

CHILDREN'S UNIVERSITY

GANDHINAGAR



MASTER OF ARTS

FOR

CHILD PSYCHOLOGY

**SYLLABUS**

M.A. SEMESTER-I, II, III & IV PROGRAMME

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of Curriculum to be executed from June, 2017)

By

DEPARTMENT OF PSYCHOLOGY

CHILDRE'S UNIVERSITY

GANDHINAGAR-382021

GUJARAT, INDIA.

CHILDRE'S UNIVERSITY

FACULTY OF ARTS

**SUBJECT: CHILD PSYCHOLOGY (M.A. Semester I, II, III & IV Programme)**

<b>No</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</b>
<b>M.A. Semester – I</b>						
1.	MAPSYCC – 101	Child Psychology I	04	30	70	100
2.	MAPSYCC – 102	Research Methods in Child Psychology - I	04	30	70	100
3.	MAPSYCC – 103	Statistics in Psychology - I	04	30	70	100
4.	MAPSYEC – 104 Or MAPSYEC – 104	Perspectives on Child Behavior - I Or Advanced Social Psychology - I	04	30	70	100
5.	MAPSYEG – 105	Project - I	04	30	70	100
<b>TOTAL</b>			<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>No</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</b>
<b>M.A. Semester – II</b>						
6.	MAPSYCC – 201	Child Psychology - II	04	30	70	100
7.	MAPSYCC – 202	Research Methods in Child Psychology - II	04	30	70	100
8.	MAPSYCC – 203	Statistics in Psychology - II	04	30	70	100
9.	MAPSYEC – 204 Or MAPSYEC – 204	Perspectives on Child Behavior - II Or Advanced Social Psychology - II	04	30	70	100
10.	MAPSYEG – 205	Project - II	04	30	70	100
<b>TOTAL</b>			<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>

<b>No.</b>	<b>Core/ Elective/ EG</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</b>
<b>M.A. Semester – III</b>						
11.	MAPSYCC – 301	Experimental Psychology (Theory)	04	30	70	100
12.	MAPSYCC – 302	Psychological Testing (Theory)	04	30	70	100
13.	MAPSYCC – 303	Psychological Testing and Practical – I	04	30	70	100
14.	MAPSYEC – 304 or MAPSYEC – 304 or MAPSYEC – 304	Child Psycho-Pathology Or Health Psychology Or Adolescences Psychology	04	30	70	100
15.	MAPSYEG – 305	Essays: Psychological Problems of Children	04	30	70	100
<b>TOTAL</b>			<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>No.</b>	<b>Core/ Elective/ EG</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</b>
<b>M.A. Semester IV</b>						
16.	MAPSYCC – 401	Counseling Psychology	04	30	70	100
17.	MAPSYCC – 402	Psychological Testing and Practical – II	04	30	70	100
18.	MAPSYCC – 403	Positive Psychology	04	30	70	100
19.	MAPSYEC – 404 or MAPSYEC – 404 or MAPSYEC – 404	Clinical Psychology Or School Psychology Or Dissertation	04	30	70	100
20.	MAPSYEG – 405	Field Work	04	30	70	100

<b>TOTAL</b>	<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>GRAND TOTAL</b>	<b>80</b>	<b>600</b>	<b>1400</b>	<b>2000</b>

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Child Psychology - I	
<b>Course Code:</b> MAPSYCC-101	<b>No. of Credits: 04</b>
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core	Core/Elective/Foundation/ Generic
<b>Offered in Academic Year:</b> 2017/18	<b>Odd Semester:</b> I

### 2. Course Objectives

<p><b>Course Objective:-</b></p> <ul style="list-style-type: none"> <li>To give the student knowledge about the foundations of child development in research and practice. In case they want to practice as Child Psychologist , that is , may be working with a pediatrician in a hospital , these basic will give them knowledge about the normal and abnormal development in a child.</li> <li>To identify the areas of theories and system of child psychology</li> <li>To learn about child developmental multiple aspects.</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	History and applied directions in Child	1.1 What is child Psychology 1.2 Nature of child psychology 1.3 Field of child Psychology 1.4 Some old concept for child	To teach students about What is child Psychology.  To know about Some old concept for child.

	Psychology	1.5 Psychological opinion about child 1.6 Historical background 1.7 The modern approach of child study 1.8 Importance of study of Child Psychology	To inform student about Historical background.
--	------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
2.	Foundation of child Development	2.1 Biological foundation 2.2 Prenatal development 2.3 Childbirth 2.4 Infancy 2.5 Motor development 2.6 Perceptual development	To know about Biological foundation of child Development. To know about Prenatal, Motor and Perceptual development
3.	Theories of Child Psychology	3.1 Psychoanalytic theories 1.1.1 Theories of Freud 1.1.2 Eriksson theories 3.2 Behavioral theories 3.2.1 Experiments of Pavlov and Watson 3.2.2 Skinner's Operational Conditioning 3.3 Albert Bandura's social learning theory	Students will know about Basic Theories in Child Psychology.

4.	Cognitive Development	4.1 Cognitive psychology: definition and domains 4.2 Piaget's Cognitive Developmental theory <ul style="list-style-type: none"> <li>- The Sensory motor stage</li> <li>- The pre Operational stage</li> <li>- The Concrete Operational stage</li> <li>- The Formal operational Stage</li> </ul> 4.3 Vygotsky Theory of Cognitive development	Students will know about Piaget's Cognitive Developmental theory To know about vygotsky theory of cognitive development
----	-----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

#### 6. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

#### 7. Course Schedule

Class/Week	Date	Topic	Requirements
------------	------	-------	--------------

01 to 04	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

## 8. Recommended learning Resources

0. Handouts
1. Textbooks/e books
2. Reference books
3. On Line Resources
4. Question Bank

## 9. Reference Books

1. Berk Laura E. (2009), “ Child Development) ” ( 8th Edition ) Pearson Education ( Indian Edition ) , New Delhi.
2. Berk Laura E. (2003), & (2002), Sixth Edition, Prentice Hall of India, New Delhi
3. Tyagi, M. (2007), Developmental Psychology Avishkar Publishing , Jaipur
4. Santrock, J.W. (2004), Span Development, Tata McGraw Hill , New Delhi
5. Hurlock, E.B. (1978), Child Development, Mcgrow Hill , New Delhi
6. Parikh, B.A. (2005), Balmanasa parichay, new popular prakashan, surat
7. Patel, C.P. (1993), Child Psychology, granth nirmal board, ahmedabad
8. Singh, R.P. (2014) Developmental Psychology. R.P.jain printing unit, new dilhi

## Research Methods in child Psychology - I

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Research Methods in Child Psychology – I	
<b>Course Code:</b> MAPSYCC-102	<b>No. of Credits: 04</b>
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017-18	<b>Odd Semester:</b> I

### 2. Course Overview & Course Objective

<b>Course Objective:-</b> <ol style="list-style-type: none"><li>1. To impart knowledge about basic concepts of research methodology.</li><li>2. Facilitate students understanding for how using valid scientific methods can improve and create knowledge in the field of psychology</li><li>3. To help students to make more effective choices in coping with problems of everyday life.</li></ol>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3. Course Content

Unit	Topics	Content /Fundamental Concept	Unit wise SLO
1.	Introduction of Research	1.1 Meaning of Research 1.2 What is Social Research	To impart the meaning and objective of Social



		<p>1.3 Nature and Objectives of Social Research</p> <p>1.4 Major Steps in Research Process</p> <p>1.5 Types of Research</p> <ul style="list-style-type: none"> <li>- Basic Research</li> <li>- Applied Research</li> <li>- Action Research</li> </ul> <p>1.6 Importance, Need or Utility of Research</p> <p>1.7 Importance of Knowledge of Research</p> <p>1.8 Research Method Versus Methodology</p> <p>1.9 Criteria of Good Research Problems Encountered by Researchers in India</p>	<p>research.</p> <p>The detail study of research process and importance of knowledge of research.</p>
2.	Research Problem, Hypotheses and Variable	<p>2.1 Research Problem</p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Characteristics and Criteria of a Good Problem</li> <li>- Origins or Sources of Research Problem</li> </ul> <p>2.2 Selecting the Research Problem</p> <p>2.3 Necessary Considerations for Selecting a Research Problem</p>	<p>Selecting the problem and necessity of defining the problem are included in this chapter.</p> <p>Meaning, types and sources of hypothesis are added in this chapter.</p>

		<p>2.4Necessity of Defining the Problem</p> <p>2.5Technique involved in Defining a Problem</p> <p>2.6Hypothesis</p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Nature</li> <li>- Characteristics of a Scientific or a Good Hypothesis</li> <li>- Sources of Bases of Hypothesis</li> <li>- Types of Hypothesis</li> </ul> <p>2.7Suggestions or Considerations for Hypothesis Construction</p> <p>2.8Variable</p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Type of Variable</li> </ul>	
3.	Exploratory and Descriptive study	<p>3.1 Meaning and Nature of exploratory study</p> <p>3.2Methods and Limitation of exploratory study</p> <p>3.3 Descriptive Research</p> <ul style="list-style-type: none"> <li>- Meaning and Nature</li> <li>- Role and scope of descriptive study</li> <li>- Steps, importance and limitation of descriptive</li> </ul>	<p>In this chapter we inform students about the meaning and Methods of exploratory study.</p> <p>Also discuss about Important concepts relating to Descriptive Research</p>

		<p>study</p> <p>3.4 Types of Descriptive Research</p> <ul style="list-style-type: none"> <li>- Survey research</li> <li>- Case study methods</li> <li>- Co relational research</li> <li>- Ex-post facto research</li> </ul>	Students know about various Types of Descriptive Research
4.	Field study and laboratory research	<p>4.1 Meaning, Nature, characteristics and differences of field study</p> <p>4.2 Types, steps, advantage and limitation of field study</p> <p>4.3 Experimental research</p> <ul style="list-style-type: none"> <li>- Types of experimental research</li> </ul> <p>4.4 Experimental validity</p>	<p>To inform about Nature, characteristics and differences of field study.</p> <p>Types of experimental research are main points of this chapter.</p>

#### 4. Course Teaching & Learning Activities

Lectures (hrs)	Interactive Tutorial (hrs)	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	

M- Mandatory Activity for the course, O-optional Activity, NA-not applicable

#### 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
------	------	-------------	--------

5. Group Projects & Seminar Presentation	-	-	05
6. Assignments	-	-	05
7. Internal Exam	-	-	20
8. Final Exams	-	-	70

## 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

## 7. Recommended learning Resources Prescribed Books

1. Kothari C.R. (2009): Research Methodology: Methods and Techniques, Second Revised Edition, New Age International Publishers, New Delhi
2. Dhila B.D. (2011): Sanshodhan Paddhti Samajik Vigyanoma (2011): Gujarati Edition, Akshar Publication, Ahmedabad.
3. Kerlinger F. N. (1999): Foundation of Behavioural Research, Second Revised Edition, Surgeet Publication, New York.

## 1 Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Statistics in Psychology - I	
<b>Course Code:</b> MAPSYCC-103	<b>No. of Credits: 04</b>
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017/18	<b>Odd Semester:</b> I

## 2. Course Overview & Course Objectives

<b>Course Objectives</b> <ul style="list-style-type: none"><li>- To develop an understanding of various statistical techniques in terms of their assumptions, application and limitation.</li><li>- To develop and understanding of elementary statistics used in Psychology.</li></ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction to Statistics, Data Classification and Central	1.1 Meaning , Utility and Technical terms of Statistics 1.2 Classification of numerical data	Students will learn the technical Terms of Statistics.  Students know about

	Tendency	1.3Common rules for drawing graphs 1.4Mean, Median and Mode	Mean, Mode and Mode.
--	----------	----------------------------------------------------------------------	-------------------------

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
2.	Measures of Deviation	2.1 Introduction 2.2 Range, Quartile deviation and Mean deviation 2.3 Standard deviation	Students know about Standard Deviation.
3.	Correlation Score	3.1 Introduction of Correlation 3.2 Meaning and Types of Correlation 3.3 Utility and Limitation of Correlation 3.4 Pearson's Correlation Techniques 3.5 Gans Correlation Techniques	Students Learn about Meaning, Types, Utility and Limitation of Correlation.  Lean about Pearson's Correlation Techniques.
4.	't' Test	4.1 't' Test Meaning and Uses 4.2 Stapes of 't' Test for Significance of Mean deference's 4.3 Copulation of 't' value for Independent sample 4.4 Copulation of 't' value for dependent sample	To teach students about 't' Test.

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	

**M-** Mandatory Activity for the course, **O**-optional Activity, **NA**-not applicable

#### 6. Assessment Schemes (including rationale)

Task	Time	Description	Weight
9. Group Projects & Seminar Presentation	-	-	05
10. Assignments			05
11. Internal Exam	-	-	20
12. Final Exams	-	-	70

#### 7. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

#### 8. Recommended learning Resources

1. Handouts
2. Textbooks/e books
3. Reference books
4. On Line Resources
5. Question Bank

#### 7. Books



1. Aron, Author ,Aron,E.N. and coups E.J.(2007)Statistics for psychology New delhi: person Education
2. Prof. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – A’bad.
3. Suresh. C. Parekh (1995) Statistical Testing in Psychological& S.K.Dixit Research Champa Prakashan, Junagadh
4. Downie and Heath : Basic statistical Method Siegels (1994) : Non Parametric statistics for Behaviour science second edition new york Mcgraw Hill Book co.
5. S.C.parekh (1998) Non Parametric statistics Champa Prakashan, Junagadh
6. M.D.Trivedi & B.U.Parekh (1989): statistics in Education , Granth Nirman Board Ahmedabad

## Advanced Social Psychology - I

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Advanced Social Psychology - I (SEM I)	
<b>Course Code:</b> MAPSYEC-104	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Elective Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017-18	<b>Odd Semester:</b> I

### 2. Course Objectives

#### Course Objective:-

1. To help students to develop an understanding about one's-self, how people think about, influence and relate to one another
2. To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction to social Psychology	1.1 Definition and Nature of social psychology 1.2 social psychology ; a historical perspective 1.3 social psychology as a science 1.4 field and problems of social psychology 1.5 Methods of social psychology - Observation	To teach students about social psychology; a historical perspective.  To know about field and problems of social psychology.

		<ul style="list-style-type: none"> <li>- Experimental methods</li> <li>- Field study</li> <li>- Interview Methods</li> <li>- Questionnaire methods</li> <li>- Survey methods</li> <li>- Sociometry methods</li> </ul>	To inform student about Methods of social psychology.
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
2.	Theoretical Foundation of Modern social psychology	2.1 Role Theories 2.2 Motivational Theories 2.3 Learning Theories 2.4 Cognitive Theories 2.5 Symbolic interaction Theories 2.6 Socio-cultural Theories 2.7 Evolutionary Theories	To know about Theoretical Foundation of Modern social psychology
3.	Self and Identity	3.1 The Self 3.2 Development of social self 3.3 Self functioning 3.4 Effects of self upon thoughts, behavior and emotion 3.5 Identity: The self we interact 3.6 Self Esteem 3.7 Self service bias	Students will know about Development of social self.  To know about Identity: The self we interact
4.	Social Cognition, Social Perception	4.1 Meaning and nature of Social Cognition 4.2 components of Social Cognition: Schema and	Students will know about components of Social Cognition: Schema and prototype

		prototype and Schematic processing 4.3 Self-fulfilling nature of Schema 4.4 Cognitive Heuristics 4.5 Potential sources of errors in Social Cognition 4.6Cognition and Affects : A reciprocal relationship 4.7 What id Social Perception? 4.8 Role of non verbal cues in person perception 4.9 Recognizing deception in non-Verbal cues 4.10 Integrating information About others	and Schematic processing.  To know about Role of non verbal cues in person perception.
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

#### 5. Assessment Schemes (including rationale)

<b>Task</b>	<b>Time</b>	<b>Description</b>	<b>Weight</b>
13. Group Projects & Seminar Presentation	-	-	05
14. Assignments	-	-	05
15. Internal Exam	-	-	20
16. Final Exams	-	-	70

## 6. Course Schedule

<b>Class/Week</b>	<b>Date</b>	<b>Topic</b>	<b>Requirements</b>
01 to 04	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

## 7. Reference Books

1. Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Brehm, S.S. and Kassir, S.N. (1996). Social Psychology (3rd edition). USA: Houghton Mifflin Company.
3. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.
4. Myers, D.G. (2002). Social Psychology (7th international edition). New York: McGraw Hill Companies.
5. Singh, A.(2015) Social Psychology. Phl learning private limited Delhi.

# Perspectives on child Behavior - I

## 1 Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Perspectives on child Behavior – I	
<b>Course Code:</b> MAPSYEC-104	<b>No. of Credits: 04</b>
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Elective Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017-18	<b>Odd Semester:</b> I

## 2. Course Overview & Course Objectives

### Course Objective

- To define human behaviour in East and Western Approach To identify the areas of theories and system of psychology
- To introduce new human known theory and behavior
- To understand ancient Greek philosophical influence and Today's
- modern theoretical concepts

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Structuralism & Functionalism Structuralism	1.1 Wilhelm Wundt – Scientific Psychology 1.2 Edward Bradford Titchener's Structuralism - Nature of Psychology - Method of Psychology - System of	To impart the meaning and objective of Structuralism.  Student will know about Functionalism.

		<p>Structuralism</p> <p>1.3Functionalism</p> <ul style="list-style-type: none"> <li>- The Forerunners of Functionalism</li> <li>- William Jame's Functionalism</li> <li>- Pioneer American Functionalist G. Stanley Hall</li> <li>- The Founding of Functionalism John Dewey</li> </ul>	
2.	Associationism, Pavlov's Conditioning	<p>2.1 Old and New Associationism</p> <p>2.2Thorndike's Connectionism and laws of Learning</p> <p>2.3Conditioning and Objective Psychology</p> <ul style="list-style-type: none"> <li>- Pavlov's Postulates and Principles</li> <li>- Classical Conditioning</li> <li>- Stimulus – Generalization and Discrimination</li> <li>- Extinction and inhibition</li> <li>- Experimental</li> </ul>	<p>The detail study of Thorndike's Connectionism and laws of Learning.</p> <p>To Know about Pavlov's Conditioning Theory.</p>

		Neurosis	
<b>3.</b>	Behaviorism and Purposivism	3.1 Forces in the background of Behaviorism and Watson's Behaviorism 3.2 Principles Behaviorism 3.3 Hormic Psychology according to McDougall - Theory of Instinct - Theory of sentiment 3.4 To Compare McDougall and Watson	In this chapter we inform students about the Behaviorism and Principles of behaviorism.
<b>4.</b>	Neo-Behaviorism and Learning Theory	4.1 Contiguity conditioning theory of Edwin Guthrie 4.2 B.F. Skinner's inductive Empiricism Edward Chase 4.3 Tolman's Purposive Behaviorism 4.4 Gregory Razran's Evolutionary levels of Learning, John Dollard and Neal Elgar Miller	Also discuss about Important concepts of the new Behaviorism.  To Know about Multiple Learning Theories.

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	



**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

**5. Assessment Schemes (including rationale)**

<b>Task</b>	<b>Time</b>	<b>Description</b>	<b>Weight</b>
17.Group Projects & Seminar Presentation	-	-	05
18.Assignments			05
19.Internal Exam	-	-	20
20.Final Exams	-	-	70

**6. Course Schedule**

<b>Class/Week</b>	<b>Date</b>	<b>Topic</b>	<b>Requirements</b>
01 to 04	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

**7. Books**

1. Contemporary Theories and Systems in Psychology ” by Benjamin B. Wolman (1979) Freeman BOOk Company
2. “Systems and Theories in Psychology ” by Melvi n H. Marx and William A, Hillix (1978) Tata McGraw Hill New Delhi
3. “ A History of Psychology ” by Thomas Hardy Leahey (1997) Prentice Hall Upper Saddle River New heresy
4. “ Manovignnan : Sampradayo ane Siddhnto” Dr. B.A.Parikh (1994) University Granth Board , Gujarat State
5. Brennam james ; Reading in the history and systems of psychology
6. Sinha, Jadunath: Indian Psychology
7. Karen Huffman (2000) Psychology in Action, N.Y.; Wiley

### **Project work: (Only For Regular Students)**

<b>Course Title :</b> Project work - I	
<b>Course Code:</b> MAPSYEG-105	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota</b> 50	
<b>Course Type:</b> Generic Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017/18	<b>Odd Semester:</b> I

### **Course Overview & Course Objectives**

#### **Course Objective:-**

4. To impart knowledge about basic concepts of Project Work.
5. To identify the areas of Research Project and Methods of psychology

### **Course Content**

#### **General Guideline for project work:**

1. Area and topic to be selected in consultation with the concerned faculty.
2. Project work should be based on primary data collection.
3. Project work should have analysis of data along with other standard inputs.
4. Project report should not be less 40-60 typed pages following APA Style of Report writing
5. The assessment of project work:  
30 Marks for internal viva-voice  
70 Marks External (50 Report and 20 External Viva-voice)

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title : Child Psychology - II</b>	
<b>Course Code:</b> MAPSYCC-201	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type : Core</b> Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> II

## 2. Course Overview & Course Objectives

### Course Objective:-

2. To provide students a perspective on child development.
3. To enable students to appreciate research studies on problems relating to child development.
4. To give basic knowledge regarding applied aspects of development of child and adolescents.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Speech and Language Development	1.1 Importance of speech and language 1.2 Pre-Language Stage 1.3 Process of speech development 1.4 Task of speech development 1.5 Nature of speech of child 1.6 Determinates of speech development 1.7 Phonological development 1.8 Semantic development 1.9 Grammatical development	Students will develop understanding about Language Development

		1.10 Speech disorders 1.11 Components affecting speech Development	
2.	Emotional Development	2.1 What is Emotion 2.2 Emotional development in children 2.3 Emotion – Learning process 2.4 Development of emotional Expression 2.5 Emotional maturity 2.6 Role of school in emotional development	Students will get proper facts about basic elements of Emotional development. Teacher know about Role of school in emotional development
3.	Intellectual Development	3.1 What is intelligence? 3.2 Intelligence and mental development 3.3 Measurement of intelligence, intelligence test and Kinds of intelligence 3.4 Mental age and IQ 3.5 Classification of I Q 3.6 Growth of intelligence 3.7 Gifted children 3.8 Feeble minded children 3.9 Obstacles in intellectual development 3.10 The intellect can be improved?	Students will develop understanding about Intelligence development  To know about Gifted children Feeble minded children
4.	Social and Moral	4.1 Nature of Social Development 4.2 Stages of social development	Learners will know the Meaning of Social

	Development	4.3 Aspects of the socializing process 4.4 Factors of Social Development 4.5 Obstacles in social development 4.6 School and social development 4.7 Measurement of social maturity 4.8 Meaning of morality and moral value 4.9 Steps of Moral Development 4.10 Stages of moral development 4.11 Theories of moral development 4.12 Determinants of moral development 4.13 Spiritual development	development, role of the classroom and teacher in the Social development of the child.  Students will get proper facts about Moral Development.
--	-------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

M- Mandatory Activity for the course, O-optional Activity, NA-not applicable

#### 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
21. Group Projects & Seminar Presentation	-	-	05
22. Assignments	-	-	05
23. Internal Exam	-	-	20
24. Final Exams	-	-	70

#### 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March-April	Unit-IV	

## 7. Reference Books

1. Berk Laura E. (2009), "Child Development" ( 8th Edition ) Pearson Education ( Indian Edition ) , New Delhi.
2. Berk Laura E. (2003), & (2002), Sixth Edition, Prentice Hall of India, New Delhi
3. Tyagi, M. (2007), Developmental Psychology Avishkar Publishing , Jaipur
4. Santrock, J.W. (2004), Span Development, Tata McGraw Hill , New Delhi
5. Hurlock, E.B. (1978), Child Development, McGraw Hill , New Delhi
6. Parikh, B.A. (2005), Balmanasa parichay, new popular prakashan, surat
7. Patel, C.P. (1993), Child Psychology, granth nirmal board, ahmedabad
8. Singh, R.P. (2014) Developmental Psychology. R.P.jain printing unit, new delhi

# Research Methods in child Psychology - II

## 1 Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Research Methods in Child Psychology – II	
<b>Course Code:</b> MAPSYCC-202	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017-18	<b>Even Semester:</b> II

## 2. Course Objective

### Course Objective:-

- 1) To impart knowledge about basic concepts of research methodology.
- 2) To make students understand the nature and techniques of various sampling and research design.
- 3) To impart knowledge about collection of data.
- 4) To help students to make more effective choices in coping with problems of everyday life.

## 3. Course Content

Unit	Topics	Content /Fundamental Concept	Unit wise SLO
1.	Research Design	1.1 Meaning and propose of Research Design 1.2 Criteria of a scientific Research Design 1.3 Significance of Research Design	In this chapter we inform students about the meaning and propose of research design.  To know about Criteria of

		<p>1.4 Types of Research Design</p> <p>(1) Non-experimental research design</p> <ul style="list-style-type: none"> <li>- Pre-experimental design</li> <li>- Quasi-experimental design</li> <li>- Correlational design</li> <li>- Comparative design</li> <li>- Case study design</li> <li>- Survey design</li> </ul> <p>(2) Experimental design</p>	<p>a scientific Research Design and Significance of Research Design</p> <p>Students will know about various research designs.</p>
2.	Sampling	<p>2.1 Meaning, purpose, steps and characteristics of a good sample design</p> <p>2.2 Advantages and limitations of sampling</p> <p>2.3 Types of sampling</p> <p>(1) Probability sampling</p> <ul style="list-style-type: none"> <li>- Simple random sampling</li> <li>- Stratified random sampling</li> <li>- Cluster sampling</li> </ul> <p>(2) Non – Probability sampling</p> <ul style="list-style-type: none"> <li>- Quota sampling</li> <li>- Accidental sampling</li> <li>- Purposive or judgmental sampling</li> <li>- Systematic sampling</li> <li>- Convenience sampling</li> </ul>	<p>Students know about the meaning and purpose of sampling.</p> <p>To know about Advantages and limitations of sampling</p> <p>Students know about various sampling designs.</p>



		<ul style="list-style-type: none"> <li>- Self-selected sampling</li> </ul>	
		2.4 Sampling errors	
3.	Observation, rating scale and Check list	3.1 Meaning of data, importance of data collection and Types of data 3.2 Observation method <ul style="list-style-type: none"> <li>- Types of observation</li> </ul> 3.3 Advantages and Disadvantages of observation method 3.4 Rating scale and check list rating scale	Learners will know about Meaning and importance of data collection To know about Observation method
4.	Research Report Writing And Computer in research	4.1 Research Report Writing <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Purpose of research report</li> <li>- Advantages of research reports</li> </ul> 4.2 section of research report 4.3 Precaution for writing research report 4.4 Computer in research <ul style="list-style-type: none"> <li>- Use of computer in research</li> <li>- Components that determine the use of computers in research</li> </ul>	Learners study about research Report Writing. To know regarding Precaution for writing research report To know about Use of computer in research

#### 4. Course Teaching & Learning Activities

<b>Lectures (hrs) In/out of Class</b>	<b>Interactive Tutorial (hrs) In/Out</b>	<b>Laboratory (hrs)</b>	<b>Case Discussion (hrs)</b>	<b>Field Trip (hrs)</b>	<b>Projects (hrs)</b>	<b>Web Based Learning (hrs)</b>	<b>Oth ers (hrs)</b>
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

### **5. Assessment Schemes (including rationale)**

<b>Task</b>	<b>Time</b>	<b>Description</b>	<b>Weight</b>
25.Group Projects & Seminar Presentation	-	-	05 05
26.Assignments	-	-	20
27.Internal Exam	-	-	70
28.Final Exams	-	-	

### **6. Course Schedule**

<b>Class/Week</b>	<b>Date</b>	<b>Topic</b>	<b>Requirements</b>
01 to 04	December	Unit-I	Appeared in semester- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March- April	Unit-IV	

### **7. Recommended learning Resources Prescribed Books**

1. Kothari C.R. (2009): Research Methodology: Methods and Techniques, Second Revised Edition, New Age International Publishers, New Delhi
2. Dhila B.D. (2011): Sanshodhan Paddhti Samajik Vigyanoma (2011): Gujarati Edition, Akshar Publication, Ahmedabad.
3. Kerlinger F. N. (1999): Foundation of Behavioural Research, Second RevisedEdition, Surgeet Publication, New York

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Statistics in Psychology - II	
<b>Course Code:</b> MAPSYCC-203	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> II

## 2. Course Overview & Course Objectives

### Course Objectives

- To Develop an understanding of various statistical techniques in terms of their assumptions, application and limitation
- To develop and understanding of elementary statistics used in Psychology.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Chi-Square	1.1 Equal Distribution 1.2 Contingency Co-efficient 1.3 Chi-Square Test in independence in Contingency table 1.4 Normal Distribution	Students Learn about Chi-Square. To know about normal distribution

<b>Unit</b>	<b>Topics</b>	<b>Content/ Fundamental Concepts</b>	<b>Unit wise SLO</b>
<b>2.</b>	Analysis of Variance (ANOVA)	2.1 Introduction 2.2 One Way Analysis of Variance 2.2 Two Way Analysis of Variance 2.3 Three Way Analysis of Variance	Students know about how to use in statistics of Analysis of Variance (ANOVA)
<b>3.</b>	‘Tau’ test and W’ test	3.1 Kendall ranking correction – ‘Tau’ test 3.2 Long way and Short way to count of ‘Tau’ test 3.3 Tied Observation 3.4 Kendall Coefficient of concordance – ‘W’ test	To study about ‘Tau’ test and W’ test
<b>4.</b>	Others non parametric techniques	4.1 Mann-Whitney U test 4.2 Sign Test 4.3. Wilcoxon Test	Student will know about Man-Whitney U Test, Sign Test and Wilcoxon Test

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	

**M-** Mandatory Activity for the course, **O-** optional Activity, **NA-** not applicable

#### 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
29.Group Projects & Seminar Presentation	-	-	05
30.Assignments	-	-	05
31.Internal Exam	-	-	20
32.Final Exams	-	-	70

#### 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March- April	Unit-IV	

#### 7. Recommended learning Resources

1. Handouts
2. Textbooks/e books
3. Reference books
4. On Line Resources
5. Question Bank

## **8. Books**

- 1) Aron, Author ,Aron, E.N. and coups E.J.(2007)Statistics for psychology New Delhi: person Education
- 2) Prof. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – A ‘bad.
- 3) Suresh. C. Parekh (1995) Statistical Testing in Psychological& S.K.Dixit Research Champa Prakashan, Junagadh
- 4) Downie and Heath: Basic statistical Method Siegels (1994) : Non Parametric statistics for Behaviour science second edition new york Mcgraw Hill Book co.
- 5) S.C. parekh (1998) Non Parametric statistics Champa Prakashan, Junagadh
- 6) M.D. Trivedi & B.U. Parekh (1989): statistics in Education , Granth Nirman Board Ahmadabad

# Advanced Social Psychology - II

## 1 Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Advanced Social Psychology - II (SEM II)	
<b>Course Code:</b> MAPSYEC-204	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Elective Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017-18	<b>Even Semester:</b> II

## 2. Course Overview & Course Objectives

### Course Objective:-

- To help students to develop an understanding about one's-self, how people think about, influence and relate to one another
- To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Social power, Social Influence and Modeling	1.21 Meaning and characteristics of social power 1.2 Types of Social power 1.3 Determinants of social power 1.4 Modes of resolving imbalanced power relation	To teach students about Determinants Social power.  To know about Modes of resolving imbalanced power relation.



		<p>1.5 Meaning and nature of social influence</p> <p>1.6 Types of social influence</p> <p>1.7 Reaction to social influence</p> <p>1.8 Modeling : Theoretical explanation</p> <p>- Impact of modeling upon aggression, altruism and self-regulation</p>	<p>To inform student about Meaning, nature and Types of social influence.</p> <p>To know about Modeling : Theoretical explanation</p>
<b>2.</b>	Pro-social behavior: Altruistic and Helping behavior	<p>1.1 Pro-social and altruistic behavior : Nature and Characteristics</p> <p>1.2 Determinants of helping behavior</p> <p>1.3 Theories of pro-social behavior</p> <p>1.4 How to can helping behavior be increased</p> <p>1.5 Altruistic behavior in Indian context</p>	<p>To know about Determinants of helping behavior.</p> <p>To teach students about How to can helping behavior be increased.</p>
<b>3.</b>	Social role, Role conflict and Social Conflict	<p>3.1 Meaning and nature of social role</p> <p>3.2 Some social role and social system</p> <p>3.3 Social role and social interaction</p> <p>3.4 Meaning of role conflict and role strain</p>	<p>Students will know about Some social role and social system.</p> <p>To know about Causes of role strain.</p> <p>To know about</p>

		3.5 Causes of role strain 3.6 Resolution of role conflict 3.7 Theories of role conflict resolution 3.8 Types of group conflict 3.9 Methods of group conflict resolution 3.10 Resolution of group conflict in Indian context	Resolution of group conflict in Indian context.
<b>4.</b>	Present social problems	4.1 Meaning of social problem 4.2 Stages involved in development of social problem 4.3 Meaning and problem of poverty 4.4 Measures for alleviating poverty 4.5 Problem of Deprivation 4.6 Population explosion – Causes Of population growth 4.7 Measures for controlling population growth 4.8 Role of Psychological factors in population explosion	Students will know about Stages involved in development of social problem.  To know about Population explosion – Causes Of population growth.  To know about Solution of Social Problems.

		4.9 Psychology of health behavior 4.10 Solution of Social Problems	
--	--	-----------------------------------------------------------------------------	--

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	

M- Mandatory Activity for the course, O-optional Activity, NA-not applicable

#### 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
33. Group Projects & Seminar Presentation	-	-	05
34. Assignments			05
35. Internal Exam	-	-	20
36. Final Exams	-	-	70

#### 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March- April	Unit-IV	

#### 7. Reference Books

1. Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi:Prentice-Hall of India Pvt Ltd.
2. Brehm, S.S. and Kassir, S.N. (1996). Social Psychology (3rd edition). USA:

Houghton Mifflin Company.

3. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.
4. Myers, D.G. (2002). Social Psychology (7th international edition). New York: McGraw Hill Companies.
5. Singh, A.(2015) Social Psychology. Phl learning private limited delhi.

## Perspectives on child Behavior - II

### 1 Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Perspectives on child Behavior – II	
<b>Course Code:</b> MAPSYEC-204	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Elective Core/Elective/Foundation/Generic	
<b>Offered in Academic Year:</b> 2017-18	<b>Even Semester:</b> II

### 2. Course Overview & Course Objectives

<b>Course Overview/ Course Description</b>
<ul style="list-style-type: none"><li>- To define human behaviour in East and Western Approach To identify the areas of theories and system of psychology</li><li>- To introduce new human known theory and behavior</li><li>- To understand ancient Greek philosophical influence and Today's</li><li>- modern theoretical concepts</li></ul>

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Gestalisim and Field Theory	1.1 The Founding of Gestalt Psychology <ul style="list-style-type: none"><li>- Max Wertheimer</li><li>- Kurt Koffka</li><li>- Wolfgang Kohler</li></ul> 1.2 Gestalt – Methodology – Theoretical bases <ul style="list-style-type: none"><li>- Opposition to</li></ul>	Students will learn The Founding of Gestalt Psychology  To know about Gestalt.

		<p>Quantification</p> <ul style="list-style-type: none"> <li>- The Physical Gestalt</li> <li>- Physiological</li> <li>- Neurological basis</li> <li>- Isomorphism</li> <li>- Concept of Psychological field</li> </ul> <p>Functionalism</p> <p>1.3 Law of Perceptual Organization, Learning through insight and Creative Thinking</p> <p>1.4 Field Theory</p> <ul style="list-style-type: none"> <li>- Topological concepts and Personality Theory</li> </ul>	<p>To Study about Law of Perceptual Organization, Learning through insight and Creative Thinking</p>
2.	Psychoanalysis is	<p>2.1 Historical Antecedents of Psychology</p> <p>2.2 Postulates of Psychoanalysis</p> <p>2.3 The Unconscious and Theory of instincts</p> <p>2.4 Theory of Psychosexual Development, Personality Theory and Defense Mechanisms</p>	<p>Students Learn about Associationism.</p> <p>To Know about Theory of Psychosexual Development, Personality Theory and Defense Mechanisms</p>

<b>3.</b>	Analytical and individual Psychology	3.1 Analytical Psychology – Carl Gustav Jung - Carl Jung and Freud 3.2 Theory of libido - Conscious, Personal Unconscious and Collective Unconscious - Introvert – Extrovert-attitudes and personality types 3.3 Individual Psychology – Alfred Adler 3.4 Karen Horney, Erich Fromm and Harry stack Sullivan	To Learn About Theory of libido.  To Know about Causation versus Purposivism, Striving for superiority, Inferiority feeling and compensation, Sociability, Style of life and Creative Self.
<b>4.</b>	Organismic and Personalistic Psychology	4.1 Kurt Goldstein 4.2 William Stern 4.3 G. W. Allport 4.4 Henry A. Murray	Students know about Organismic and Personalistic Psychological Theories.

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

## 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
37.Group Projects & Seminar Presentation	-	-	05
38.Assignments	-	-	05
39.Internal Exam	-	-	20
40.Final Exams	-	-	70

## 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March- April	Unit-IV	

## 7. Books

1. Contemporary Theories and Systems in Psychology '' by Benjamin B. Wolman (1979) Freeman BOOK Company
2. "Systems and Theories in Psychology '' by Melvi n H. Marx and William A, Hillix (1978) Tata McGraw Hill New Delhi
3. "A History of Psychology '' by Thomas Hardy Leahey (1997) Prentice Hall Upper Saddle River New heresy
4. " Manovignan : Sampradayo ane Siddhnto'' Dr. B.A.Parikh (1994) University Granth Board , Gujarat State
5. Brennam james ; Reading in the history and systems of psychology.
6. Sinha, Jadunath: Indian Psychology
7. Karen Huffman (2000) Psychology in Action, N.Y.; Wiley



## Project work: (Only For Regular Students)

<b>Course Title :</b> Project II (SEM II)	
<b>Course Code:</b> MAPSYEG-205	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Generic Core/Elective/Foundation/Generic	
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester II</b>

### Course Overview & Course Objectives

#### Course Objective:-

1. To impart knowledge about basic concepts of Project Work.
2. To identify the areas of Research Project and Methods of psychology

### General Guideline for project work:

1. Area and topic to be selected in consultation with the concerned faculty.
2. Project work should be based on primary data collection.
3. Project work should have analysis of data along with other standard inputs.
4. Project report should not be less 40-60 typed pages following APA Style of Report writing
5. The assessment of project work:  
30 Marks for internal viva-voice  
70 Marks External (50 Report and 20 External Viva-voice)

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 4. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Experimental Psychology (Theory)	
<b>Course Code:</b> MAPSYCC-301	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2017/18 <span style="float: right;"><b>Odd Semester:</b> III</span>	

### 5. Course Objectives

<b>Course Objective:-</b> <ul style="list-style-type: none"> <li>The course aims of familiarizing students with experimental research, experimental methods and various experimental designs.</li> <li>To gain theoretical understanding of lab studies in Experimental psychology.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 6. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Psychological research and concept of variables	1.6 Definition of Psychological research 1.7 Types of Psychological research - Theoretical research and its types- Empirical research and its types 1.8 Concept of variable 1.9 Types of variables 1.10 Interdependent of independent and dependent variable	To inform student about Psychological research To know about Concept of variable. Students will know about many types of psychological research.

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
2.	Control of Relevant variable	<p>2.1 Types of control techniques</p> <ul style="list-style-type: none"> <li>- Matching-Randomization</li> <li>-Counter balancing</li> </ul> <p>2.2 Types of Relevant variables and its control</p> <ul style="list-style-type: none"> <li>- Subject relevant variables and its control</li> <li>- Situation relevant variables and its control</li> <li>- Sequence relevant variables and its control</li> </ul>	<p>To know about Control of Relevant variable.</p> <p>To know about Types of Relevant variables and its control</p>
3.	Classical Psychophysics	<p>3.1 Basic concept of Psychophysics</p> <p>3.2 Psychophysical methods</p> <p>3.3 Method of minimal changes</p> <ul style="list-style-type: none"> <li>- Determination of absolute and differential limen by the method of minimal changes</li> </ul> <p>3.4 Method of constant stimuli</p> <ul style="list-style-type: none"> <li>- Determination of AL and DL by method of constant stimuli</li> </ul> <p>3.5 Method of average error</p> <ul style="list-style-type: none"> <li>- Determination of PSE by method of average error</li> </ul>	<p>Students will know about Basic concept of Psychophysics.</p> <p>To know about Psychophysical methods.</p>

4.	Verbal Learning and Forgetting	4.1. Verbal learning	Students will know about Verbal learning
		<ul style="list-style-type: none"> <li>- Meaning of verbal learning</li> <li>- Functions of verbal learning</li> <li>- Basic determinants of Verbal learning</li> </ul>	
		4.2 Memory and Forgetting	To know about Memory and Forgetting
		<ul style="list-style-type: none"> <li>- Types of memory</li> <li>- Factor effecting on memory</li> <li>- Definition of forgetting</li> <li>- Measurements methods of retention</li> <li>- Retroactive inhibition and proactive inhibition</li> </ul>	

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

M- Mandatory Activity for the course, O-optional Activity, NA-not applicable

#### 6. Assessment Schemes (including rationale)

Task	Time	Description	Weight
41. Group Projects & Seminar Presentation	-	-	05
42. Assignments	-	-	05
43. Internal Exam	-	-	20
44. Final Exams	-	-	70

## 7. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	July	Unit-I	Appeared in semester- III
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

## 8. Recommended learning Resources

1. Handouts
2. Textbooks/e books
3. Reference books
4. On Line Resources
5. Question Bank

## 9. Reference Books

6. M.R. D'amato (1980) : Experimental Psychology' Methodology, Psychophysics and learning TMH Edition.
7. Barry and Mortan (1985) : Experimental Methods in Psychology McGraw.
8. Broota K.D. (1992) : 'Experimental Designs in behavior research ' New Delhi Willy Esterm.
9. Prof. C.B. Dave, Dr. Dipak Bhatt, Dr. N.S. Patel and Dr. D.J. Panchal (1998): 'Experimental Psychology Theory and statistics' Viral Prakashan, Ahmedabad.

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Psychological Testing – II (Theory)	
<b>Course Code:</b> MAPSYCC-302	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2017/18	<b>Odd Semester:</b> III

### 1. Course Objectives

#### Course Objective:-

- To acquaint them with the characteristics of standardized tests.
- To familiarize the students with psychometric theory and principles of test construction.
- To acquaint the students with the nature and uses of psychological test with the specific examples of intelligence, ability, Interest and personality tests etc.

## 45. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Psychological Test	1.1 Psychological testing <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Nature</li> <li>- Types</li> <li>- Uses</li> </ul> 1.2 Standardized procedures in test administration <ul style="list-style-type: none"> <li>- Procedures of test administration</li> <li>- Influence of examiner</li> <li>- Background and motivation of examinee</li> </ul> 1.3 The Origins of psychological testing	To know about Concept of Psychological testing.  Students will know about Standardized procedures in test administration

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
2.	Test Standardization , Reliability and Validity of Psychological Testing	<p>2.1 Norms &amp; Test Standardization</p> <ul style="list-style-type: none"> <li>- Essential Statistical concepts</li> <li>- Raw Score Transformation</li> <li>- Selecting a norm group</li> </ul> <p>2.2 Reliability</p> <ul style="list-style-type: none"> <li>- Correlation coefficient as a reliability coefficient</li> <li>- Reliability as temporal stability</li> <li>- Reliability as internal Consistency</li> <li>- Reliability and the standard error of measurement</li> </ul> <p>2.3 Validity</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Content validity</li> <li>- Criterion related validity</li> <li>- Construct validity</li> <li>- Approaches to construct validity</li> </ul>	<p>To know about Control of Relevant variable.</p> <p>To know about Types of Relevant variables and its control</p>
3.	Some Psychological Tests	<p>3.1 Stanford Benet Intelligence scales</p> <p>3.2 Wechsler Intelligence Scales</p> <p>3.3 Group testing of Indian and Gujarati adaptation of intelligence scales</p> <p>3.4 Raven's Progressive Matrices</p> <p>3.5 Thurston and Linkert attitude scale</p> <p>3.6 Aptitude Test</p> <ul style="list-style-type: none"> <li>- Multiple aptitude test batteries</li> </ul>	Students will know about Some Psychological Tests

4.	Applying test to Disabled	<p>4.1. Assessment People with Disabilities</p> <ul style="list-style-type: none"> <li>- The Visually Impaired and Blind</li> <li>- The Hearing Impaired</li> <li>- Motor Disabilities</li> <li>- Cognitive Disabilities</li> </ul> <p>4.2. Projective Tests</p> <ul style="list-style-type: none"> <li>-Rorschach Inkblot test</li> <li>-TAT (Thematic Apperception Test)</li> <li>-CAT (Children's Apperception Test)</li> <li>-Rosenzweig Picture frustration Study (P-F study)</li> </ul> <p>Assessment of Projective Test</p>	Students will know about Applying test to Disabled.
----	---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------

### 3. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

M- Mandatory Activity for the course, O-optional Activity, NA-not applicable

### 4. Assessment Schemes (including rationale)

Task	Time	Description	Weight
------	------	-------------	--------



1.Group Projects & Seminar Presentation	-	-	05
2.Assignments	-	-	05
3.Internal Exam	-	-	20
4. Final Exams	-	-	70

## 5.Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	July	Unit-I	Appeared in semester- III
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

## 6. Recommended learning Resources

0. Handouts
1. Textbooks/e books
2. Reference books
3. On Line Resources
4. Question Bank

## 7. Reference Books

1. Kaplan R.M & Saccuzzo D.P (2007), "Psychological testing : Principles Applications & Issues", Thomson- Wadsworth, Sixth edition, Indian Reprint
2. Anatasi Anne & Urbina Susana (2003), "Psychological testing", Pearson Education, seventh edition, Indian Reprint, New Delhi
3. Aiken L.R & Marhat- Groth G (2009), "Psychological Testing & Assessment", Pearson Education, Twelfth edition, Indian Reprint, New Delhi
- M.R. D'amato (1980) : Experimental Psychology' Methodology, Psychophysics and learning TMH Edition.

## **CHILDREN’S UNIVERSITY COURSE TEMPLATE**

### **1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)**

<b>Course Title :</b> Psychological Testing and Practical – I	
<b>Course Code:</b> MAPSYCC-303	<b>No. of Credits: 04</b>
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2017/18	<b>Odd Semester:</b> III

### **2. Course Objectives**

#### **Course Objective:-**

- To acquaint students with the procedure of conducting experiments on various subjects of psychology.
- To acquaint students with the administration, scoring and interpretation of various psychological tests.

### **3. Course Content**

**Part – I: Any Three experiments from the following are to be performed and Reported in Journal:**

1. Bilateral transfer – Mirror Tracing
2. Transfer in maze Learning
3. Efficiency of distributed and massed practice
4. Psychophysics
5. Learning of meaningful material

**Part – II: Any Three Tests from the following are to be performed and reported in Journal:**

1. Moudsley Personality Inventory
2. Adjustment Inventory
3. Anxiety Test
4. Self Confidence

**4. The Scheme of question paper:**

1. Total Marks are: 100.

70: External Examination

30: Internal evaluation

(Duration of examination: 3 hours)

**5. Assessment Schemes (including rationale)**

**70 marks for practical**

Journal	Performance	Report Writing	Viva	Total marks
25	15	20	10	70

**6. Course Teaching & Learning Activities**

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
30	03	15	03	03	03	03	--
M	O	M	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

**7. Assessment Schemes (including rationale)**

<b>Task</b>	<b>Time</b>	<b>Description</b>	<b>Weight</b>
1. Journal	-	-	25
2. Performance	-	-	15
3. Report writing	-	-	20
4. Viva	-	-	10
5. Internal Exam	-	-	30
Practical			
Total	-	-	100

## **8. Recommended learning Resources**

- a. Handouts
- b. Textbooks/e books
- c. Reference books
- d. On Line Resources
- e. Question Bank
- f. Psychological Experimental Tools

## **9. Reference Bookss**

Underwood, B. J. (1966) “Experimental Psychology ” 2 nd Ed. Appretor Centre  
and Cropts.

D’ Amato, M. R. (1970). Experimental Psychology: Methodology, Psycho-  
Physic & Learning, New York: McGraw Hill

Desai K.G. (1994) Manovaignanik Mapan, 3<sup>rd</sup> Edition, University Granth  
Nirman Board, Ahmedabad

Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras:  
Oxford University Press

Postman, Leo & Egan, James P. (1949) Experimental Psychology: An  
Introduction, N.Y: Harper & Row

Woodworth, R. S. & Schlosberg (1954) “Experimental Psychology” 2<sup>nd</sup> Ed.  
Henry Holt & Company

Kanawala, S. C. (2000) “ Experimental Psychology : Experiments and Testing,

University Granth Nirman Board, Gujarat State, Ahmedabad-6.

Wood worth R.S. & Schlosberg's (1984) "Experimental Psychology" (Revised edition)

Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title : Child Psychopathology</b>	
<b>Course Code:</b> MAPSYEC-304	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota : 50</b>	
<b>Course Type :</b> Elective <b>Core/Elective/Foundation</b>	
<b>N Offered in Academic Year:</b> 2017/18	<b>Odd Semester:</b> III

### 2. Course Objectives

#### **Course Objective:-**

1. To develop understanding of the various manifestations of psychopathology.
2. To impart knowledge about the normality and abnormality
3. To make students understand the nature and cause of various abnormal conditions

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction and Theoretical Perspective on Maladaptive Behaviour	1.1 What is Psychopathology/Abnormal Psychology? 1.2 The Range of Abnormal Behaviour 1.3 Perspective on abnormal behavior <ul style="list-style-type: none"> <li>- The Biological Perspective</li> <li>- The Psychological Perspective</li> <li>- The Behavioural Perspective</li> <li>- The Cognitive Perspective</li> </ul> 1.4 The Multiaxial Approach: DSM	To inform student about Introduction and Theoretical Perspective on Maladaptive Behaviour.
2.	Anxiety Disorder and Stress Disorder	2.1 The experience of anxiety 2.2 Generalized Anxiety Disorder 2.3 Obsessive-compulsive disorder 2.4 Panic Disorder 2.5 Phobias 2.6 Posttraumatic Stress Disorder 2.7 Clinical Reaction to Stress <ul style="list-style-type: none"> <li>- Adjustment Disorder</li> <li>- Acute Stress Disorder</li> <li>- Dissociative Disorder</li> </ul>	Students will know about Anxiety Disorder, Stress Disorder.
3.	Schizophrenia, Other Psychotic Disorder	3.1 Psychotic Disorder 3.2 Schizophrenia 3.3 Schizophrenic Spectrum Disorder 3.4 The Development of Schizophrenia 3.5 Studying Vulnerability in	Students will know about Schizophrenia, Other Psychotic Disorder.

		Schizophrenia 3.6 Therapeutic Approaches 3.7 Other Psychotic Disorder <ul style="list-style-type: none"> <li>- Schizoaffective disorder</li> <li>- Delusional Disorder</li> <li>- Shared Psychotic Disorder</li> </ul>	
<b>4.</b>	Disorder of Childhood, Pervasive Development Disorder and Mental Retardation	4.1 Externalizing Disorder 4.2 Internalizing Disorder 4.3 Other Childhood Disorder 4.4 Therapy for Children and Adolescents 4.5 Pervasive Developmental Disorder 4.6 Mental Retardation (In brief)	To know about Disorder of Childhood, Pervasive Development Disorder and Mental Retardation and Sexual Variants

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

#### 6. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

## 7. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	Jun -July	Unit-I	Appeared in semester- III
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

## 8. Recommended learning Resources

- a. Handouts
- b. Textbooks/e books
- c. Reference books
- d. On Line Resources
- e. Question Bank

## 9. Reference Book

1. Sarason I. G. and Sarason B.R.(2005) Abnormal Psychology : The Problem of maladaptive Behavior, 11th Edition (2005), Prentic- Hall of India Private LTD, New Delhi
2. Adams, P. B., & Sutker, H. E. (2001). *Comprehensive handbook of psychopathology* (3rd ed.). New York: Springer.
3. Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis and empirical foundations*. New York: John Wiley and Sons.
4. Hersen, M., & Beidel, D. (2012). *Adult psychopathology and diagnosis* (6th ed.). New York: Wiley.
5. Sadock, B. J., & Sadock, V. A. (2015). *Kaplan and Sadock's synopsis of psychiatry* (11th ed.). PA, USA: Lipincott, Williams and Wilkins.
6. Millon, T., Krueger, R. F., & Simonsen, E. (2011). *Contemporary directions in psychopathology*. New York: Guilford Press.



## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title : Health Psychology</b>	
<b>Course Code:</b> MAPSYEC-304	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Elective <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2017/18 <span style="float: right;"><b>Odd Semester:</b> III</span>	

### 2. Course Objectives

<b>Course Objective:-</b>
<ol style="list-style-type: none"> <li>1. To understand the integration between biological, psychological and social factors in health and disease (the bio-psycho-social health model).</li> <li>2. To explore the effects of the various psychological factors in health.</li> <li>3. To study the methods to improve health and leading a healthy life.</li> </ol>

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction To Health Psychology	1.1 Nature of health psychology 1.2 The mind body relationship 1.3 Relating health psychology to specific bodily systems: 1.3.1. The nervous system	To inform student about Nature of health psychology  To know about The mind body

		1.3.2. The endocrine system 1.3.3. The digestive system 1.3.4. The cardiovascular system 1.3.5 The Immune system	relationship  Students will know about Relating health psychology to specific bodily systems:
--	--	---------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
2.	Health behaviours	2.1 Meaning of health behaviours 2.2. Role of behavioural factors in disease and disorder 2.3. Practicing and changing health behaviours 2.4. Barriers to modifying poor health behaviours 2.5. Ethnic and gender differences in health risks and habits	Students will know about Health behaviours
3.	Factors of health behaviours	3.1. Factors predicting health behaviour and beliefs 3.2 Health enhancing and Health compromising behaviour 3.3 Doctor-patient communication and compliance	Students will know about Factors predicting health Behaviour and beliefs. To know about Attitude change and health behaviours.

		3.4 Attitude change and health behaviours 3.5. The theory of planned behaviour	
4.	Stress and coping	4.1 Nature and causes/sources of stress 4.2 Theoretical contributions to the study of stress: 4.3 Psychological appraisal and the experience of stress 4.4 The physiology of stress 4.5 Coping with stress: Types of coping strategies	To know about Theoretical contributions to the study of stress. Students will know about Psychological appraisal and the experience of stress

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

#### 6. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

## 7. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- IV
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March	Unit-IV	

## 8. Recommended learning Resources

- a. Handouts
- b. Textbooks/e books
- c. Reference books
- d. On Line Resources
- e. Question Bank

## 9. Reference Books:

- Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. New Delhi, India: Thomson, Wadsworth.
- Dimatteo, M. R., & Martin, L. R. (2002). *Health psychology*. New Delhi, India: Allyn & Bacon.
- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: principles, applications and issues* (6th ed.). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
- Myers, D. G. (2010). *Psychology* (9th ed.). New York: Worth Publishers.
- Ogden, J. (2000). *Health psychology: A textbook*. Philadelphia: Open University Press.
- Taylor, S. E. (2011). *Health psychology*. New Delhi, India: Tata McGraw-Hill.
- Weinman, J., Johnston, M., & Molloy, G. (2006). *Health psychology*. London: Sage Publications.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title : Adolescences Psychology</b>	
<b>Course Code:</b> MAPSYEC-304	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b>
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota : 50</b>	
<b>Course Type :</b> Elective <b>Core/Elective/Foundation</b>	
<b>N Offered in Academic Year:</b> 2018/19	<b>Odd Semester:</b> III

### 2. Course Objectives

#### Course Objective:-

1. Demonstrate an understanding of theories, methods and research findings of Adolescents psychology.
2. To explain how people change in terms of their cognitive, physical, social, & emotional development.
3. Critically evaluate classic and current research on multiple aspects of Human development.
4. Identify several of the factors that put people at increased risk for developing psychological problems at every stage of the lifespan.

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
------	--------	-------------------------------	---------------

	Puberty	1.1 Introduction and Characteristics of Puberty 1.2 Criteria and Cause of Puberty 1.3 Age of Puberty 1.4 Puberty Growth Spurt 1.5 Body Changes at Puberty 1.6 Effects of Puberty Changes 1.7 Effects of Deviant Maturity 1.8 Sources and Hazards of Puberty Unhappiness at Puberty	To inform student about Criteria and Cause Puberty.  To know about Important factors of Puberty.
2.	Adolescence	2.1 Introduction and Characteristics of Adolescence 2.2 Developmental Tasks of Adolescence 2.3 Physical, Emotionally and Social Changes during Adolescence 2.4 Some Adolescence Interests 2.5 Changes in Morality during Adolescence 2.6 Sex Interests and Sex Behaviour during Adolescence 2.7 Approved Sex Roles during	Student will know about Totally Information of Adolescence.

		Adolescence 2.8 Family Relationships during Adolescence	
3.	Early Adulthood: Personal and Social Adjustment	3.1 Characteristics of Early Adulthood 3.2 Developmental Tasks of Early Adulthood 3.3 Changes in Interests in Early Adulthood 3.4 Social Mobility in Early Adulthood 3.5 Sex-role Adjustment in Early Adulthood 3.6 Personal and Social Hazards of Early Adulthood	Students will know about Developmental Tasks of Early Adulthood  To Know about Social Mobility in Early Adulthood  To Know about Sex-role Adjustment in Early Adulthood
4.	Early Adulthood: Vocational and Family Adjustment	4.1 Vocational Adjustment 4.2 Marital Adjustment 4.3 Adjustment of Marital Adjustment 4.4 Adjustment of Singlehood 4.5 Hazards of Vocational and Marital Adjustment during Early Adulthood	Students will know about Vocational and Marital Adjustment.  To know about Hazards of Vocational and Marital Adjustment during Early Adulthood

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of	Interactive Tutorial (hrs)	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning	Others (hrs)
-----------------------------	----------------------------	------------------	-----------------------	------------------	----------------	--------------------	--------------

Class	In/Out					(hrs)	
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

## 6. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

## 7. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	July	Unit-I	Appeared in semester- III
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
03 to 15	October	Unit-IV	

## 8. Recommended learning Resources

- Handouts
- Textbooks/e books
- Reference books
- On Line Resources
- Question Bank

## 9. Reference Books

- Hurlock E. (1980). Developmental Psychology: A Life-Span Approach (eighteen Edition) Mc Grow Hill New Delhi
- Berk Laura E. (2003). "Child Development " (Sixth Edition) Pearson Education (Indian Edition) New Delhi
- Santrock J.W (2004). life span Development Tata Mc Grow Hill New Delhi
- Tripathi, I. & Panday, S. (2009). 'The psychology of human development' (first edition), concept publishing company new Delhi.



## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Essays: Psychological Problems of Children	
<b>Course Code:</b> MAPSYEG-305	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Generic <b>Core/Elective/Foundation/Generic</b>	
<b>N Offered in Academic Year:</b> 2017/18	<b>Ode Semester:</b> III

### 2. Course Objectives

#### **Course Objective:-**

1. To create an understanding of the range and limitations of psychological theory and practice.
2. To provide an introduction to the methods of research, theories and concepts of psychology.

### 3. Course Content

1. Mental Health : Meaning, Characteristics and Aspects of Mental Health (Merry Johda)
2. Positive Psychology : Meaning of Positive Psychology, Types of wellbeing, Happiness (Meaning and Types of Happiness)
3. Personality Theories : Freud's, Jung's, Erikson's, and Maslow's Theory of Personality
4. Intelligence Theories : Gilford Intelligence theories, Spearman's Two Factor theories, Thurstone's Group factor theories and Gardner's theory of Multiple intelligence
5. Management of stress : Meaning of Stress, Types of Stress, Causes of Stress

6. Counselling Techniques
7. Social Behavior and Environment : Concept of Pro-social behavior, Helping behavior and Altruism, Environmental Influence on Social behavior
8. Adjustment : Nature of Adjustment Process, Characteristics of Adjustment, Field of Adjustment

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

#### 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
a. Group Projects & Seminar Presentation	-	-	05
b. Assignments	-	-	05
c. Internal Exam	-	-	20
d. Final Exams	-	-	70

#### 6. Recommended learning Resources

- e. Handouts
- f. Textbooks/e books
- g. Reference books
- h. On Line Resources
- i. Question Bank

#### 7. Reference Books

1. Berk Laura E. (2009), "Child Development)" ( 8th Edition ) Pearson Education ( Indian Edition ) , New Delhi.
2. Hurlock, E.B. (1978), Child Development, Mcgrow Hill , New Delhi
3. Patel, C.P. (1993), Child Psychology, granth nirmal board, ahmedabad

4. Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint,
5. New Delhi: Prentice-Hall of India Pvt. Ltd.
6. Contemporary Theories and Systems in Psychology '' by Benjamin B. Wolman (1979) Freeman Book Company
7. "Systems and Theories in Psychology '' by Melvin H. Marx and William A. Hillix (1978) Tata McGraw Hill New Delhi
8. "A History of Psychology '' by Thomas Hardy Leahey (1997) Prentice Hall Upper Saddle River New Jersey
9. "Manovignan : Sampradaya ane Siddhanto'' Dr. B.A.Parikh (1994) University Granth Board , Gujarat State
10. Brennam James ; Reading in the history and systems of psychology
11. Sinha, Jadunath: Indian Psychology
12. Karen Huffman (2000) Psychology in Action, N.Y.; Wiley
13. Patel, S. T. "Salah Manovignan" 3rd edition University Granth Nirman Board Ahmedabad.
14. Baumgardner, S.R. and Crothers M.K. (2009) Positive Psychology , Pearson New Delhi.
15. Seligman M.E.P. and Csikszentmihalyi (2009), Positive Psychology : An introduction, American Psychologist.

## CHILDREN’S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Counseling Psychology	
<b>Course Code:</b> MAPSYCC-401	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> IV

### 2. Course Objectives

<p><b>Course Objective:-</b></p> <ol style="list-style-type: none"> <li>1. To provide theoretical foundation for counseling practice</li> <li>2. To understand Work place counseling concept, Individual employee counseling, Group counseling and School Counseling.</li> <li>3. To acquaint students with modern trends in counseling Psychology.</li> <li>4. To help the trainee counselors to choose appropriate techniques for a particular case.</li> </ol>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Professional Preparation and Training for Counselor	1.1 The Needs of Counsellor for Counselling 1.2 Problems of Counsellor’s Selection 1.3 The training of Counsellor 1.4 Important factors of Counsellor training 1.5 Ethics of counselling	To inform student about Problems of Counsellor’s Selection.  To know about Important factors of Counsellor training

		profession	Students will know about Ethics of counselling profession
2.	Counselling Interview	2.1 The Counselling Environment 2.2 The Initial Counselling Interview 2.3 Counselling Interview Methods 2.4 Theories of Counselling Interview 2.5 Objective and benefits of Counselling Interview 2.6 Notes of Counselling Interview 2.7 The end of Counselling Interview	To know about Counselling Interview Methods  Students will know about Theories of Counselling Interview and The end of Counselling Interview
3.	Using Test in Counseling	3.1 Meaning of Psychological Test 3.2 Functions of Test in Counseling 3.3 Principles of Using Tests in Counseling 3.4 Selection of Tests 3.5 Interpretation of Test Material 3.6 Using Test Results in Counseling Process	Students will know about Using Test in Counseling
4.	Career Counseling, Decision Making and Mental Health	4.1. What is Career Counselling? 4.2 Approaches to Career Development 4.3 Models of Decision Making 4.4 Career Counselling in Decision Making 4.5 Mental Health – Concept and Field	Students will know about Career Counseling.  To know about Decision Making in the field of Counseling.

		4.6 A Starting Movement of Mental Health	
--	--	---------------------------------------------	--

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

#### 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

#### 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- IV
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March	Unit-IV	

#### 7. Recommended learning Resources

- a. Handouts
- b. Textbooks/e books
- c. Reference books
- d. On Line Resources
- e. Question Bank

#### 8. Reference Books

1. Patel, S. T. “Salah Manovignan”3rd edition University Granth Nirman Board Ahmedabad.
2. George R.L. and Cristiani T.S.“Counselling : Theory and Practice” 4th edition 1995, Allyn and Bacon Co. Boston, U.S.A.
3. George G.“Councelling : They and Practice” 4th edition 1995, Allyn and Bacon Co. Boston, U.S.A.
4. Belkin Gray“An Introduction to Counselling” 3rd edition 1988. W.C.Brown Publishers.
5. Hansen J.C., Stevic R.R. and Warner R.W. “Counselling-Theory and Process” 4th edition 1986, Allyn and Bacon Co. Boston, U.S.A.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Psychological Testing and Practical – II	
<b>Course Code:</b> MAPSYCC-402	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> IV

### 2. Course Objectives

#### **Course Objective:-**

- To acquaint students with the procedure of conducting experiments on various subjects of psychology.
- To acquaint students with the administration, scoring and interpretation of various psychological tests.

### 3. Course Content

**Part – I: Any Three experiments from the following are to be performed and Reported in Journal:**

1. Habit interference
2. Retroactive inhibition
3. Size constancy
4. Whole V/s. Part Method (Meaningful or Meaningless syllabi)
5. Free Association

**Part – II: Any Two Tests from the following are to be performed and reported in Journal:**



1. Adolescent's Habit Scale
2. Mental Hygiene Inventory
3. Achievement Motivation Inventory (AMI)
4. Psychological Wellbeing
5. Tests Related to Child Psychology

**4. The Scheme of question paper:**

Total Marks are: 100.

70: External Examination

30: Internal evaluation

(Duration of examination: 3 hours)

**5. Assessment Schemes (including rationale)**

**70 marks for practical**

Journal's Marks	Performance of Practical	Report Writing	Viva	Total marks
25	15	15	15	70

**6. Course Teaching & Learning Activities**

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth ers (hrs)
30	03	15	03	03	03	03	--
M	O	M	O	O	O	O	--

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

**6. Assessment Schemes (including rationale)**

Task	Time	Description	Weight
1. Journals	-	-	25
2. Performance of practical	-	-	15
3. Report writing	-	-	20
4. Viva	-	-	10
5. Internal Exam Practical	-	-	30
6. Total	-	-	100

**7. Recommended learning Resources**

- a. Handouts
- b. Textbooks/e books
- c. Reference books
- d. On Line Resources
- e. Question Bank
- f. Psychological Experimental Tools

## **8. Reference Books**

- Underwood, B. J. (1966) “ Experimental Psychology ” 2 nd Ed. Appretor Centre and Cropts.
- D’ Amato, M. R. (1970). Experimental Psychology: Methodology, Psycho-Physic & Learning, New York: McGraw Hill
- Desai K.G. (1994) Manovaignanik Mapan, 3<sup>rd</sup> Edition, University Granth Nirman Board, Ahmedabad
- Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press
- Postman, Leo & Egan, James P. (1949) Experimental Psychology: An Introduction, N.Y: Harper & Row
- Woodworth, R. S. & Schlosberg (1954) “Experimental Psychology” 2<sup>nd</sup> Ed. Henry Holt & Company
- Kanawala, S. C. (2000) “ Experimental Psychology : Experiments and Testing, University Granth Nirman Board, Gujarat State, Ahmedabad-6.
- Wood worth R.S. & Schlosberg’s (1984) “Experimental Psychology” (Revised edition)
- Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.

## CHILDREN’S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title : Positive Psychology</b>	
<b>Course Code:</b> MAPSYCC-403	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>N Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> IV

### 2. Course Objectives

<p><b>Course Objective:-</b></p> <ol style="list-style-type: none"> <li>1. To provide information about subject matter of positive Psychology</li> <li>2. To provide conceptual aspects of positive psychology</li> <li>3. To recognize what contributes/does not contribute to happiness</li> <li>4. To recognize the role of positive emotions and traits in enhancing happiness</li> <li>5. To understand the right kind of vocation, relationship, and values in life that enhances one’s well-being</li> </ol>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction to Positive Psychology	1.1 What is positive psychology? - Positive psychology :	To inform student about What is positive psychology.

		<p>Assumptions, Goals and Definition</p> <p>1.2 Relationship</p> <ul style="list-style-type: none"> <li>- Health Psychology</li> <li>- Clinical Psychology</li> <li>- Development Psychology</li> </ul>	<p>Students will know about Positive psychology Relationship in Health Psychology Clinical Psychology and Development Psychology.</p>
2.	Positive Emotions and Wellbeing	<p>2.1 What is Happiness</p> <ul style="list-style-type: none"> <li>- Hedonic Happiness</li> <li>- Eudemonic Happiness</li> </ul> <p>2.2 Wellbeing</p> <ul style="list-style-type: none"> <li>- The Hedonic Basis of Happiness</li> <li>- Measuring subjective Wellbeing</li> <li>- Definition and Causes of Happiness and Wellbeing</li> </ul> <p>2.3 Positive Emotions and Wellbeing</p> <ul style="list-style-type: none"> <li>• What are positive emotions?</li> <li>• Focus on theory: The Broaden and Built Theory of positive emotions</li> <li>• Happiness and positive behaviour</li> </ul>	<p>Students will know about What is Happiness and Wellbeing.</p>

		<ul style="list-style-type: none"> <li>• Positive emotions and Success</li> </ul>	
3.	Happiness and the fact of life	<p>3.1 Happiness across the life span</p> <ul style="list-style-type: none"> <li>- Gender and Happiness</li> <li>- Positive moods and Behavior</li> </ul> <p>3.2 Marriage and Happiness</p> <ul style="list-style-type: none"> <li>- Benefit of marriage</li> <li>- Selection effects</li> </ul>	Students will know about Happiness across the life span and Marriage and Happiness.
4.	Personal Goals as windows to Well-being	<p>4.1 Why are Personal Goals?</p> <ul style="list-style-type: none"> <li>- Defining personal Goals</li> <li>- Goals and Related Motivational Concept</li> <li>- Measuring Personal Goals</li> <li>- Goal Organization</li> </ul> <p>4.2 The Search for Universal Human Motives</p> <ul style="list-style-type: none"> <li>- Goals Expressing Fundamental Values</li> <li>- Personal Goals Across Culture</li> </ul> <p>4.3 What Goals Contribute</p>	To know about Culture and wellbeing

		<p>Most to Wellbeing</p> <ul style="list-style-type: none"> <li>- Goals progress Achievement and impotence</li> <li>- The matching Hypothesis</li> </ul>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------	--

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

M- Mandatory Activity for the course, O-optional Activity, NA-not applicable

#### 6. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

#### 7. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- IV
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March	Unit-IV	

#### 8. Recommended learning Resources

- Handouts
- Textbooks/e books
- Reference books
- On Line Resources
- Question Bank

## **9. Reference Book**

1. Baumgardner, S.R. and Crothers M.K. (2009) Positive Psychology , Pearson New Delhi.
2. Seligman M.E.P. and Csikszentmihalyi (2009), Positive Psychology : An introduction, American Psychologist.
3. Argyle m. (2000) The psychology of Happiness (2nd Edition) Great Britain Routledge .
4. Myers, D.G. (1992) The pursuit of happiness. New York: Avon Books.
5. Diener, E and Suh, E, M. (Eds.) (2000) culture and subjective well - being. Cambridge: MIT Press.

## CHILDREN’S UNIVERSITY COURSE TEMPLATE

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title : Clinical Psychology</b>	
<b>Course Code:</b> MAPSYEC-404	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Elective	<b>Core/Elective/Foundation</b>
<b>N Offered in Academic Year:</b> 2018/19	<b>Even Semester:</b> IV

### 2. Course Objectives

<p><b>Course Objective:-</b></p> <ol style="list-style-type: none"> <li>1. To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.</li> <li>2. To orient students to major theoretical models which guide clinical psychological practice and research.</li> <li>3. To orient about clinical assessment process and its applications in various domains.</li> </ol>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Foundations of Clinical Psychology	1.1 Historical background: Early & recent history 1.2 Nature of discipline: Theory and research 1.3 Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.	To inform student about Foundations of Clinical Psychology.



<b>2.</b>	Psychodynamic approach	<p>2.1 Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations &amp; self psychology</p> <p>2.2 Understanding psychological defences, regression, and the true and false self-systems</p>	Students will know about Psychodynamic approach.
<b>3.</b>	Other major approaches	<p>3.1 Behavioural and cognitive-behavioural</p> <p>3.2 Humanistic</p> <p>3.3 Existential</p> <p>3.4 Family systems</p> <p>3.5 Biological</p> <p>3.6 Attempt at integration: Bio-psycho-social</p>	Students will know about Humanistic, Existential, Family systems and Biological approaches.
<b>4.</b>	Clinical assessment	<p>4.1 Rationale and planning</p> <p>4.2 Clinical interviewing</p> <p>4.3 Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic</p>	Students will know about Clinical assessment.

#### 4. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
45	03	NA	03	03	03	03	--

M	O	NA	O	O	O	O	--
---	---	----	---	---	---	---	----

**M- Mandatory Activity for the course, O-optional Activity, NA-not applicable**

### 5. Assessment Schemes (including rationale)

Task	Time	Description	Weight
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

### 6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in semester- IV
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March	Unit-IV	

### 8. Recommended learning Resources

1. Handouts
2. Textbooks/e books
3. Reference books
4. Online Resources
5. Question Bank

### 9. Reference Book

3. Aiken, L. R. (2000). *Psychological testing and assessment* (10th ed.). Boston: Allyn & Bacon.
4. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi, India: Pearson Education.
5. Fernandes-Ballesteros, R. (Ed.) (2003). *Encyclopedia of psychological assessment* (Vol. I & II). New Delhi, India: Sage.
6. Freeman, F. S. (1965). *Theory and practice in psychological testing* (3rd ed.). New Delhi, India: Oxford and IBH.
7. Gregory, R. J. (2000). *Psychological testing: History, principles, and applications* (3rd ed.). Boston: Allyn & Bacon.
8. Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.

9. Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.
10. Holt, R. R. (Ed.) (1984). *Diagnostic psychological testing* (Revised edition). New York: International Universities Press.
11. Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.
12. Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.
13. Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.
14. Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.
15. Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.
16. Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> School Psychology	
<b>Course Code:</b> MAPSYEC-404	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Elective <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> IV

## 2. Course Objectives:

1. To define educational psychology and state its role.
2. To list characteristics of a good teacher and identify specific skills of intentional teachers.
3. To give examples of research findings in Educational Psychology that contribute to effective teaching.
4. To recognize the cognitive views of learning by explaining information processing model of learning and long term memory.
5. To identify the role of meta-cognition in learning.
6. To apply elements of teacher planning and classroom organization that help prevent discipline problems.
7. To be familiar with creating and maintaining good environment for learning.
8. To observe the ways that teacher can communicate effectively with their students at occurring of problem.
9. To identify the role of self regulation and creativity in learning.
10. To know about social and emotional learning and significance of compassion and tolerance in school.
11. To look at need to create caring educational environment.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
------	--------	-------------------------------	---------------

1.	Teacher, Teaching and Educational Psychology	<ul style="list-style-type: none"> <li>• The Role of Educational Psychology.</li> <li>• Do Teachers Make a Difference?</li> <li>• What is Good Teaching?</li> <li>• What do Expert Teachers Know?</li> <li>• Beginning Teachers</li> <li>• Using Research to Understand and Improve Teaching ( Anita Woolfolk: p.1-15)</li> </ul>	<p><b>By learning about the content /fundamental concepts student will be able to...</b></p> <ul style="list-style-type: none"> <li>• Recognize does teaching matter?</li> <li>• Explain about good teaching.</li> <li>• Debate that what do expert teachers knows?</li> <li>• Discuss about greatest concerns of beginning teachers.</li> <li>• Indicate that why should I study educational Psychology.</li> <li>• Apply appropriate method to understand and improve teaching.</li> </ul>
2.	Cognitive Views of Learning	<ul style="list-style-type: none"> <li>• The Importance of Knowledge in Learning</li> <li>• The Information Processing Model of Memory</li> <li>• Long –Term Memory: The Goal of Teaching</li> <li>• Storing and Retrieving Information in Long-Term Memory</li> <li>• Meta-cognition, Regulation and Individual Differences ( Anita Woolfolk: p.234-260)</li> </ul>	<ul style="list-style-type: none"> <li>• Review the role of knowledge in learning</li> <li>• Sketch and describe the human information processing model of memory.</li> <li>• Compare and distinguish among declarative, procedural and conditional knowledge.</li> <li>• Estimate that why do student forget what they have learned?</li> <li>• Indentify the role of metacognitionin learning and remembering.</li> </ul>
3.	Creating Learning	<ul style="list-style-type: none"> <li>• The Need for Organization</li> <li>• Creating a Positive Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the special managerial demands of class rooms and the needs</li> </ul>

	Environment	<ul style="list-style-type: none"> <li>• Maintaining a Good Environment for Learning</li> <li>• The Need for Communication ( Anita Woolfolk: p.394-421)</li> </ul>	<p>of students of different ages.</p> <ul style="list-style-type: none"> <li>• Establish a list of rules and procedures for a class.</li> <li>• Arrange the physical environment of the class room to fit for learning goals and teaching methods.</li> <li>• Explain and apply two different approaches for dealing with a conflict between a teacher and a student.</li> </ul>
4.	Teaching for Self-Regulation, Creativity and Tolerance	<ul style="list-style-type: none"> <li>• Self-Regulation and Agency</li> <li>• Creativity and learning</li> <li>• Social and Emotional Learning</li> <li>• Compassion and Tolerance</li> <li>• Creating a Learning Community ( Anita Woolfolk: p.476-507)</li> </ul>	<ul style="list-style-type: none"> <li>• Name the factors that facilitate self-regulated learning.</li> <li>• Define the creativity produce some ideas about creativity.</li> <li>• Recognize and relate to emotional intelligence and social &amp; emotional learning.</li> <li>• Determine that why is compassion and tolerance important in school?</li> <li>• Create a learning community in his/her class room as a teacher in future.</li> <li>• Demonstrate that how can cooperative learning strategies promote academic and social development.</li> </ul>

#### 4. Course Teaching & Learning Activities

<b>Lectures (hrs) In/out of Class</b>	<b>Interactive Tutorial (hrs) In/Out</b>	<b>Laboratory (hrs)</b>	<b>Case Discussion (hrs)</b>	<b>Field Trip (hrs)</b>	<b>Projects (hrs)</b>	<b>Web Based Learning (hrs)</b>	<b>Oth ers (hrs)</b>
45	03	NA	03	03	03	03	--
M	O	NA	O	O	O	O	--

### 5. Assessment Schemes (including rationale)

<b>Task</b>	<b>Time</b>	<b>Description</b>	<b>Weight</b>
1. Group Projects & Seminar Presentation	-	-	05
2. Assignments	-	-	05
3. Internal Exam	-	-	20
4. Final Exams	-	-	70

### 6. Course Schedule

<b>Class/Week</b>	<b>Date</b>	<b>Topic</b>	<b>Requirements</b>
01 to 04	December	Unit-I	Appeared in semester- IV
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March	Unit-IV	

### 7. Recommended learning Resources

- Handouts
- Textbooks/e books
- Reference books
- On Line Resources
- Reading Bank
- Question Bank

### 8. Detail of the Course Website, tax books and journals:

- Text book**

Anita Woolfolk (2004): Educational Psychology (Ninth Edition), Pearson Education, Delhi.

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Dissertation	
<b>Course Code:</b> MAPSYEC-404	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Generic	<b>Core/Elective/Generic</b>
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> IV

## 2. Course Objectives

### Course Objective:-

1. With a view to facilitating creativity and promoting skills in planning and conducting Psychological Studies, student may offer Dissertation in Psychology as Optional Paper in place of Semester IV.

## 3. Course Content

The student may choose topic of child Psychological studies as the subject of Dissertation. The topic and title of Dissertation should be submitted to the University by students before 31st of December through the Guide and Head of the Department of Children's University, as the case may be.

The student will have to submit Four Computer Printed copies of his/her Dissertation before two week the start of the University Examination of M.A. Semester IV to the Controller of Examination, Children's University, Gandhinagar for this purpose.

## Marking Scheme

Total Marks are: 100.

Distribution of Marks is as follow:

Dissertation: 70 (External Examination)

Viva: 30 (External Examination)



The Dissertation will be examined by two examiners, one internal (Guide) and other external and the average of the Marks given by two examiners will be the final marks.

The Viva will be conducted by two examiners who have examined the Dissertation of the student concerned.

## Field work: (Only For Regular Students)

### 1. Academic Learning Compact/Academic Learning Plan (ALC/ALP)

<b>Course Title :</b> Field Work	
<b>Course Code:</b> MAPSYEG-405	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 1
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota</b> 50	
<b>Course Type:</b> Generic Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2017/18	<b>Even Semester:</b> IV

### Course Overview & Course Objectives

#### Course Objective:-

6. To impart knowledge about basic concepts of Field Work.
7. toTo give the training about preparing report of field work.
8. To be familiar with the organization working in the field of child psychology.

### Course Content

#### General Guideline for Field Work:

1. Field work area to be selected in consultation with the concerned faculty.
2. Field work should be based on Child Psychological area.
3. Field work should have analysis of data along with other standard inputs.
4. Field work report should not be less 30-50 typed pages.
5. The assessment of Field work:  
30 Marks for internal viva-voice  
70 Marks External (50 Report and 20 External Viva-voice)