



वसुधैव कुटुम्बकम्
ONE EARTH · ONE FAMILY · ONE FUTURE



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નં.એકે/વિનયન/૮૩૦૫૨ /૨૦૨૩

તા. ૧૧/૦૮/૨૦૨૩

મનોવિજ્ઞાન

પરિપત્ર:-

સૌરાષ્ટ્ર યુનિવર્સિટીની વિનયન વિદ્યાશાખા હેઠળની સ્નાતક કક્ષાના B.A.(મનોવિજ્ઞાન)ના અભ્યાસક્રમ ચલાવતી સર્વે સંલગ્ન કોલેજોના આચાર્યશ્રીઓને આથી જાણ કરવામાં આવે છે કે, NEP-2020 અંતર્ગતના રાજ્ય સરકારશ્રીના તા.૧૧/૦૭/૨૦૨૩ના ઠરાવ ત્યારબાદ તા.૨૭/૦૭/૨૦૨૩ના રોજ પ્રકાશિત થયેલ સ્ટાન્ડર્ડ ઓપરેટિંગ પ્રોસિજર(SOP) તેમજ ત્યારબાદ તેને આનુસંગિક તા.૨૮/૦૭/૨૦૨૩ના રોજ આવેલ સુધારા મુજબના અભ્યાસક્રમો ચેરમેનશ્રી, મનોવિજ્ઞાન વિષયની અભ્યાસ સમિતિ દ્વારા રજૂ કરાયેલ B.A.(મનોવિજ્ઞાન) સેમેસ્ટર-૦૧ અને ૦૨ના અભ્યાસક્રમો આગામી શૈક્ષણિક સત્ર જુન-૨૦૨૩ થી અમલમાં આવે તે રીતે મનોવિજ્ઞાન વિષયની અભ્યાસ સમિતિ, વિનયન વિદ્યાશાખા, એકેડેમિક કાઉન્સિલ તથા સિન્ડિકેટની બહાલીની અપેક્ષાએ મંજૂર કરવા માન.કુલપતિશ્રીને ભલામણ કરેલ, જે માન.કુલપતિશ્રીએ મંજૂર કરેલ છે. જેથી સંબંધિત તમામે તે મુજબ તેની ચુસ્તપણે અમલવારી કરવી.

(મુસદ્દો કુલસચિવશ્રીએ મંજૂર કરેલ છે.)

સહી/-

(ડૉ. એચ.પી.રૂપારેલીઆ)

કુલસચિવ

બિડાણ:- ઉક્ત અભ્યાસક્રમ (સોફ્ટ કોપી)

રવાના કર્યું

એકેડેમિક ઓફીસર

પ્રતિ,

(૧) વિનયન વિદ્યાશાખા હેઠળની મનોવિજ્ઞાન વિષય ચલાવતી સ્નાતક કક્ષાની સર્વે સંલગ્ન કોલેજોના આચાર્યશ્રીઓ તરફ

(૨) વિનયન વિદ્યાશાખા હેઠળની મનોવિજ્ઞાન વિષયની અભ્યાસ સમિતિના સર્વે સભ્યશ્રીઓ

નકલ જાણ અર્થે રવાના:-

૧. માન.કુલપતિશ્રી/કુલસચિવશ્રીના અંગત સચિવ

નકલ રવાના (યોગ્ય કાર્યવાહી અર્થે):-

૧. ડીનશ્રી, વિનયન વિદ્યાશાખા

૩. પી.જી.ટી.આર.વિભાગ

૪. જોડાણ વિભાગ



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



**FACULTY OF ARTS
SAURASHTRA UNIVERSITY**

UNIVERSITY CAMPUS

RAJKOT - 360005

website: www.saurashtrauniversity.edu.in

(Submission On Date: 5 Augst, 2023)



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 Saurashtra 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 Saurashtra 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.



SAURASHTRA UNIVERSITY - RAJKOT
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 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	Basic Psychological Process – I	4	0	4	50	50	100
2	Major Course DSC-2	Developmental Psychology – I	4	0	4	50	50	100
3	Minor Course (Elective) DSE-1	Introduction To Psychology – I	4	0	4	50	50	100
4	Multi/Interdisciplinary Course MDC-1	Psychology in Education – I	4	0	4	50	50	100
5	Ability Enhancement Course (AEC)-1	Personality Development-I	2	0	2	25	25	50
6	Skill Enhancement Course/ Internship SEC-1	Stress Management	2	0	2	25	25	50
7	Value Added Course VAC/IKS-1	Indian Psychology (IKS)	2	0	2	25	25	50
Total			22	0	22	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-3	Basic Psychological Process – II	4	0	4	50	50	100
2	Major Course DSC-4	Developmental Psychology – II	4	0	4	50	50	100
3	Minor Course (Elective) DSE-2	Introduction To Psychology – II	4	0	4	50	50	100
4	Multi/Interdisciplinary Course MDC-2	Psychology in Education – II	4	0	4	50	50	100
5	Ability Enhancement Course (AEC)-2	Personality Development-II	2	0	2	25	25	50
6	Skill Enhancement Course/ Internship SEC-2	Emotional Intelligence	2	0	2	25	25	50
7	Value Added Course VAC-1/IKS	Environmental Psychology	2	0	2	25	25	50
Total			22	0	22	50%	50%	100%



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

Semester - I								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-1	Basic Psychological Process – I	4	0	4	50	50	100
2	Major Course DSC-2	Developmental Psychology – I	4	0	4	50	50	100
3	Minor Course (Elective) DSE-1	Introduction To Psychology – I	4	0	4	50	50	100
4	Multi/Interdisciplinary Course MDC-1	Psychology in Education – I	4	0	4	50	50	100
5	Ability Enhancement Course (AEC)-1	Personality Development-I	2	0	2	25	25	50
6	Skill Enhancement Course/ Internship SEC-1	Stress Management	2	0	2	25	25	50
7	Value Added Course VAC/IKS-1	Indian Psychology (IKS)	2	0	2	25	25	50
Total			22	0	22	50%	50%	100%



BA (Hon.) Psychology Semester-I

Course Type	: Major -1
Name of the Course	: Basic Psychological Process – I
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OUTCOMES:

This paper will provide students with an introduction to the key concepts and theories in psychology

1. Describe the evolution of psychology and gain basic knowledge about Psychology
2. Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
3. Describe the value of psychology and possible careers paths for those who study psychology
4. Critically evaluate and identify determinants of motivation
5. Evaluate and understand the different human emotions
6. Describe the Attention and determinants of Attention
7. Differentiate between sensation and perception
8. Explain the process of Perception
9. Students will understand the fundamental mental processes which are base for behavior

Unit: 1 PSYCHOLOGY AS A SCIENCE (INTRODUCTION) 12 Hours

1. Definition of Psychology: Old definition of Psychology, New and Working Definition of Psychology
2. Psychology as a Behavioural Science
3. Goals of Psychology: Description, Understanding and Explanation, Prediction, Control, Application
4. The Subfields of Psychology: Clinical Psychology, Counselling Psychology, School and Educational Psychology, Personality and Social Psychology, Developmental Psychology, Psychometric Psychology, Industrial and Organizational Psychology, Experimental Psychology, Physiological Psychology, Cognitive psychology, Personality Psychology, Environmental Psychology, Sports Psychology, Military Psychology, Political Psychology
5. Applicability of Psychology
6. Indigenous Indian Approaches of Psychology: Approach of Psychology in Shrimadbhagawat Geeta, Approach of Psychology in Sankhya Darshan, Approach of Psychology in Buddhism
7. The Methods of Psychology: Natural and Systematic Observation, Clinical Methods, Survey Method, Experimental Method, Interview Method, Questionnaire Method



Unit: 2 MOTIVATION

12 Hours

1. Definition and Nature of Motivation: (Motivational Cycles)
2. Measurement of Motivation
3. Primary Motives: Hunger and Thirst, Sex and Maternal Drive
4. Social Motives: Affection and Affiliation, Social approval and Esteem, Achievement Motivation

Unit: 3 EMOTIONS

12 Hours

1. Definition and Nature of Emotion
2. Physiological changes during Emotion
3. Measurement of Automatic changes
4. Expression of Emotion
5. Dimensions of Emotion
6. Emotional Development
7. Control of Emotion

Unit: 4 ATTENTION AND PERCEPTION

12 Hours

1. Definition and Nature of Attention
2. Determinants of Attention: External or Objective Determinants of Attention, Internal or Subjective Determinants of Attention
3. Meaning or Definition of Perception
4. Object Perception: Figure and Ground, Grouping (Law of Perceptual Organisation), Closure

Unit: 5 BIOLOGICAL AND ENVIRONMENTAL FACTORS OF BEHAVIOUR 12 Hours

1. What is heredity? definition and Meaning
2. Process of Heredity: Chromosomes, Jans, Twins Baby, Adoptive Characteristic
3. What is Environment? definition and Meaning
4. Type of Environment
5. Heredity and Environment factors effect of each other.

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 behavior, 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
6. Education Pvt. New Delhi.
7. Video Reference:
<https://youtu.be/2fbrl6WoIyo>
8. <https://www.youtube.com/watch?v=nrBSxKZUHcs>
9. http://gg.gg/Introduction-to-Psychology_Book_1
10. http://gg.gg/Introduction-to-Psychology_Book_2
11. http://gg.gg/Introduction-to-Psychology_Book_3



BA (Hon.) Psychology Semester-I

Course Type	: Major-2
Name of the Course	: Developmental Psychology-I
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OBJECTIVES:

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

COURSE OUTCOMES:

1. In first part of developmental psychology student will come to understand basic concept of development and Growth.
2. Student will come to understand child development; what factors are effective in development of child.
3. Unit - 2 will introduce to Prenatal Development and complex blend of genetic and environmental influences that leads
4. parents and children to be both alike and different. student understand genetic code. Which cell create sex of child and how? How the baby is delivering normal way.
5. Unit-3 will cover the Characteristics of the infant stage and how the child develops in the infant stage as well as patterns of child development in infant stage.
6. Unit 4 will cover the overall Childhood development as well as patterns of child development in early childhood and late childhood.
7. Unit 5 will cover the overall developmental Disorders.

UNIT-1 DEVELOPMENTAL PSYCHOLOGY- INTRODUCTION 12 Hours

1. The Meaning and Nature of Developmental Psychology
2. Various Stages of Development
3. Method of Developmental Psychology: Biographical Method, Observation Method, Questionnaire Method, Case Study Method, Experimental Method



4. Objectives of Developmental Psychology and Importance or Utility of Developmental Psychology.
3. Difference between Development and Growth
4. Developmental Processes and Periods: Biological, Cognitive and Socio-Emotional Processes.
5. Factors Affecting Development

UNIT-2 PRENATAL DEVELOPMENT

12 Hours

1. Fertilization
2. Stages of prenatal development
3. Birth Process
4. Heredity and environment
5. Factors affecting prenatal development
6. Physical and Psychological hazards related to pre-natal period
7. Garbha Sanskar

UNIT-3 INFANCY DEVELOPMENT

12 Hours

1. Characteristic of Infancy
2. Physical development in Infancy
3. Characteristics of Infants(newborns) related to Sensitivities
4. Motor development during Infancy stage
5. Cognitive development of infancy
6. Piaget's theory of cognitive development
7. Language, Emotional, Social and Personality development in Infancy (Babyhood)
8. Concept formation: Concepts of life and death, Concept of Cause-Action, Concept of location, Concept of weight, Number related concept
9. Development tasks of infancy
10. Main hazards related to the birth of neonates and adjustment of neonates: Hazards: i- Physical hazards, ii-Psychological hazards, Adjustment: i, Adjustment regarding nourishment, ii, Adjustment related to temperature changes, iii, Adjustment related to respiration systems, Adjustment related to eliminate wastes

UNIT-4 CHILDHOOD DEVELOPMENT

12 Hours

1. Characteristics, Needs and Problems of Childhood
2. Physical development of childhood
3. Motor development during Childhood and Motor skill of Childhood
4. Cognitive and language development of childhood
5. Development tasks of early childhood
6. Late childhood development
7. Development tasks of late childhood
8. Development of various concepts of childhood: Concept of Money, The concept of time, The concept of self, Development of social concepts, The development of the concept of beauty, Development of thought

UNIT-5 DISORDERS OF CHILD:

12 Hours

1. Definition of child Disorders
2. Characteristics, Diagnosis of children Disorders
3. Types: Learning Disorders, Mental Retardation, Eating Disorders, Internet addiction, Autism, ADHD.
4. Conflicts and Frustration: Meaning, Reasons of conflicts and Frustration in Child, Remove of Frustration.



REFERENCE:

1. Hurlock, E. (1980). Developmental Psychology, Tata McGraw Hill Publishing.
2. Penney Upton (2014). Developmental Psychology, Pearson Publishing Company.
Link:
3. 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.
5. Travers, D. (1999). Human Development. Across the Life Span. 4th ed. London: McGraw Hill.
6. પ્રા. યોગેન્દ્ર દેસાઈ, (1975). વિકાસાત્મક મનોવિજ્ઞાન, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ દ્વારા પ્રકાશીત.
7. ડૉ. શારદા પ્રસાદ વર્મા, (૧૯૭૨). વિકાસ મનોવિજ્ઞાન, મધ્યપ્રદેશ હિંદી ગ્રંથ અકાદમી, ભોપાલ
8. પ્રા. ડી.એમ. પેસ્તનજી, (1986) તારુણ્યનું મનોવિજ્ઞાન, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ દ્વારા પ્રકાશીત.
9. <https://www.youtube.com/watch?v=XrvotGHKUr4>
10. <https://www.youtube.com/watch?v=9H2LxJ9CuZ0>
11. <https://www.youtube.com/watch?v=5vPSIIZ3jb8>



BA (Hon.) Psychology Semester-I

Course Type	: Minor-1
Name of the Course	: Introduction to Psychology – I
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OUTCOMES:

This paper will provide students with an introduction to the key concepts and theories in psychology

1. Describe the evolution of psychology and gain introductory knowledge about Psychology
2. Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
3. Describe the value of psychology and possible careers paths for those who study psychology
4. Critically evaluate and identify determinants of motivation
5. Evaluate and understand the different human emotions
6. Describe the Attention and determinants of Attention
7. Differentiate between sensation and perception
8. Explain the process of Perception
9. Students will understand the fundamental mental processes which are base for behavior

Unit: 1 INTRODUCTION TO PSYCHOLOGY AS A SCIENCE 12 Hours

1. Definition of Psychology: Old definition of Psychology, New and Working Definition of Psychology
2. Psychology as a Behavioural Science
3. Goals of Psychology: Description, Understanding and Explanation, Prediction, Control, Application
4. The Subfields of Psychology: Clinical Psychology, Counselling Psychology, School and Educational Psychology, Personality and Social Psychology, Developmental Psychology, Psychometric Psychology, Industrial and Organizational Psychology, Experimental Psychology, Physiological Psychology, Cognitive psychology, Personality Psychology, Environmental Psychology, Sports Psychology, Military Psychology, Political Psychology
5. Applicability of Psychology



6. Indigenous Indian Approaches of Psychology: Approach of Psychology in Shrimadbhagawat Geeta, Approach of Psychology in Sankhya Darshan, Approach of Psychology in Buddhism
7. The Methods of Psychology: Natural and Systematic Observation, Clinical Methods, Survey Method, Experimental Method, Interview Method, Questionnaire Method

Unit: 2 INTRODUCTION TO MOTIVATION 12 Hours

1. Definition and Nature of Motivation: (Motivational Cycles)
2. Measurement of Motivation
3. Primary Motives: Hunger and Thirst, Sex and Maternal Drive
4. Social Motives: Affection and Affiliation, Social approval and Esteem, Achievement Motivation

Unit: 3 INTRODUCTION TO EMOTIONS 12 Hours

1. Definition and Nature of Emotion
2. Physiological changes during Emotion
3. Measurement of Automatic changes
4. Expression of Emotion
5. Dimensions of Emotion
6. Emotional Development
7. Control of Emotion

Unit: 4 INTRODUCTION TO ATTENTION AND PERCEPTION 12 Hours

1. Definition and Nature of Attention
2. Determinants of Attention: External or Objective Determinants of Attention, Internal or Subjective Determinants of Attention
3. Meaning or Definition of Perception
4. Object Perception: Figure and Ground, Grouping (Law of Perceptual Organisation), Closure

Unit: 5 INTRODUCTION TO BIOLOGICAL AND ENVIRONMENTAL FACTORS OF BEHAVIOUR 12 Hours

1. What is heredity? definition and Meaning
2. Process of Heredity: Chromosomes, Jans, Twins Baby, Adoptive Characteristic
3. What is Environment? definition and Meaning
4. Type of Environment
5. Heredity and Environment factors effect of each other.

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 behavior, 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
6. Education Pvt. New Delhi.
 - a. Video Reference:
7. <https://youtu.be/2fbrl6WoIyo>
8. <https://www.youtube.com/watch?v=nrBSxKZUHcs>
 - a. E Resources: Books
9. http://gg.gg/Introduction-to-Psychology_Book_1
10. http://gg.gg/Introduction-to-Psychology_Book_2
11. http://gg.gg/Introduction-to-Psychology_Book_3



BA (Hon.) Psychology Semester-I

Course Type	: MDC-1
Name of the Course	: Psychology in Education – I
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઈન્ડીયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OUTCOMES:

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

UNIT-1 INTRODUCTION

12 Hours

1. Meaning of Psychology and education
2. Education and Educational Psychology
3. Objective of Educational Psychology
4. Nature of Educational Psychology
5. Scope of Educational Psychology
6. Functions of Educational Psychology
7. significance of Educational Psychology

UNIT-2 METHODS OF EDUCATIONAL PSYCHOLOGY

12 Hours

1. Introduction
2. Objective observation method
3. Clinical Method



4. Case study Method
5. Questionnaire Method
6. Interview Method
7. Rating Method

UNIT-3 MOTIVATION AND INCENTIVE IN LEARNING & LEARNING 12 Hours

1. Meaning of motivation
2. classification of motivation
3. functions of motives in learning process
4. Role of importance motive and incentives in Learning
5. Methods of effective learning
6. Laws of learning and their applications in classroom
7. Factors influencing Classroom Learning
8. Educational implication and evolution of Thorndike's theory of learning
9. Educational implication and evolution of skinner's theory of learning
10. Educational implication and evolution of kohler's insight theory

UNIT-4 MEMORY, FORGETTING AND EXAMINATION 12 Hours

1. Meaning of memory
2. Types and nature of memory
3. Factors influence retention
4. Meaning and nature of forgetting
5. Causes of forgetting
6. Meaning of examination
7. Education importance of examination
8. Characteristics of a good examination
9. Types of examination
10. (A) Oral (B) Eassay (C) Open book examination

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.

Video Reference:

6. <https://youtu.be/2fbrl6WoIyo>
7. <https://www.youtube.com/watch?v=nrBSxKZUHcs>

E Resources: Books

8. http://gg.gg/Introduction-to-Psychology_Book_1
9. http://gg.gg/Introduction-to-Psychology_Book_2
10. http://gg.gg/Introduction-to-Psychology_Book_3



BA (Hon.) Psychology Semester-I

Course Type	: Ability Enhancement Course (AEC)-1
Name of the Course	: Personality Development-I
Course credit	: 02
Teaching Hours	: 30 (Hours)
Total marks	: 50 (25+25)
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
10. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OBJECTIVES:

1. To develop cognitive and emotional development, creative development, and psychopathology, to name a few areas. At the same time, graduate programs are usually more professionally oriented and contain research or clinical component. Students can expect to study:
2. Influences on personality development, Social development.
3. The acquisition of behaviors, beliefs, and attitudes.
4. The psychology of attachments, aggression, and altruism.

Unit: I

10 Hours

Define Personality, Determinants of Personality Development, Perception– Definition, Perceptual Process.

Factors of Association–Relationship, Personality Traits, Developing Effective Habits,.

Unit: II

10 Hours

Emotional Intelligence, Motivation, Introspection, Self-Assessment, Self-Appraisal & Self-development, Sigmund Freud Id, Ego & Super Ego.

UNIT III

10 Hours

Self Esteem and Maslow, Self Esteem & Erik Erikson, Mind Mapping, Competency Mapping & 360 Degree Assessment, Types of Personalities – Introvert, Extrovert & Ambivert person, Effective Communication & Its key aspects.

Assertiveness, Decision-making skills, Conflict: Process & Resolution, Leadership & Qualities of Successful Leader.



Books and references

1. Seven Habits Of Highly Effective People – Stephen Covey
2. You Can Win – Shiv Khera
3. Three Basic Managerial Skills For All – Hall Of India Pvt Ltd New Delhi
4. Hurlock Elizabeth B Personality Development Tata Mcgraw Hill New Delhi
5. Understanding Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
6. Personality Development and Career management: By R.M.Onkar (S Chand Publications)
7. Social Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
8. Mcgrath Eh Basics Management Skills For All Printish Hall Of India Pvt Ltd New Delhi
9. Wehtlel David A and Kin S Kemerron – Developing Managerial Skills – Pearson Education New Delhi.
10. Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
11. Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi
12. Effective Business Communication – H.Murphy.



BA (Hon.) Psychology Semester-I

Course Type	: SEC-1
Name of the Course	: Stress Management
Course credit	: 02
Teaching Hours	: 30 (Hours)
Total marks	: 50 (25+25)
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઈન્ડીયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OBJECTIVES:

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

COURSE OUTCOMES:

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

UNIT 1. INTRODUCTION

10 Hours

1. Definition of Stress
2. Nature of Stress
3. Positive and Negative stressors
4. Dimensions of stress
 - Psychological stress
 - Physical stress
 - Behavioral stress
 - Cognitive stress
 - Spiritual stress
 - Social stress

UNIT 2. CAUSES AND EFFECTS OF STRESS

10 Hours

1. Causes of stress



- Internal causes
- External causes
- 2. Effects of stress
 - Physical
 - Psychological
 - Behavioral
 - Decision making
- 3. Ways of coping stress

UNIT 3. STRESS MANAGEMENT

10 Hours

1. Yoga and Stress
2. Eight essentials of Yoga
3. Meditation and Mindfulness
4. Relaxation Techniques
5. Problem Focused and Emotion Focused Approaches

REFERENCE BOOKS:

1. Stress management by Dr.N. M. Tajpuria, Jasbirkaur Thadani
2. Stress Management (Gujarati edition) by Bimal Chhajer
3. https://www.researchgate.net/publication/273946086_Stress_Management pdf on
4. stress management
5. <https://hydesmith.com/de-stress/files/StressMgt.pdf>
6. <https://www.mtabc.com/what-is-music-therapy/how-does-music-therapy-work/stressmanagement/>
7. Mindfulness for stress management By Dr. Robert Schachter
8. DiMatteo, M.R., & Martin, L.R.(2017). Health Psychology. New Delhi: Pearson
9. Seaward, B.L. (2018). Managing Stress: Principles and Strategies for Health and Well-Being
10. (9th Edition). Burlington, MA: Jones & Bartlett Learning.
11. Udupa, K.N. (2008). Stress and its Management by Yoga (6th Edition). New Delhi: Motilal Banarsidass Publishers.
12. ADDITIONAL RESOURCES
13. Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
14. Lazarus, J. (2008). Stress Relief and Relaxation Techniques. Los Angeles: Keats Publishing. Neiten, W. & Lloyd, M.A. (2007). Psychology Applied to Modern Life. Delhi: Thomson Delmar Learning.



BA (Hon.) Psychology Semester-I

Course Type	: SEC/IKS-1
Name of the Course	: Indian Psychology (IKS)
Course credit	: 02
Teaching Hours	: 30 (Hours)
Total marks	: 50 (25+25)
Teaching Methodology	: Lecture & Demonstration

11. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
12. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
13. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
14. Major Minor Skill Enhancement Courses
15. Ability Enhancement Courses Value Added Courses Exit/ Vocational Courses
16. Holistic Education Multidisciplinary Interdisciplinary
17. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે? ના
18. New India Literacy Programme (NILP) મુજબનો વિષય છે? ના
19. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
20. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OBJECTIVES:

After completion of the Indian Psychology course, students will be able to:

1. Outline the fundamental concept of Indian Psychology in comparison with Western Psychology concepts.
2. Examine various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantametc.
3. Illustrate the ideas of Yoga and apply the knowledge for self-development.
4. Analyzing various religious school of thought in explaining the concept of Mind.
5. Apply the concept of Indian psychology in various fields like counselling, education, organizational behavior etc.

UNIT - I. Introduction to Indian Psychology:

10 Hours

Assumptive base of Indian Psychology, Scope and substance of Indian Psychology, Methods of study, Psychological thought in Ancient India. Indian thought and tradition: Indian Psyche, Indian psychology a myth or reality, origins of sruti and smriti, content of Vedas, systems and schools of Indian Psychology, asu, prana, and manas, Atman and Jiva, models in Indian thought.

UNIT - II Concepts of Indian Psychology

10 Hours

Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception.

AdvaitaVedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, functions of mind.

**UNIT - III Transpersonal in Indian Psychology****10 Hours**

Transpersonal Psychology in Bhagavat Gita. Identity and existence, self knowledge, conflict, and wisdom, ksetra, Ksetrajna and Ego, Karma and Sanyasa, work, renunciation and yoga, work as meditation, three definitions of yoga (i. sthitha prajna and freedom, ii. Work and freedom, iii. Yoga and happiness). Introduction to Jain and Buddhist psychology Perspective.

Recommended Readings:

1. Tart C. T. (1992). Transpersonal psychologies.(2nd Ed.). New York ; Harper Collins.
2. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
3. Kuppuswamy, B. (1985). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available)
4. Vyas R. N. (1984). From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj. (Paper back edition available)
5. Ajaya, S. (1983). Psychotherapy east and west: A unifying paradigm. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.
6. Vrinte, J. (1996). The quest for the inner man – Transpersonal psychotherapy and integral sadhana. Pondicherry, India: Sri Mira Trust.
7. REFERENCE BOOKS
8. Sinha J. (1985). Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception. New Delhi: Motilal Banarasidas.
9. Dalal, A.S. (2001). A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo, Pondicherry: Sri Aurobindo Ashram Publication Department.
10. Misra G. & Mohanty, A.K.(2001). Perspective on indigenous psychology. New Delhi: Sage.
11. Kim U. & Berry, I.W.(1993). Indigenous psychologies: Research and experience in cultural context. New Delhi, India: Sage.
12. Cortright, B. (2000). Psychotherapy and Spirit: Theory and practice in transpersonal psychotherapy. Albany, NY: State University of New York Press.
13. Paranjpe A.C.(1998). Self and Identity in modern psychology and Indian thought. New York: Plenum Press.
14. Paranjpe A.C.(1994). Theoretical psychology. Meeting of east and west. New York: Plenum Press.
15. Rama, S. Ballentine, R., Ajaya, S. (1976). Yoga and psychotherapy. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.
16. Chaudhury, H. (1992). Yoga Psychology. In C.T. Tart (Ed.). Transpersonal psychologies. (2nd Ed.). New York: Harper Collins. Akhilananda, Swami. Hindu Psychology. London, Routledge, 1947.



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

Semester - II								
Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	Major Course DSC-3	Basic Psychological Process – II	4	0	4	50	50	100
2	Major Course DSC-4	Developmental Psychology – II	4	0	4	50	50	100
3	Minor Course (Elective) DSE-2	Introduction To Psychology – II	4	0	4	50	50	100
4	Multi/Interdisciplinary Course MDC-2	Psychology in Education – II	4	0	4	50	50	100
5	Ability Enhancement Course (AEC)-2	Personality Development-II	2	0	2	25	25	50
6	Skill Enhancement Course/ Internship SEC-2	Emotional Intelligence	2	0	2	25	25	50
7	Value Added Course VAC-1/IKS	Environmental Psychology	2	0	2	25	25	50
Total			22	0	22	50%	50%	100%



BA (Hon.) Psychology Semester-II

Course Type	: Major-3
Name of the Course	: Basic Psychological Process – II
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઈન્ડિયન 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

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.

Unit: 1 LEARNING 12 Hours

1. Definition and nature of Learning
2. Classical Conditioning
3. Operant Conditioning
4. Difference between Classical Conditioning and Operant Conditioning
5. Cognitive Learning (Insight Learning)
6. Factors Influencing Learning/Determinants of Learning

Unit: 2 MEMORY 12 Hours

1. Meaning of Memory
2. Stages of memory
3. Types of Memory: Sensory Memory, Short Term Memory, Long Term Memory
4. Measurement of Retention
5. Factors affecting retention
6. Techniques of Improving Memory

Unit: 3 PSYCHOLOGICAL TESTING 12 Hours

1. Introduction and Definition of Psychological Testing
2. Uses of Psychological Testing
3. Characteristics of a Good Psychological Test
4. Kinds (Types) of Test
5. Intelligence Tests

Unit-4 PERSONALITY 12 Hours

1. Meaning and definition of personality
2. Types of Personality
3. Determinants of personality: biological, cultural, social & situational.
4. Approaches of Personality (In Brief): Psychoanalysis approach: Freud, Jung and Adler, Trait theories Approach: Allport, Cattell, Biological Approach: Eysenck, Humanistic Approach: Rogers, Maslow, Social learning Approach: Bandura
5. Indigenous Tradition References to Personality: Personality Approach in Advaita Vedant Tradition, Personality Approach in Yog Darshan or Yog Tradition, Personality Approach in Ayurveda Tradition
6. Assessment of Personality: Self report, Projective techniques and other measures

Unit-5 THINKING (COGNITION) PROCESS 12 Hours

1. Meaning and Definition of Thinking:
2. Nature and Characteristic of thought
3. Basic sources of error in reasoning
4. Types of Thinking
5. Modes of Thinking: Lateral, Divergent & Convergent Thinking
6. Stages in creativity Thinking
7. Factors that corrupt thinking

REFERENCE BOOKS:

1. SINGH, A.K. (2019): Educational psychology (4 th ed.) New Delhi; Bharti bhavan.
2. SAX, G (1997): Principles of educational and psychological measurement and Education (4th ed.). Belmont: Wadsworth.
3. WOOLFOLK, A (2004): Educational Psychology. Delhi: Pearson education



4. SANTROCK, J W (2002): Life-Span Development (8 th ed). New York: Mcgraw Hill
5. PARIKH, B.A. (1990): Introduction of Educational Psychology (4 th ed), Surat. Popular Prakashan.
6. SHUKLA S.S. (2011): Educational Psychology (1 st ed), Agra , Agrawal Publications



BA (Hon.) Psychology Semester-II

Course Type	: Major-4
Name of the Course	: Developmental Psychology-II
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
10. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

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.

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.

UNIT-1 ADOLESCENCE DEVELOPMENT

12 Hours

1. Definition, Characteristics and development of adolescence
2. Determinants of adolescence entry
3. Physiological Changes during adolescence
4. Changes in interests, attitudes and beliefs during Adolescence
5. Emotional development in Adolescence
6. Social development of Indian Adolescent
7. Mental or Intellectual(cognitive) development during Adolescence
8. Needs and problems of Adolescence



9. Nature of education in adolescence and role of a teacher in the education of Adolescents

UNIT-2 ADULTHOOD DEVELOPMENT 12 Hours

1. Characteristics of adulthood
2. Development tasks of early adulthood
3. Problems of Adulthood
4. Characteristics of Middle Adulthood
5. Problems of middle Adulthood
6. Development tasks of middle adulthood
7. Evidence of mature adulthood: physical maturity, intellectual maturity, social maturity, emotional maturity, moral maturity
8. Advantages and disadvantages of being an adult

UNIT-3 OLD AGE 12 Hours

1. Characteristics of Old age (Aging)
2. Changes during old age
3. Problems of old age
4. Retirement
5. Successful old age
6. Facing death
7. Suggestions to adjustment with Old age and various factors influencing adjustment during Old age

UNIT-4 ATYPICAL DEVELOPMENT 12 Hours

1. Meaning of atypical development
2. The gifted: Physical characteristic of gifted, Mental characteristic of gifted, Characteristics of Gifted children, Problems of Gifted children
3. Mentally Retarded: Physical characteristic of Mentally retarded, Personality traits of Mentally retarded, Characteristics of mentally, retarded children, Causes of Mentally retardation, Problems of retarded, Education of mentally retarded children
4. Physically handicapped: Visual impairment, Hearing impairment, Crippled Child, Delicate Child, Dental defects, Cerebral palsy

UNIT: 5 DEVELOPMENTAL GUIDANCE: 12 Hours

1. Definition of Child Guidance
2. Aims of Child Guidance
3. Area or Types of Guidance: Individual Guidance, Group Guidance, Educational Guidance
4. Aims of Educational Guidance
5. Principles of Educational Guidance
6. Steps of Educational Guidance: Orientation Talks, Initial Interview, Study of Socio-Economic Level, Psychological Test, Study of School Life, Medical Examination, Final Interview, Construction of Profile, Conference, Report Writing, Follow-up study
7. Vocational Guidance
8. Information related Vocational Guidance in India
9. Steps of Vocational Guidance
10. Guidance in India
11. Problems of Child Guidance in India
12. Future of Child-Guidance in India

REFERENCE:

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.
5. Travers, D. (1999). Human Development. Across the Life Span. 4th ed. London: McGraw Hill.
6. प्रा. योगेंद्र देसाई, (1975). विकासात्मक मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशित.
7. डॉ. शारदा प्रसाद वर्मा, (१९७२). विकास मनोविज्ञान, मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल
8. प्रा. डी. एम. पेस्तनञ्ज, (1986) तारुण्यनुं मनोविज्ञान, युनि. ग्रंथ निर्माण बोर्ड, अमदावाद द्वारा प्रकाशित.



BA (Hon.) Psychology Semester-II

Course Type	: Minor-2
Name of the Course	: Introduction To Psychology – II
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
10. ઈન્ડિયન 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

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.

Unit: 1 INTRODUCTION TO LEARNING 12 Hours

1. Definition and nature of Learning
2. Classical Conditioning
3. Operant Conditioning
4. Difference between Classical Conditioning and Operant Conditioning
5. Cognitive Learning (Insight Learning)
6. Factors Influencing Learning/Determinants of Learning

Unit: 2 INTRODUCTION TO MEMORY 12 Hours

1. Meaning of Memory
2. Stages of memory
3. Types of Memory: Sensory Memory, Short Term Memory, Long Term Memory
4. Measurement of Retention
5. Factors affecting retention
6. Techniques of Improving Memory

Unit: 3 INTRODUCTION TO PSYCHOLOGICAL TESTING 12 Hours

1. Introduction and Definition of Psychological Testing
2. Uses of Psychological Testing
3. Characteristics of a Good Psychological Test
4. Kinds (Types) of Test
5. Intelligence Tests

Unit-4 INTRODUCTION TO PERSONALITY 12 Hours

1. Meaning and definition of personality
2. Types of Personality
3. Determinants of personality: biological, cultural, social & situational.
4. Approaches of Personality (In Brief): Psychoanalysis approach: Freud, Jung and Adler, Trait theories Approach: Allport, Cattell, Biological Approach: Eysenck, Humanistic Approach: Rogers, Maslow, Social learning Approach: Bandura
5. Indigenous Tradition References to Personality: Personality Approach in Advaita Vedant Tradition, Personality Approach in Yog Darshan or Yog Tradition, Personality Approach in Ayurveda Tradition
6. Assessment of Personality: Self report, Projective techniques and other measures

Unit-5 INTRODUCTION TO THINKING (COGNITION) PROCESS 12 Hours

1. Meaning and Definition of Thinking:
2. Nature and Characteristic of thought
3. Basic sources of error in reasoning
4. Types of Thinking
5. Modes of Thinking: Lateral, Divergent & Convergent Thinking
6. Stages in creativity Thinking
7. Factors that corrupt thinking

REFERENCE BOOKS:

1. SINGH, A.K. (2019): Educational psychology (4 th ed.) New Delhi; Bharti bhavan.
2. SAX, G (1997): Principles of educational and psychological measurement and Education (4th ed.). Belmont: Wadsworth.
3. WOOLFOLK, A (2004): Educational Psychology. Delhi: Pearson education
4. SANTROCK, J W (2002): Life-Span Development (8 th ed). New York: Mcgraw Hill



5. PARIKH, B.A. (1990): Introduction of Educational Psychology (4 th ed), Surat. Popular Prakashan.
6. SHUKLA S.S. (2011): Educational Psychology (1 st ed), Agra , Agrawal Publications



BA (Hon.) Psychology Semester-II

Course Type	: MDC-2
Name of the Course	: Psychology in Education - II
Course credit	: 04
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
10. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OUTCOMES:

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

UNIT-1 ACHIEVEMENT TEST AND PERSONALITY 12 Hours

1. Meaning and nature of achievement test
2. Major purpose of achievement test
3. Kinds of achievement test
4. Importance of achievement test from the point of view of education
5. Meaning and nature of personality
6. Measurement of personality

UNIT-2 INTELLIGENCE, APTITUDE AND CREATIVITY 12 Hours

1. Definition and nature of intelligence
2. Types of intelligence
3. Types of intelligence test
4. Use of intelligence test in education
5. Meaning and measurement of aptitude
6. Utility of aptitude test in education
7. Meaning of creativity and steps in creative process
8. Measurement of creativity
9. Role of teacher and school in promoting creativity



UNIT-3 EDUCATION AND ADJUSTMENT OF EXCEPTIONAL CHILDREN

12 Hours

1. Meaning and types of special children
2. Meaning and characteristics of gifted and talented Children
3. Education and adjustment of gifted and talented Children
4. Meaning and types of mentally deficient children
5. Adjustment and education of mentally retired Children
6. Meaning and aims of educational guidance
7. Need for educational guidance in school
8. Role of teacher and counsellor in guidance program
9. Role of school and curriculum in vocational Guidance

UNIT-4 DISCIPLINE, GROUP DYNAMICS AND SOCIAL CLIMATE OF SCHOOL IN EDUCATION

12 Hours

1. Meaning and nature of discipline
2. Objective and aims of discipline
3. Techniques of teaching discipline
4. Meaning and characteristics of a group
5. Meaning of group dynamics
6. Educational importance of group dynamics
7. Role of a teacher in classroom
8. Techniques of improving group relationship in Classroom
9. School as a social system and socialization agency
10. Effect of social climate of classroom upon learning

REFERENCE BOOKS:

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



BA (Hon.) Psychology Semester-II

Course Type	: Ability Enhancement Course (AEC)-2
Name of the Course	: Personality Development-II
Course credit	: 02
Teaching Hours	: 30 (Hours)
Total marks	: 50 (25+25)
Teaching Methodology	: Lecture & Demonstration

21. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
22. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
23. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
24. Major Minor Skill Enhancement Courses
25. Ability Enhancement Courses Value Added Courses Exit/ Vocational Courses
26. Holistic Education Multidisciplinary Interdisciplinary
27. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે? ના
28. New India Literacy Programme (NILP) મુજબનો વિષય છે? ના
29. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
30. ઈન્ડીયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OBJECTIVES:

1. To develop cognitive and emotional development, creative development, and psychopathology, to name a few areas. At the same time, graduate programs are usually more professionally oriented and contain research or clinical component. Students can expect to study:
2. Influences on personality development, Social development.
3. The acquisition of behaviors, beliefs, and attitudes.
4. The psychology of attachments, aggression, and altruism.

UNIT I

10 Hours

Interpersonal Relationship, Personality – Spiritual journey beyond the management of change, good manners & Etiquities, Effective Speech, Understanding Body language, projective positive body language.

Unit-II

10 Hours

Attitude – Concept -Significance -Factors affecting attitudes – Positive attitude–Advantages – Negative attitude-Disadvantages -Ways to develop a positive attitude, Carl Jung ‘s contribution to personality development theory.

UNIT III

10 Hours

Stress Management: Introduction, Causes, stress management techniques, Time management: Importance of time management, Techniques of time management, Time management styles.

Books and references

1. Seven Habits Of Highly Effective People – Stephen Covey
2. You Can Win – Shiv Khara
3. Three Basic Managerial Skills For All – Hall Of India Pvt Ltd New Delhi



4. Hurlock Elizabeth B Personality Development Tata Mcgraw Hill New Delhi
5. Understanding Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
6. Personality Development and Career management: By R.M.Onkar (S Chand Publications)
7. Social Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
8. Mcgrath Eh Basics Management Skills For All Printish Hall Of India Pvt Ltd New Delhi
9. Wehtlel David A and Kin S Kemerron – Developing Managerial Skills – Pearson Education New Delhi.
10. Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
11. Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi
12. Effective Business Communication – H.Murphy.



BA (Hon.) Psychology Semester-II

Course Type	: SEC-2
Name of the Course	: Emotional Intelligence
Course credit	: 02
Teaching Hours	: 30 (Hours)
Total marks	: 50 (25+25)
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 Skills ના 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. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
9. ઈન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE LEARNING OUTCOMES

1. To understand the theoretical concept of emotional intelligence and its various models.
2. To foster the ability to identify and manage one's own emotions, as well as the emotions of others.
3. Help students deal with negative emotional states and promote more positive emotions in its place.
4. To understand the application of emotional intelligence in myriad settings, such as the workplace, relationships, etc.
5. To understand the concept of emotional Intelligence and learn ways of developing it.
6. To contextualize the role of emotional intelligence in management of individual emotions.

Unit I: Introduction:

10 Hours

Emotional Intelligence, Models of Emotional Intelligence, EQ competencies: Self-awareness, self-regulation, motivation, empathy, and interpersonal skills, Importance of Emotional Intelligence.

Unit II: Knowing One's and Others' Emotions:

10 Hours

Levels of emotional awareness, Recognizing emotions in oneself, the universality of emotional expression, Perceiving emotions accurately in others.

Unit III: Managing Emotions:

10 Hours

The relationship between emotions, thought and behaviour, Techniques to manage emotions, Workplace; Relationships; Conflict Management; Effective Leadership.

Suggested Readings:

1. Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.



2. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
3. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
4. Singh, D. (2003). Emotional intelligence at work (2 nded.) New Delhi: Response Books.



BA (Hon.) Psychology Semester-II

Course Type	: VAC-1
Name of the Course	: Environmental Psychology (VAC)
Course credit	: 02
Teaching Hours	: 30 (Hours)
Total marks	: 50 (25+25)
Teaching Methodology	: Lecture & Demonstration

10. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે? હા
11. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ? હા
12. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે? હા
13. Major Minor Skill Enhancement Courses
 Ability Enhancement Courses Value Added Courses Exit/ Vocational Courses
14. Holistic Education Multidisciplinary Interdisciplinary
15. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે? ના
16. New India Literacy Programme (NILP) મુજબનો વિષય છે? ના
17. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે? ના
18. ઈન્ડીયન નોવેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

COURSE OUTCOMES:

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

UNIT 1 PERCEIVING THE ENVIRONMENT: 10 Hours

1. Understanding the Environment and Need for Conservation
2. How Environment Influences Our Cognition
3. Emotions and Actions

UNIT 2 PRO-ENVIRONMENT BEHAVIORS: 10 Hours

1. Awareness of Natural Resources, Barriers to Engaging in Pro- environmental Behavior
2. Change of Attitude and Behaviors for Conservation of Natural Resources and Reducing Pollution
3. Psycho-Social Implications
4. Pro-Environment Action

UNIT 3 CLIMATE CHANGE: 10 Hours

1. Cognitive Factors
2. Motivational Factors
3. Socio-Cultural Factors
4. Environmental Predictors of Climate Change and Its Implication on Health and Wellness
5. Developing Behavioral and Psychological Interventions to Resolve The Issues



REFERENCE:

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

ADDITIONAL RESOURCES

9. Cassidy, T (1997). *Environmental Psychology: Behaviour and Experience in Context*. UK: Psychology Press.
10. Jain, U., & Palsane, M. N. (2004). Environment and Behaviour. In J. Pandey (Ed.), *Psychology in India Revisited: Developments in the Discipline Vol. 3: Applied Social and Organizational Psychology*. New Delhi: Sage.
11. Nagar, D. (2006). *Environmental Psychology*. New Delhi: Concept.
12. Winter, D. D. N. (2015). *Psychology for Sustainability (4th Edition)*. London, UK: Routledge.
13. પર્યાવરણનું મનોવિજ્ઞાન – સુચિતા પ્રકાશન વસ્ત્રાપુર- અમદાવાદ, ડૉ. સી. બી. દવે, એન. એસ. પટેલ અને ડૉ. ડી. જી. પંચાલ