelligence બુધ્ધિનો અર્થ અને સ્વરૂપ 2. Types of intelligence બુધ્ધિનાં પ્રકારો 3. Types of intelligence test બુધ્ધિ કસોટીના પ્રકારો 4. Use of intelligence test in education શિક્ષણમાં બુધ્ધિ કસોટીનો ઉપયોગ 5. Meaning and measurement of aptitude અભિયોગ્યતાનો અર્થ અને માપન 6. Utility of aptitude test in education	25% 15 Hours

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	શિક્ષણમાં અભિયોગ્યતા કસોટીની ઉપયોગીતા 7. Meaning of creativity and steps in creative process સર્જનાત્મકતાનો અર્થ અને સર્જનાત્મક પ્રક્રિયાના સોપાનો 8. Measurement of creativity સર્જનાત્મકતાનું માપન 9. Role of teacher and school in promoting creativity સર્જનાત્મકતાને ઉન્નત બનાવવા કે પ્રોત્સાહન આપવામાં શિક્ષણ અને શાળાની ભૂમિકા	
UNIT-3	Education and adjustment of exceptional children અપવાદરૂપ બાળકોનું શિક્ષણ અને સમાયોજન 1. Meaning and types of special children વિશિષ્ટ બાળકોનો અર્થ અને પ્રકારો 2. Meaning and characteristics of gifted and talented Children પ્રતિભાસંપન્ન અને હોશિયાર બાળકોનો અર્થ અને લાક્ષણિકતાઓ 3. Education and adjustment of gifted and talented Children પ્રતિભાસંપન્ન અને હોશિયાર બાળકોનું શિક્ષણ અને સમાયોજન 4. Meaning and types of mentally deficient children માનસિક ક્ષતિયુક્ત બાળકોનો અર્થ અને પ્રકારો 5. Adjustment and education of mentally retired Children માનસિક દુર્બળતાયુક્ત બાળકોનું સમાયોજન અને શિક્ષણ 6. Meaning and aims of educational guidance શૈક્ષણિક માર્ગદર્શનનો અર્થ અને હેતુઓ કે ધ્યેયો 7. Need for educational guidance in school શાળામાં શૈક્ષણિક માર્ગદર્શનની જરૂરીયાત 8. Role of teacher and counsellor in guidance program માર્ગદર્શન કાર્યક્રમમાં શિક્ષક અને સલાહકારની ભૂમિકા 9. Role of school and curriculum in vocational Guidance વ્યાવસાયિક માર્ગદર્શનમાં શાળા અને અભ્યાસક્રમની ભૂમિકા	25% 15 Hours
UNIT-4	Discipline, group dynamics and social climate of school in education શિક્ષણમાં શિસ્ત, જૂથ ગતિશીલતા અને શાળાનું સામાજિક વાતાવરણ 1. Meaning and nature of discipline શિસ્તનો અર્થ અને સ્વરૂપ	25% 15 Hours

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	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	
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Pedagogical Tools: • Classroom Lecture • Seminar • Hospital Visit • Problem Solving • Case Studies • Tutorial • Role Play • Group Discussion • Field Work
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

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REFERENCE BOOKS:

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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

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Paper Style Semester- 1/2 Major, Minor and M.D. Subject

External Assessment By University		Exam Time -02:00
Question No	Particulars	Marks
Question – 1	Essay Type Question (From Unit -1)	10
OR		
Question – 1	Essay Type Question (From Unit -1)	10
Question – 2	Essay Type Question (From Unit -2)	10
OR		
Question – 2	Essay Type Question (From Unit -2)	10
Question – 3	Essay Type Question (From Unit -3)	10
OR		
Question – 3	Essay Type Question (From Unit -3)	10
Question – 4	Essay Type Question (From Unit -4)	10
OR		
Question – 4	Essay Type Question (From Unit -4)	10
Question - 5	Short Note Any 2 /4 (One From Each Unit)	10
Total Marks		50