

CHILDREN'S UNIVERSITY  
GANDHINAGAR



MASTER OF ARTS  
FOR  
CHILD PSYCHOLOGY  
**SYLLABUS**

M.A. SEMESTER-I PROGRAMME

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of  
Curriculum to be executed from May, 2019)

By

DEPARTMENT OF PSYCHOLOGY  
CHILDREN'S UNIVERSITY  
GANDHINAGAR-382021  
GUJARAT, INDIA.

<b>M.A. Semester – I</b>						
<b>No</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</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 Or MAPSYEC – 104	Perspectives on Child Behavior - I Or Advanced Social Psychology – I Or Psychology of Family and Married Life	04	30	70	100
5.	MAPSYEG – 105	Project - I	04	00	100	100
<b>TOTAL</b>			<b>20</b>	<b>120</b>	<b>380</b>	<b>500</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:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core	Core/Elective/Foundation/ Generic
<b>Offered in Academic Year:</b> 2018-19	<b>Odd Semester:</b> I

## 2. Course Objectives

1. To make the students familiar with the Field of Child Psychology
2. This course shall enable the students to develop a thorough understanding of the various approaches and theories of child development.
3. The paper also attempts to enhance the knowledge of students about the special features involved in the field of child psychology.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	History and applied directions in Child Psychology	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 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	*Student get inform about What is child Psychology.  *Know about Some old concept for child.  *Get inform about Historical and modern background of child study.

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	Know about Biological foundation of child Development.  Know about prenatal, Motor and Perceptual development of Child.
3.	Theories of Child Psychology	3.1 Psychoanalytic theories 3.1.1 Theories of Freud 3.1.2 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	Student 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 stages</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.  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)	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	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

#### 7. Recommended learning Resources

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

## 8. 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

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 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:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Odd Semester:</b> I

### 2. Course Objective

1. To impart knowledge about basic concepts of research methodology.
2. To train them in the research methods and designs in Psychology and to equip them to take up psychological research independently.

### 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 1.3 Nature and Objectives of Social Research 1.4 Major Steps in Research Process 1.5 Types of Research <ul style="list-style-type: none"><li>- Basic Research</li><li>- Applied Research</li><li>- Action Research</li></ul>	Know about the meaning and objective of Social research.  Be familiar with the steps of research process.  Differentiate among various types of the research.

		<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>Know about 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>2.4 Necessity of Defining the Problem</p> <p>2.5 Technique involved in Defining a Problem</p> <p>2.6 Hypothesis</p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Nature</li> <li>- Characteristics of a</li> </ul>	<p>Know about research problem features in detail.</p> <p>Know about meaning, types and sources of hypothesis.</p>

		<p>Scientific or a Good Hypothesis</p> <ul style="list-style-type: none"> <li>- Sources of Bases of Hypothesis</li> <li>- Types of Hypothesis</li> </ul> <p>2.7 Suggestions or Considerations for Hypothesis Construction</p> <p>2.8 Variable</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>3.2 Methods 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 study</li> </ul> <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>	<p>Become familiar about the meaning and Methods of exploratory study.</p> <p>Also discuss about important concepts relating to Descriptive Research.</p> <p>Know about various Types of Descriptive Research.</p>
4.	Field study and laboratory	4.1 Meaning, Nature,	Get inform about Nature,

	research	characteristics and differences of field study 4.2 Types, steps, advantage and limitation of field study 4.3 Experimental research - Types of experimental research 4.4 Experimental validity	characteristics and differences of field study.  Know about experimental study
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#### 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	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

## 7. Recommended learning Resources

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

## 8. Reference 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.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 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:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Odd Semester:</b> I

### 2. Course Objectives

<ol style="list-style-type: none"><li>1. To develop an understanding of various statistical techniques in terms of their assumptions, application and limitation.</li><li>2. To develop an understanding of elementary statistics used in Psychology.</li></ol>
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### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction to Statistics, Data Classification and Central Tendency	1.1 Meaning , Utility and Technical terms of Statistics 1.2 Classification of numerical data 1.3 Common rules for drawing graphs 1.4 Mean, Median and Mode	Students will learn the technical Terms of Statistics.  Students know about Mean, Median and Mode.

2.	Measures of Deviation	2.1 Introduction 2.2 Range, Quartile Deviation and Mean Deviation 2.3 Standard Deviation	Students will 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 Gains Correlation Techniques	Students will Learn about Meaning, Types, Utility and Limitation of Correlation.  Learn about Pearson's Correlation Techniques.
4.	't' Test	4.1 't' Test Meaning and Uses 4.2 Steps of 't' Test for Significance of Mean differences 4.3 Computation of 't' value for Independent sample 4.4 Computation of 't' value for dependent sample	Students learn 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)	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	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

#### 7. Recommended learning Resources

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

## 8. Reference 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

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 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: 01</b>
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Elective Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Odd Semester: I</b>

## 2. Course Objectives

1. To acquaint the students with the history of Psychology and to enable them to understand different systems of Psychology.
2. To enhance the knowledge of students to understand the importance of systems in the making and development of Psychology as a discipline.

## 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 Structuralism	Impart the meaning and objective of Structuralism.  Students will know about Functionalism.

		<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 Neurosis</li> </ul>	<p>Students Understand Thorndike's Connectionism and Laws of Learning.</p> <p>Students Know about Pavlov's Conditioning Theory.</p>

<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	To 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	Discuss about important concepts of the new Behaviorism.  Students 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)

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

## 7. Recommended learning Resources

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

## 8. Reference 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

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 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> 01
<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> 2018-19	<b>Odd Semester:</b> I

## 2. Course Objectives

<ol style="list-style-type: none"> <li>1. Informing students of changing nature of concerns in social psychology in terms of basic unit of analysis.</li> <li>2. To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.</li> </ol>
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## 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 - Experimental methods	To know students about social psychology; a historical perspective.          To know students about field and problems of social psychology.

		<ul style="list-style-type: none"> <li>- Field study</li> <li>- Interview Methods</li> <li>- Questionnaire methods</li> <li>- Survey methods</li> <li>- Sociometry methods</li> </ul>	To inform students about Methods of social psychology.
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.
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#### 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	July	Unit-I	Appeared in semester- I
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

## 7. Recommended learning Resources

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

## 8. 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 Kassin, 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.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Psychology of Family and Married life	
<b>Course Code:</b> MAPSYEC-104	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<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> 2018-19	<b>Odd Semester:</b> I

### 5. Course Objectives

<ol style="list-style-type: none"> <li>1. To learn about basic concept about family and marriage.</li> <li>2. To introduce students to the application of the current understanding of family and married life.</li> <li>3. To give students a preparatory understanding of the major theoretical contributions of each biological, psychological and social discipline.</li> </ol>
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### 6. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Family Adjustment and Marriage	<ul style="list-style-type: none"> <li>• Meaning and Nature of the Family</li> <li>• The Function of Family</li> <li>• The Dynamics of Family Interaction</li> <li>• Adjusting to Family Crises</li> <li>• Definition of Marriage</li> <li>• Fitness of the marriage</li> <li>• Maturity for marriage</li> </ul>	<p>To inform students about What is family.</p> <p>To know about Some concept for marriage.</p> <p>To inform student about nature and dynamics of background of family and marriage.</p>

2.	Pre-Marital Adjustment	<ul style="list-style-type: none"> <li>• Changing Pre-marital patterns <ul style="list-style-type: none"> <li>- Sex role and relationship before marriage</li> </ul> </li> <li>• Exception of marriage <ul style="list-style-type: none"> <li>- Changing marital relationship and exception</li> <li>- Reasons for marriage</li> <li>- Why some people never marry</li> <li>- New standards for assessing marital success</li> </ul> </li> <li>• Selecting a Mate <ul style="list-style-type: none"> <li>- The quest for romantic love</li> <li>- What do young people look for?</li> <li>- Key aspect in mate selection</li> <li>- Predicting marital success</li> </ul> </li> </ul>	<p>To know about patterns of Pre-marital concept.</p> <p>To know about marital relationship development and mate selection.</p>
3.	Marital Adjustment	<ul style="list-style-type: none"> <li>• Marital styles and Interaction</li> <li>• Factors on good marital adjustment <ul style="list-style-type: none"> <li>- pre-marital background factors</li> <li>- Personality factors</li> <li>- Sexual adjustment</li> <li>- Roles and mutual accommodation</li> <li>- Environmental</li> </ul> </li> </ul>	<p>Students will know about Basic Theories of marital adjustment.</p> <p>Students will learn about personality factors and environmental</p>

		resources, limitations and demands - Suggestions for marital success by Dr. Stone and stone	resources and limitations for marital adjustment.
4.	Health in marriage and Family Planning	<ul style="list-style-type: none"> <li>• Age for marriage</li> <li>• Planning for the first pregnancy</li> <li>• Vagunal discharges</li> <li>• Contraception and sexual adjustment</li> <li>• Classification on contraceptive methods               <ul style="list-style-type: none"> <li>- Natural methods</li> <li>- Barrier methods</li> <li>- Hormonal methods</li> <li>- Permanent methods</li> </ul> </li> </ul>	<p>Students will know about planning for the first pregnancy.</p> <p>To know about Contraceptive methods for family planning</p>

#### 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>
5. Group Projects & Seminar Presentation	-	-	05
6. Assignments			05
7. Internal Exam	-	-	20
8. 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	
13 to 15	October	Unit-IV	

## **7. Recommended learning Resources**

6. Handouts
7. Textbooks/e books
8. Reference books
9. On Line Resources
10. Question Bank

## **8. Reference Books**

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<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> 01
<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> 2018-19	<b>Odd Semester:</b> I

## 2. Course Objectives

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

## 3. 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 30-60 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)
6. Assessment pattern:

The Project 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 Project of the student concerned.

CHILDREN'S UNIVERSITY

GANDHINAGAR



MASTER OF ARTS

FOR

CHILD PSYCHOLOGY

**SYLLABUS**

M.A. SEMESTER-II PROGRAMME

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of Curriculum to be executed from May, 2019)

By

DEPARTMENT OF PSYCHOLOGY

CHILDREN'S UNIVERSITY

GANDHINAGAR-382021

GUJARAT, INDIA.

CHILDREN'S UNIVERSITY

FACULTY OF ARTS

<b>M.A. Semester – II</b>						
<b>No</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</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 Or MAPSYEC – 204	Perspectives on Child Behavior - II Or Advanced Social Psychology – II Or Women's Psychology	04	30	70	100
10.	MAPSYEG – 205	Project - II	04	00	100	100
<b>TOTAL</b>			<b>20</b>	<b>120</b>	<b>380</b>	<b>500</b>

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Child Psychology - II	
<b>Course Code:</b> MAPSYCC-201	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> II

## 2. Course Objectives

1. The main objective of this course is to provide an orientation to the students to the various aspects of child psychology.
2. To acquaint the students with the psychological processes in understanding the child development.
3. To develop sensitivity in students to understand the importance and relevance of various problems in Child Development and to introduce the ways child psychology can be applied in real-world settings.

## 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	Students will develop understanding about Speech and Language Development.

		1.7 Phonological development 1.8 Semantic development 1.9 Grammatical 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.
3.	Intellectual Development	1.1 What is intelligence? 1.2 Intelligence and mental development 1.3 Measurement of intelligence, intelligence test and Kinds of intelligence 1.4 Mental age and IQ 1.5 Classification of I Q 1.6 Growth of intelligence 1.7 Gifted children 1.8 Feeble minded children 1.9 Obstacles in intellectual development 1.10 The intellect can be improved?	Students will develop understanding about Intelligence development.  To know about Gifted and Feeble minded children.

4.	Social and Moral Development	1.1 Nature of Social Development 1.2 Stages of social development 1.3 Aspects of the socializing process 1.4 Factors of Social Development 1.5 Obstacles in social development 1.6 School and social development 1.7 Measurement of social maturity 1.8 Meaning of morality and moral value 1.9 Steps of Moral Development 1.10 Stages of moral development 1.11 Theories of moral development 1.12 Determinants of moral development 1.13 Spiritual development	Learners will know the Meaning of Social 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
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- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
13 to 15	March-April	Unit-IV	

## 7. Recommended learning Resources

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

## 8. 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 Delhi

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

### 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> 01
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19 <span style="float: right;"><b>Even Semester: II</b></span>	

### 2. Course Objective

1. To acquaint the students with research process in Child Psychology.
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 train them in the research methods and designs in Child Psychology and to equip them to take up psychological research independently.

### 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 1.4 Types of Research Design (1) Non- experimental	Know about the meaning and propose of Research Design.  Know about Criteria and Significance of Research Design.

		<p>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>	Students will know about various Research Designs.
2.	Sampling	<p>2.1 Meaning, propose, 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> <li>- Self-selected Sampling</li> </ul>	<p>Students know about the meaning and propose of Sampling.</p> <p>Know about Advantages and limitations of Sampling.</p> <p>Students know about various Sampling Designs.</p>

		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 - Types of observation 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. Know about Observation method and rating scale.
4.	Research Report Writing And Computer in research	4.1 Research Report Writing - Meaning - Purpose of research report - Advantages of research reports 4.2 section of research report 4.3 Precaution for writing research report 4.4 Computer in research - Use of computer in research - Components that determine the use of computers in research	Learners study about research Report Writing. Know regarding Precaution for writing research report. 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>Others (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>
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- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
13 to 15	March-April	Unit-IV	

## **7. Recommended learning Resources**

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

## **8. Reference 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

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19 <b>Even Semester:</b> II	

## 2. Course Objectives

1. To acquaint with different Statistical Tests and Techniques.
2. To develop an understanding of various statistical techniques in terms of their assumptions, application and limitation.
3. To train them to decide and use the appropriate statistical tests in different types of psychological research.

## 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 will Learn about Chi-Square.  Students Know about normal distribution.

<b>Unit</b>	<b>Topics</b>	<b>Content/ Fundamental Concepts</b>	<b>Unit wise SLO</b>
2.	Analysis of Variance (ANOVA)	2.1 Introduction 2.2 One Way Analysis of Variance 2.3 Two Way Analysis of Variance	Students will know about how to use in statistics of Analysis of Variance (ANOVA).
3.	‘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	Calculate ‘Tau’ test and W’ test.
4.	Others non parametric techniques	4.1 Sign Test 4.2 Wilcoxon Test 4.3 Mann Whitney U – Test	Students will know about 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)	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	-	-	
3. Internal Exam	-	-	05
4. Final Exams	-	-	20
			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	
13 to 15	March- April	Unit-IV	

#### 7. Recommended learning Resources

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

## **8. Reference 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

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 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> 01
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Elective Core/Elective/Foundation/Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> II

## 2. Course Objectives

1. This course introduces students to the prominent theories of psychology within the field of Child psychology.
2. Students will review various theoretical models, the historical context in which they were developed, and how empirical research has been on formed by these theories.
3. Application of psychological theories in professional field of child psychology will be discussed.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Gestalism 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	Students will learn The Founding of Gestalt Psychology.  Students will know about theoretical bases of Gestalt.

		<ul style="list-style-type: none"> <li>- Opposition to Quantification</li> <li>- The Physical Gestalt</li> <li>- Physiological</li> <li>- Neurological basis</li> <li>- Isomorphism</li> <li>- Concept of Psychological field Functionalism</li> </ul> <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>Students Know about law of Perceptual Organization, Learning through insight and Creative Thinking.</p>
2.	Psychoanalysis	<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 will Learn about Associationism.</p> <p>Students 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	.  Students Know about Analytical and individual Psychology
<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 will 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)	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- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
13 to 15	March-April	Unit-IV	

## 7. Recommended learning Resources

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

## 8. Reference 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

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 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> 01
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Elective	
Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> II

## 2. Course Objectives

<ol style="list-style-type: none"><li>1. To acquaint the students with the importance of social psychological processes and factors in understanding the behavior.</li><li>2. To enable the students to Understand major approaches for understanding the social behaviors.</li><li>3. To train the students to understand social psychological problems and suggest remedies to them</li></ol>
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## 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 1.2Types of Social power 1.3Determinants of social power 1.4Modes of resolving imbalanced power relation	students know about determinants social power.  Know about Modes of resolving imbalanced power relation. Know about meaning,

		<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> <ul style="list-style-type: none"> <li>- Impact of modeling upon aggression, altruism and self-regulation</li> </ul>	<p>nature and Types of social influence.</p> <p>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>Students will know about Some social role and social system.</p> <p>To know about Causes of role strain.</p> <p>To know about Resolution of group conflict in Indian context.</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>Students will know about Some social role and social system.</p> <p>Know about Causes of role strain.</p>

		<p>3.4 Meaning of role conflict and role strain</p> <p>3.5 Causes of role strain</p> <p>3.6 Resolution of role conflict</p> <p>3.7 Theories of role conflict resolution</p> <p>3.8 Types of group conflict</p> <p>3.9 Methods of group conflict resolution</p> <p>3.10 Resolution of group conflict in Indian context</p>	<p>Know about Resolution of group conflict in Indian context.</p>
<b>4.</b>	Present social problems	<p>4.1 Meaning of social problem</p> <p>4.2 Stages involved in development of social problem</p> <p>4.3 Meaning and problem of poverty</p> <p>4.4 Measures for alleviating poverty</p> <p>4.5 Problem of Deprivation</p> <p>4.6 Population explosion – Causes Of population growth</p> <p>4.7 Measures for controlling population growth</p> <p>4.8 Role of Psychological factors in population explosion</p>	<p>Students will know about Stages involved in development of social problem.</p> <p>To know about Population explosion – Causes Of population growth.</p> <p>To know about Solution of Social Problems.</p>

		4.9 Psychology of health behavior 4.10 Solution of Social Problems	
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#### 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- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
13 to 15	March- April	Unit-IV	

#### 7. Recommended learning Resources

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

## **8. 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 Kassin, 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.

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Women's Psychology	
<b>Course Code:</b> MAPSYEC-204	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Elective Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> II

## 2. Course Objectives

<ol style="list-style-type: none"> <li>1. To make the students familiar with the Psychology of Women</li> <li>2. To develop the knowledge and understanding of Women's Social and Personality Development and Women's Bodies and Their Minds</li> <li>3. This course shall enable the students to develop a thorough understanding of the various approaches and theories of Female Personality. The paper also attempts to enhance the knowledge of students about the special features involved in the field of Psychotherapy and Women</li> </ol>
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## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Foundation	1.1 Historical Development of the Psychology of Women 1.2 Women of Color: Perspectives on "Multiple Identities" in Psychological Theory, Research, and Practice 1.3 International Aspects of the	Understand about Historical Development.  Know about Women of Color.  Get informed about International Aspects of the Development.

		Development of the Psychology of Women and Gender	
2.	Women's Social and Personality Development	2.1 Gender Stereotypes 2.2 Girls to Women: Developmental Theory, Research, and Issues 2.3 Women in the Middle and Later Years 2.4 Theories of Female Personality	Students will know about Gender Stereotypes  Learn about Theories of Female Personality
3.	Women's Bodies and Their Minds	3.1 Women's Health: Biological and Social Systems 3.2 The Menstrual Cycle in a Biopsychosocial Context 3.3 Women and Mental Health 3.4 Diverse Women's Sexualities	Students will know about Biological and Social Systems  Know about Women and Mental Health
4.	Psychotherapy and Women	4.1 patient and Patriarch: Women in the Psychotherapeutic Relationship 4.2 Masochistic Syndrome, Hysterical Personality, and The Illusion of healthy Woman 4.3 Depression in Middle-Aged Women	Students will know about Women in the Psychotherapeutic Relationship  Know about Depression in Middle-Aged Women

#### 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
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	December	Unit-I	Appeared in semester- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
13 to 15	March- April	Unit-IV	

#### 7. Recommended learning Resources

6. Handouts
7. Textbooks/e books
8. Reference books
9. Online Resources
10. Question Bank

#### 8. Reference Books

1. Sue Cox. Female Psychology: The Emergence Self, ST. Martin's Press. New York.
2. Florence L. Denmark, Michele A. Paludi (2008). Psychology of Women: A Handbook of Issues and Theories. Preger Westport, Connecticut London.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Generic Core/Elective/Foundation/Generic	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester II</b>

### 2. Course Objectives

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

### 3. 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 30-60 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)
6. Assessment pattern:

The Project 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 Project of the student concerned.

CHILDREN'S UNIVERSITY

GANDHINAGAR



MASTER OF ARTS

FOR

CHILD PSYCHOLOGY

**SYLLABUS**

M.A. SEMESTER-III PROGRAMME

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of Curriculum to be executed from May, 2019)

By

DEPARTMENT OF PSYCHOLOGY

CHILDREN'S UNIVERSITY

GANDHINAGAR-382021

GUJARAT, INDIA.

<b>M.A. Semester – III</b>						
<b>No.</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</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 Positive Psychology Or Adolescences Psychology	04	30	70	100
15.	MAPSYEG – 305	Selective Cognitive Processes	04	30	70	100
<b>TOTAL</b>			<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 1. 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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 208-19	<b>Odd Semester:</b> III

## 2. Course Objectives

<ol style="list-style-type: none"> <li>1. The course aims of familiarizing students with experimental research, experimental methods and various experimental designs.</li> <li>2. To gain theoretical understanding of lab studies in Experimental psychology.</li> <li>3. To enable the students to understand the processes and steps involved in conducting the psychological experiments and to train them to design and undertake experiments independently.</li> </ol>
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## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Psychological Research and concept of variables	1.1 Definition of Psychological Research 1.2 Types of Psychological research - Theoretical research and its types- Empirical research and its types 1.3 Concept of variable 1.4 Types of variables 1.5 Interdependent of	Know about meaning and type about Psychological research.  Know about Concept of variable. Students will know about types of psychological research.

		independent and dependent variable	
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>Know about Control of Relevant variable.</p> <p>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>Know about Psychophysical methods.</p>
4.	Verbal Learning	4.1. Verbal learning	Students will know

	and Forgetting	<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>	about Verbal learning.
		4.2 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>	To know about Memory and Forgetting.

#### 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	July	Unit-I	Appeared in semester- III
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

## 7. Recommended learning Resources

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

## 8. Reference Books

1. M.R. D'amato (1980): Experimental Psychology' Methodology, Psychophysics and learning TMH Edition.
2. Barry and Mortan (1985) : Experimental Methods in Psychology McGraw.
3. Broota K.D. (1992) : 'Experimental Designs in behavior research ' New Delhi Willy Estern.
4. 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 (Theories)	
<b>Course Code:</b> MAPSYCC-302	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2018-19	<b>Odd Semester:</b> III

## 2. Course Objectives

1. To acquaint them with the characteristics of standardized tests.
2. To familiarize the students with psychometric theory and principles of test construction.
3. To acquaint the students with the nature and uses of psychological test with the specific examples of Intelligence, Ability, Interest and Personality Tests etc.

## 3. 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</li></ul>	Students Know about Concept of Psychological testing.  Students will know about Standardized procedures in test administration.

		<p style="text-align: center;">motivation of examinee</p> <p>1.3 The Origins of psychological testing</p>	
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>Students Know about Control of Relevant variable.</p> <p>Students Know about types of relevant variables and its control.</p>
3.	Some Psychological Tests	3.1 Stanford Benet Intelligence scales	Students will know about some psychological tests.

		<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 Likert attitude scale</p> <p>3.6 Aptitude Test</p> <ul style="list-style-type: none"> <li>- Multiple aptitude test batteries</li> </ul>	
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> <li>- Assessment of Projective</li> </ul>	Students will know about Applying test to Disabled.

		Test	
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#### 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	July	Unit-I	Appeared in semester- III
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

#### 7. Recommended learning Resources

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

## **8. 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:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr. Study/Pri. Study	
<b>Student Quota:</b> 35	
<b>Course Type:</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2018-19	<b>Odd Semester:</b> III

## 2. Course Objectives

1. To acquaint students with the procedure of conducting experiments on various subjects of psychology.
2. 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. Problem Solving (Pyramid Puzzle)

**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

5. Test related to Child Psychology

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

1. Total Marks are: 100.

70: External Examination

30: Internal evaluation (10 – Journal & 20 Practical Exam)

(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

The Practical will be examined by two examiners, one internal (concern Faculty) 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 Practical of the student concerned.

**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)	Others (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)**

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

## **8. Recommended learning Resources**

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

## **9. Reference Books**

1. Underwood, B. J. (1966) "Experimental Psychology" 2<sup>nd</sup> Ed. Appleton-Century-Crofts.
2. D'Amato, M. R. (1970). Experimental Psychology: Methodology, Psychophysics & Learning, New York: McGraw Hill
3. Desai K.G. (1994) Manovagnanik Mapan, 3<sup>rd</sup> Edition, University Granth Nirman Board, Ahmedabad
4. Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press
5. Postman, Leo & Egan, James P. (1949) Experimental Psychology: An Introduction, N.Y: Harper & Row
6. Woodworth, R. S. & Schlosberg (1954) "Experimental Psychology" 2<sup>nd</sup> Ed. Henry Holt & Company
7. Kanawala, S. C. (2000) "Experimental Psychology : Experiments and Testing, University Granth Nirman Board, Gujarat State, Ahmedabad-6.
8. Woodworth R.S. & Schlosberg's (1984) "Experimental Psychology" (Revised edition)
9. 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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Elective <b>Core/Elective/Foundation</b>	
<b>N Offered in Academic Year:</b> 2018-19 <span style="float: right;"><b>Odd Semester:</b> III</span>	

## 2. Course Objectives

<ol style="list-style-type: none"> <li>1. To develop understanding of the various manifestations of psychopathology.</li> <li>2. To impart knowledge about the normality and abnormality.</li> <li>3. To make students understand the nature and cause of various abnormal conditions.</li> </ol>
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## 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 Perspectives 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>	Know about introduction and theoretical perspective on maladaptive behaviour.

		1.4The Multiaxial Approach: DSM	
<b>2.</b>	Anxiety Disorder and Stress Disorder	2.1The experience of anxiety 2.2Generalized Anxiety Disorder 2.3Obsessive-compulsive disorder 2.4Panic Disorder 2.5Phobias 2.6Posttraumatic Stress Disorder 2.7Clinical 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.
<b>3.</b>	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 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>	Students will know about Schizophrenia, Other Psychotic Disorder.

<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)	Know about Disorder of Childhood, Pervasive Development Disorder and Mental Retardation and Sexual Variants.
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#### 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	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	

## **7. Recommended learning Resources**

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

## **8. 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 : Positive Psychology</b>	
<b>Course Code:</b> MAPSYEC-304	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota : 35</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

<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>
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## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction to Positive Psychology	1.1 What is positive psychology? - Positive psychology : Assumptions, Goals and Definition 1.2 Relationship - Health Psychology - Clinical Psychology	Students will know about Positive psychology. Understand the relationship in Health Psychology Clinical Psychology

		- Development Psychology	and Development Psychology.
<b>2.</b>	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 behavior</li> <li>- Positive emotions and Success</li> </ul>	Students will know about What is Happiness and Wellbeing.
<b>3.</b>	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>	Students will know about Happiness across the life span and Marriage and

		3.2 Marriage and Happiness <ul style="list-style-type: none"> <li>- Benefit of marriage</li> <li>- Selection effects</li> </ul>	Happiness.
4.	Personal Goals as windows to Well-being	1.1 Why are Personal Goals? <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> 4.2 The Search for Universal Human Motives <ul style="list-style-type: none"> <li>- Goals Expressing Fundamental Values</li> <li>- Personal Goals Across Culture</li> </ul> 4.3 What Goals Contribute Most to Wellbeing <ul style="list-style-type: none"> <li>- Goals progress Achievement and impotence</li> <li>- The matching Hypothesis</li> </ul>	To know about Culture and wellbeing.

#### 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	
13 to 15	March	Unit-IV	

#### 7. Recommended learning Resources

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

#### 8. 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 : Adolescences Psychology</b>	
<b>Course Code:</b> MAPSYEC-304	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<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

<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of theories, methods and research findings of Adolescents psychology.</li> <li>2. To explain how people change in terms of their cognitive, physical, social, &amp; emotional development.</li> <li>3. Critically evaluate classic and current research on multiple aspects of Human development.</li> <li>4. Identify several of the factors that put people at increased risk for developing psychological problems at every stage of the lifespan.</li> </ol>
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### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	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	Student know about Criteria and Cause Puberty.  Know about Important factors of Puberty.

		1.7 Effects of Deviant Maturity 1.8 Sources and Hazards of Puberty Unhappiness at 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 Adolescence 2.8 Family Relationships during Adolescence	Student will know about various Information about 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.  Know about Social Mobility in Early Adulthood. 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 Assessment 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.  Know about Hazards of Vocational and Marital Adjustment during Early Adulthood.

#### 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	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	

## 7. Recommended learning Resources

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

## 8. Reference Books

1. Hurlock E. (1980). Developmental Psychology: A Life-Span Approach (eighteen Edition) Mc Grow Hill New Delhi
2. Berk Laura E. (2003). "Child Development " (Sixth Edition) Pearson Education (Indian Edition) New Delhi
3. Santrock J.W (2004). life span Development Tata Mc Grow Hill New Delhi
4. 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> Selective Cognitive Processes	
<b>Course Code:</b> MAPSYEG-305	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> EG <b>Core/Elective/Foundation/EG</b>	
<b>Offered in Academic Year:</b> 2018-19 <b>Odd Semester:</b> III	

### 2. Course Objectives

<ol style="list-style-type: none"> <li>1. To learn about basic cognitive processes through scientific methods.</li> <li>2. To understand various mental processes: Perception, Memory processes, Learning process and Problem Solving.</li> <li>3. To give students a preparatory understanding of the major theoretical contributions of each cognitive science discipline.</li> <li>4. To introduce students to the application of the current understanding in cognitive psychology to real life settings.</li> </ol>
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### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Perceptual Processes	1.1 Approaches to the Study of Perception : Gestalt and physiological approaches 1.2 Perceptual Constancy : Size, Shape and Brightness, Illusion; Perception of	Understand Perceptual Processes.  Know about Perceptual Organization.

		<p>Depth and Movements</p> <p>1.3 Role of motivation and learning in perception</p> <p>1.4 Theories of Perception: Signal Detection Theory, Information processing approach to Perception</p>	Students will know about Perceptual Constancy.
<b>2.</b>	Learning Process	<p>2.1 Classical conditioning : Procedure, Phenomena and related issues</p> <p>2.2 Instrumental learning : Phenomena, Paradigms and theoretical</p> <p>2.3 Issues Reinforcement : Basic variables and schedules</p> <p>2.4 Verbal learning : Methods and materials, organizational processes</p>	<p>To know about Classical conditioning and Instrumental learning.</p> <p>To know about Reinforcement and Verbal Learning.</p>
<b>3.</b>	Memory and Forgetting	<p>3.1 Memory Processes : Encoding, Storage, Retrieval</p> <p>3.2 Stages of memory : Sensory memory, Short-term Memory (STM) and Long-term Memory (LTM)</p> <p>3.3 Episodic and Semantic</p>	<p>Students will know about Memory Processes.</p> <p>Know about Stages of memory.</p>

		memory 3.4 Theories of Forgetting : Interference, decay, retrieval	
<b>4.</b>	Thinking and Problem Solving	4.1. Theories of thought processes : Associationism, Gestalt, Information processing 4.2 Concept formation : Rules and strategies 4.3 Reasoning : Deductive and Inductive 4.4 Problem-solving : Types and Strategies 4.5 Role of concepts in thinking	Students will know about Theories of thought processes.  Know about Reasoning and Problem-solving.

#### 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 Learni ng (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	July	Unit-I	Appeared in semester- III
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

## 7. Recommended learning Resources

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

## 8. Reference Books

1. Dhila, B. D. (2011): UGC NET GSET Psychology Gujarati Edition, University Granth nirman Board , Gujarat
2. Parikh, B. A. (1994) “Advance General Psychology” University Granth nirman Board , Gujarat
3. Parikh, B. A. (1994) “Manovignan : Sampradayo ane Siddhanto” University Granth nirman Board, Gujarat

- 2 Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986).  
Introduction to Psychology (7th edition). New Delhi: Tata McGraw-Hill.

CHILDREN'S UNIVERSITY

GANDHINAGAR



MASTER OF ARTS

FOR

CHILD PSYCHOLOGY

**SYLLABUS**

M.A. SEMESTER- IV PROGRAMME

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of Curriculum to be executed from May, 2019)

By

DEPARTMENT OF PSYCHOLOGY

CHILDREN'S UNIVERSITY

GANDHINAGAR-382021

GUJARAT, INDIA.

CHILDREN'S UNIVERSITY

FACULTY OF ARTS

<b>M.A. Semester IV</b>						
<b>No.</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</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	Health Psychology	04	30	70	100
19.	MAPSYEC – 404 or MAPSYEC – 404 or MAPSYEC – 404	Clinical Psychology Or School Psychology Or	04	30	70	100
		Dissertation		00	100*	100
20.	MAPSYEG – 405	Basis of Human Abilities and Personality	04	30	70	100
<b>TOTAL</b>			<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>* If Dissertation taken</b>			<b>20</b>	<b>120**</b>	<b>380**</b>	<b>500</b>
<b>GRAND TOTAL</b>			<b>80</b>	<b>540</b>	<b>1460</b>	<b>2000</b>
<b>** If Dissertation taken</b>			<b>80</b>	<b>510</b>	<b>1490</b>	<b>2000</b>

# 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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> IV

### 1. Course Objectives

<ol style="list-style-type: none"> <li>1. To provide theoretical foundation for counseling practice.</li> <li>2. To understand workplace 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>
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### 2. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Professional Preparation and Training for Counselor	1.1 The Needs of Counselor for Counseling 1.2 Problems of Counselor's Selection 1.3 The training of Counselor 1.4 Important factors of Counselor training 1.5 Ethics of counseling	Student now about Problems of Counselor's Selection. Know about Important factors of Counselor training. Students will know about Ethics of

		profession	counseling profession.
2.	Counseling Interview	2.1 The Counseling Environment 2.2 The Initial Counseling Interview 2.3 Counseling Interview Methods 2.4 Theories of Counseling Interview 2.5 Objective and Benefits of Counseling Interview 2.6 Notes of Counseling Interview 2.7 The end of Counseling Interview	Know about Counseling Interview Methods.  Students will know about Theories of Counseling Interview and end of Counseling 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	4.1. What is Career Counseling? 4.2 Approaches to Career	Students will know about Career Counseling.

	Making and Mental Health	Development 4.3 Models of Decision Making 4.4 Career Counseling in Decision Making 4.5 Mental Health – Concept and Field 4.6 A Starting Movement of Mental Health	Know about Decision Making in the Field of Counseling.
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#### 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
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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**

1. Handouts
2. Textbooks/e books
3. Reference books
4. Online Resources
5. 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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota : 35</b>	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> IV

## 1. Course Objectives

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

## 3. Course Content

**Part – I: Any Two 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)

**Part – II: Any Three 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 Scale
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

The Practical will be examined by two examiners, one internal (concern Faculty) 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 Practical of the student concerned.

**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)	Others (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)**

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

**8. Recommended learning Resources**

1. Handouts
2. Textbooks/e books
3. Reference books

4. Online Resources
5. Question Bank
6. Psychological Experimental Tools

## **9. Reference Books**

1. Underwood, B. J. (1966) "Experimental Psychology" 2<sup>nd</sup> Ed. Appretor Centre and Cropts.
2. D' Amato, M. R. (1970). Experimental Psychology: Methodology, Psycho-Physic & Learning, New York: McGraw Hill
3. Desai K.G. (1994) Manovaignanik Mapan, 3<sup>rd</sup> Edition, University Granth Nirman Board, Ahmedabad
4. Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press
5. Postman, Leo & Egan, James P. (1949) Experimental Psychology: An Introduction, N.Y: Harper & Row
6. Woodworth, R. S. & Schlosberg (1954) "Experimental Psychology" 2<sup>nd</sup> Ed. Henry Holt & Company
7. Kanawala, S. C. (2000) " Experimental Psychology : Experiments and Testing, University Granth Nirman Board, Gujarat State, Ahmedabad-6.
8. Wood worth R.S. & Schlosberg's (1984) "Experimental Psychology" (Revised edition)
9. 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 : Health Psychology</b>	
<b>Course Code:</b> MAPSYCC-403	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota : 35</b>	
<b>Course Type : Core</b> <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> IV

### 2. Course Objectives

<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>
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### 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 1.3.2. The Endocrine System 1.3.3. The Digestive System 1.3.4. The Cardiovascular System 1.3.5 The Immune system	Understand the nature of health psychology.  Know about The Mind Body relationship.  Students will know about Relating Health Psychology

			to specific bodily systems.
2.	Health behaviours	<p>2.1 Meaning of health behaviours</p> <p>2.2. Role of behavioural factors in disease and disorder</p> <p>2.3. Practicing and changing health behaviours</p> <p>2.4. Barriers to modifying poor health behaviours</p> <p>2.5. Ethnic and gender differences in health risks and habits</p>	Students will know about Health behaviours.
3.	Factors of health Behaviours	<p>3.1. Factors predicting health behaviour and beliefs</p> <p>3.2 Health enhancing and Health compromising behaviour</p> <p>3.3 Doctor-patient communication and compliance</p> <p>3.4 Attitude change and health behaviours</p> <p>3.5. The theory of planned behaviour</p>	<p>Students will know about Factors predicting health Behaviour and beliefs.</p> <p>To know about Attitude change and health behaviours.</p>
4.	AIDS and Cancer	<p>4.1 AIDS: Risk Factors-Effects- and treatment of AIDS</p> <p>– Age, Gender and Socio cultural Factors in AIDS</p>	Know about Risk Factors Effects and treatment of AIDS and Cancer.

		<p>From HIV Infections to AIDS</p> <ul style="list-style-type: none"> <li>– Medical Treatment for People with HIV/AIDS</li> <li>– The Psychosocial Impact of AIDS</li> <li>– Psychosocial Interventions for AIDS.</li> </ul> <p>4.2 CANCER: The Prevalence and Types of Cancer</p> <p>The sites, Effects and Causes of Cancer:</p> <ul style="list-style-type: none"> <li>– Prognosis and Causes of Cancer.-Age, Gender and Socio cultural Factors in Cancer.-Diagnosing and Treating Cancer</li> <li>– The Psycho-social Impact of Cancer.</li> <li>– Psycho social Interventions for Cancer.</li> </ul>	<p>Students will know about Psycho social Interventions for AIDS and Cancer.</p>
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#### 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

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

## 9. Reference Books:

1. Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. New Delhi, India: Thomson, Wadsworth.
2. Dimatteo, M. R., & Martin, L. R. (2002). *Health psychology*. New Delhi, India: Allyn & Bacon.
3. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: principles, applications and issues* (6th ed.). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
4. Myers, D. G. (2010). *Psychology* (9th ed.). New York: Worth Publishers.  
Ogden, J. (2000). *Health psychology: A textbook*. Philadelphia: Open University Press.
5. 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 :</b> Clinical Psychology	
<b>Course Code:</b> MAPSYEC-404 A	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core <b>Core/Elective/Foundation</b>	
<b>Offered in Academic Year:</b> 2020-21 <b>EvenSemester:</b> IV	

## 3. Course Objectives

5. To provide theoretical foundation for Clinical Practice.
6. To understand Models of Clinical Psychology, Professional Issues in Clinical Psychology, workplace of Clinical concept, Clinical Assessment.
7. To acquaint students with modern trends in Clinical Psychology.
8. To help the trainee of Clinical Psychologist to choose appropriate techniques for a particular case.

## 4. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction	1.1 Brief History of Clinical Psychology 1.2 Development of Clinical Psychology in India 1.3 Meaning & Nature of Clinical Psychology 1.4 Characteristics of Clinical Psychology 1.5 Problems of Clinical Psychology 1.6 Future of Clinical	Students knows about Clinical Psychology.  Students Know about Future of Clinical Psychology.

		Psychology	
2.	Models Of Clinical Psychology	2.1 Meaning & Values of Models 2.2 Important Models of Clinical Psychology (i) Psychodynamic Model (ii) Behavioral Model (iii) Phenomenological Model (iv) Interpersonal Model	Students will know about Models of Clinical Psychology.
3.	Professional Issues In Clinical Psychology	3.1 Professional Training 3.2 Professional Regulation 3.3 Professional Ethics 3.4 Professional Dependence 3.5 Perils of Professionalism	Students will know about Professional Training in Clinical Psychology.
4.	Clinical Assessment	8.1 Meaning & Nature of Clinical Assessment 8.2 Components of Clinical Assessment Process 4.3 Purposes of Clinical Assessment 8.3 Stages of Clinical Assessment	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
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	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

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

#### 8. Basic Book

6. Sinh Arunkumar (2014) “Advanced Clinical Psychology” 7<sup>th</sup> edition, Motilal Banarsidas Publishing House, Delhi

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

## 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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<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 apply elements of teacher planning and classroom organization that help prevent discipline problems.
5. To observe the ways that teacher can communicate effectively with their students at occurring of problem.

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Teacher, Teaching and Educational Psychology	1.1 The Role of Educational Psychology. 1.2 Do Teachers Make a Difference? 1.3 What is Good Teaching? 1.4 What do Expert Teachers Know?	<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> </ul>

		1.5 Beginning Teachers Using Research to Understand and Improve Teaching	<ul style="list-style-type: none"> <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	2.1 The Importance of Knowledge in Learning 2.2 The Information Processing Model of Memory 2.3 Long –Term Memory: The Goal of Teaching 2.4 Storing and Retrieving Information in Long-Term Memory 2.5 Meta-cognition, Regulation and Individual Differences	<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>- Identify the role of Meta cognition in learning and remembering.</li> </ul>
3.	Creating Learning Environment	3.1 The Need for Organization 3.2 Creating a Positive Learning Environment 3.3 Maintaining a Good Environment for Learning 3.4 The Need for Communication	<ul style="list-style-type: none"> <li>- Organize the special managerial demands of class rooms and the needs of students of different ages.</li> <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</li> </ul>

			different approaches for dealing with a conflict between a teacher and a student.
4.	Teaching for Self-Regulation, Creativity and Tolerance	4.1 Self-Regulation and Agency 4.2 Creativity and learning 4.3 Social and Emotional Learning 4.4 Compassion and Tolerance 4.5 Creating a Learning Community	<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

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	--

### 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

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

### 8. Reference 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> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota : 35</b>	
<b>Course Type :</b> Elective	<b>Core/Elective/Generic</b>
<b>Offered in Academic Year:</b> 2018-19	<b>Even Semester:</b> IV

## 2. Course Objectives

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.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Basis of Human Abilities and Personality	
<b>Course Code:</b> MAPSYEG-405	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota : 35</b>	
<b>Course Type :</b> Generic <b>Core/Elective/Foundation/EG</b>	
<b>Offered in Academic Year:</b> 2018/19 <b>Even Semester:</b> IV	

### 2. Course Objectives

<ol style="list-style-type: none"> <li>1. To develop an understanding of the concept of individual difference</li> <li>2. To learn about basic cognitive processes through scientific methods.</li> <li>3. To develop an appreciation of the biological and social impact on personality</li> <li>4. To study approaches to personality.</li> </ol>
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### 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Motivation and Emotion	1.1 Basic Motivational concepts: Instincts, Needs, Drives, Incentives, Motivational Cycle	To inform students about Motivation and Emotion
		1.2 Approaches to the study of Motivation:	To know about Biological and Social

		<p>Psychoanalytical, Ethological, Cognitive and Humanistic</p> <p>1.3 Biological Motives: Hunger, Thirst, Sleep and Sex</p> <p>1.4 Social Motives: Achievement, Affiliation, Approval</p> <p>1.5 Physiological correlates of emotions</p> <p>1.6 Theories of Emotions: James Lange, Canon-bard, Schachter and Singer</p> <p>1.7 Conflicts: Sources and types</p>	<p>Concepts of Motivation</p> <p>Students will know about Theories of Emotions</p>
<b>2.</b>	<b>Human Abilities</b>	<p>1.1 Intelligence: Biological, Social, Eco Cultural determinants</p> <p>1.2 Theories of Intelligence: Spearman, Thurston, Guilford</p> <p>1.3 Individual and Group differences: Extent and Causes</p> <p>1.4 Creativity: Meaning, Characteristics, Measurement of Creativity</p> <p>1.5 Relationship between</p>	<p>To know about Intellectual Concepts of Human Abilities</p> <p>To know about Theories of Intelligence and Measurements</p>

		Intelligence and Creativity	
<b>3.</b>	Personality	<p>3.1 Determinants of Personality: Biological, Socio-Cultural</p> <p>3.2 Approaches to the study of Personality: R.B. Cattel- Factor analytic Theory, Carl Rogers - Phenomenological approach, Client Center Approach, Maslow- Humanistic Approach of Personality, Seligman- Social Learning, Rollo May, Frankl- Existential Theory</p> <p>3.3 Self Concept: Origin and Development</p>	<p>Students will know about Approaches to the study of Personality</p> <p>To know about Personality Assessment and Self concept.</p>
<b>4.</b>	Biological Basis of Behavior	<p>4.1. Receptors, Effectors and Adjuster Mechanisms</p> <p>4.2 Neural Impulse: Origin Conduction and Measurement</p> <p>4.3 Sensory Systems: Vision and Audition</p> <p>4.4 Human Nervous System: Structure and Functions</p>	<p>Students will know about Biological Basis of Behavior</p> <p>To know about Sensory Systems and Human Nervous System</p>

#### 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>Others (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>
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	Dec	Unit-I	Appeared in semester- III
05 to 08	Jan	Unit-II	
09 to 12	Feb	Unit-III	
03 to 15	March	Unit-IV	

#### 7. Recommended learning Resources

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

## **8. Reference Books**

1. Dhila, B. D. (2011): UGC NET GSET Psychology Gujarati Edition, University Granth nirman Board , Gujarat
2. Parikh, B. A. (1994) “Advance General Psychology” University Granth nirman Board , Gujarat
3. Parikh, B. A. (1994) “Manovignan : Sampradayo ane Siddhanto” University Granth nirman Board, Gujarat
4. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). Introduction to Psychology (7th edition). New Delhi: Tata McGraw-Hill.