Objective:

1. To acquaint Students with the basic concepts of CHILD DEVELOPMENT (Child psychology)
2. To Provide Students a Perspective of Child Development (Child psychology)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
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</thead>
<tbody>
<tr>
<td>UNIT - I</td>
<td><strong>PERSONALITY DEVELOPMENT:</strong></td>
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<tr>
<td></td>
<td>- Gender Typing.</td>
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<td></td>
<td>- The growth Of Personality.</td>
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<td></td>
<td>- Personality of The very Young Child.</td>
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<td></td>
<td>- Personality of Pre-School Child.</td>
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<td>- Personality during elementary school years</td>
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<td>- Personality through early adolescence</td>
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<td>- Factors that influence- personality Development</td>
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<td>- Body structure &amp; physical condition</td>
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<td>- General mental ability and special aptitude</td>
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<td>- The home</td>
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<td>- The school</td>
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<tr>
<td>UNIT - II</td>
<td><strong>Language Development:</strong></td>
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<tr>
<td></td>
<td>- Language Development</td>
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<td>- The stage of language development</td>
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<td>- Functions of language</td>
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<td>- The four faces of language</td>
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<tr>
<td>UNIT - III</td>
<td><strong>Intelligence Development</strong></td>
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<tr>
<td></td>
<td>- Definition</td>
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<td></td>
<td>- Stages of intelligence development</td>
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<td>- Distribution of intelligence</td>
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<td>- Resources necessary for creativity</td>
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</tbody>
</table>
UNIT - IV

Moral Development:

- Definition
- Factors Influencing On Moral Reasoning
  - Personality
  - Fear Interaction
  - Child rearing practice
  - Scholarship
  - Culture
- Internalization of Moral norms and development of moral understanding.
- Development of self-control.
- Development of Self control & Aggression.

Break up of continuous internal evaluation:
1. Present 05 marks
2. Assignment 05 marks
3. Seminar / Field Visit 05 marks
4. Test 15 marks
   Total 30 marks

Basic Text Books:

GUJARAT UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
S Y B.A. PSYCHOLOGY  
Semester – IV  
Core 212 & Elective – 20  
Psychopathology – II

Total Marks: 100  
Marks: Semester End Examination: 70  
Continues Internal Evaluation: 30  

Objective: (1) To acquaint Students with the basic concepts of Psychopathology (abnormal psychology)  
(2) To Provide Students a Perspective Psychopathology (abnormal psychology)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
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</thead>
</table>
| UNIT - I | The Addictive Disorders  
I. Introduction  
II. The Addictive Disorders  
III. Alcohol abuse and dependence  
IV. Prevalence of Alcoholism and its related problems  
V. Clinical Approach of Alcohol abuse and dependence  
1. Alcoholic Effects on the Brain  
2. Development of Alcohol Dependence  
3. The Physical Effects of Chronic Alcohol Abuse  
4. Psychosocial Effects of Alcohol Abuse and Dependence  
5. Psychoses Associated with Alcoholism  
i. Alcohol withdrawal delirium  
ii. Alcohol amnestic disorder  
VI. Drug abuse and dependence  
1. Drug abuse and dependence  
2. Opium and Its Derivatives (Narcotics)  
3. Cocaine and Amphetamines (Stimulants)  
4. Barbiturates (Sedatives)  
5. LSD and Related Drugs (Hallucinogens)  
| Stress  
I. Meaning and characteristics of Stress  
II. Reactions to Stress  
1. Psychological Reaction  
i. Cognitive impairment  
ii. Emotional responses  
   a. Anxiety  
   b. Anger and Aggression  
   c. Empathy and depression |
UNIT - II

2. Physiological Reaction
   i. Emergency responses
   ii. General Adaptation Syndrome or GAS
      a. Stage of alarm reaction
      b. Stage of resistance
      c. Stage of exhaustion

III. Measurement of Stress
   1. Self-report method
   2. Behavioural methods
   3. Physiological indices method
   4. Biochemical indicators

IV. Categories of Stressors
   1. Stressful life events
   2. Conflict of motives
   3. Daily hassles
   4. Work-related sources
   5. Environmental sources
   6. Frustration

V. Strategies for Coping Stress
   1. Problem-focused coping strategies
      i. Control strategies
      ii. Prediction strategies
   2. Emotion-focused coping strategies
      i. Behavioural strategies
      ii. Cognitive strategies
         a. Repression
         b. Reaction formation
         c. Rationalization
         d. Projection
         e. Displacement
         f. Denial
         g. Intellectualization

VI. Management of Stress
   1. Individual approach
   2. Environmental change approach

Psychological causes and physical disorders (As per Psychosomatic disorders old course)

I. Introduction
II. Meaning of Psychosomatic Disorders
III. Types of Psychosomatic Disorders
IV. Respiratory Disorders
   1. Bronchial Asthma
      1) Allergic Asthma
      2) Psychogenic Asthma
   2. Hay Fever
   3. Pulmonary Tuberculosis
UNIT - III

4. Common Cold

V. Gastro-Intestinal Disorders
1. Excessive Obesity
2. Anorexia Nervosa
3. Peptic Ulcer
4. Ulcerative Colitis
5. Problems of Bowel and Bladder

VI. Cardio-Vascular Disorders
1. Essential Hypertension
2. Heart Pain
3. Headache
4. Fainting

VII. Dermatological Disorders
1. Neuroder Matitis
2. Urticaria
3. Acne Vulgaris

VIII. Genito-Urinary Disorders
1. Disorders of Sexual Functions
2. Menstruation Disorders
3. Urinary Symptoms

IX. Other Psychosomatic Disorders
1. Migraine
2. Rheumatoid Arthritis
3. Maniere’s Syndrome
4. Cancer

X. Causes of Psychosomatic Disorders
1. Biological Causes
   1) Inherity
   2) Autonomous Nervous System
   3) Principle of ‘Weak Point’
2. Psychological Causes
   1) Personality Structure
   2) Mental Stress
   3) Repressed Emotions
   4) Interaction between A Child and Parents
   5) Faulty Interpersonal Relations
3. Socio-Cultural Causes

XI. Treatment of Psychosomatic Disorders

Psychologically Based Therapies

Mental health

I. Introduction
II. The concept of mental health
III. Movement of mental health
   1. WHO
   2. Indian Movement
# Psychotherapies

## I. Introduction

## II. An overview of Psychological treatment

1. What is Psychotherapy?
2. Why People take Psychotherapy?
3. Who gives Psychotherapy?
4. Clinical Relationship in Psychotherapy
   1) The Therapeutic Alliance
   2) Other Motivational Factors for Therapy
      i. Motivation for Change
      ii. Expectation for Help
      iii. Professional Skill

## III. Cognitive and Cognitive Behavioural Therapy

1. Types of Cognitive Behavioural Therapy
   1) Rational Emotive Behaviour Therapy
   2) Stress Inoculation Therapy
   3) Beck’s Cognitive Therapies

## IV. Humanistic Therapy

1. Client-Centered Therapy
   1) Unconditional Positive Regard
   2) Empathy
   3) Congruence

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### Break up of continuous internal evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Present</td>
<td>05</td>
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<tr>
<td>Assignment</td>
<td>05</td>
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<tr>
<td>Seminar / Field Visit</td>
<td>05</td>
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<tr>
<td>Test</td>
<td>15</td>
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<td><strong>Total</strong></td>
<td><strong>30</strong></td>
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</tbody>
</table>

### Basic Text Books:


2. *Abnormal Psychology and Modern Life* -- James C. Coleman Published by Taraporewala & Co. Pvt Ltd.

3. *Aadhunik Asamanya Manovigyan* (Arunkumar Singh) Published by Motilal Banarsidas

GUJARAT UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
S Y B.A. PSYCHOLOGY
Semester – IV
Core 213
Basic Physiological Psychology- II:

Objective:
1. Teaching a Student the basics of biological bases of behavior including Psychophysiology and behavior genetics
2. Teaching a student the Historical background of behavioral biology

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
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<tbody>
<tr>
<td><strong>Unit – I</strong></td>
<td>PHYSIOLOGICAL BASIS OF PERCEPTION</td>
</tr>
<tr>
<td></td>
<td>1. Visual perception</td>
</tr>
<tr>
<td></td>
<td>1.1 Structure and function of Eyes</td>
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<td></td>
<td>1.2 Structure of Retina</td>
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<td>1.3 Photo chemistry of Retina</td>
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<td>1.4 Electrophysiology of Retina</td>
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<td></td>
<td>2. Auditory perception</td>
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<td>3. Chemical perception (Olfactory and gustatory perception)</td>
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<td></td>
<td>4. Somesthetic perception (Custaneous and kineasthetic perception)</td>
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<tr>
<td><strong>Unit – II</strong></td>
<td>SENSORY AND MOTOR MECHANISMS</td>
</tr>
<tr>
<td></td>
<td>1. Sensory areas and pathways</td>
</tr>
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<td></td>
<td>2. Topographical arrangement</td>
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<td>3. Sensory experience</td>
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<td>4. Skilled movements</td>
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<td>5. Motor and pre-motor areas</td>
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<tr>
<td><strong>Unit – III</strong></td>
<td>PHYSIOLOGICAL BASIS OF MOTIVATION AND EMOTION</td>
</tr>
<tr>
<td></td>
<td>1. Hunger motivation</td>
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<td>2. Thirst motivation</td>
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<td>3. Sexual motivation</td>
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<td>4. Physiological changes during emotion</td>
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<td>5. Theories of emotion</td>
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<td>5.1. James-Lang Theory</td>
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<td>5.2. Canon-Bard Theory</td>
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Unit – IV

PHYSIOLOGICAL BASIS OF HIGHER MENTAL PROCESSES AND MENTAL RETARDATION
1. Physiological basis of learning
2. Physiological basis of memory
3. Mental Retardation
   3.1 Types
   3.2 Causes
4. Improvement in intelligence

Break up of continuous internal evaluation:
1. Present 05 marks
2. Assignment 05 marks
3. Seminar / Field Visit 05 marks
4. Test 15 marks
Total 30 marks

Basic Books:

Reference Books: