

CHILDREN'S UNIVERSITY
GANDHINAGAR



MASTER OF ARTS
FOR
CHILD PSYCHOLOGY
SYLLABUS

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

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of
Curriculum to be executed from May, 2022)

By

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

CHILDREN'S UNIVERSITY
FACULTY OF ARTS

M.A. Semester – I						
No	Paper Code	Course Title	Credit	IM	EM	TM
1.	MAPSYCC – 101	Child Psychology	04	30	70	100
2.	MAPSYCC – 102	Research Methods in Child Psychology - I	04	30	70	100
3.	MAPSYCC – 103	Descriptive and Inferential Statistics	04	30	70	100
4.	MAPSYEC – 104A Or MAPSYEC – 104B Or MAPSYEC – 104C	Perspectives on Child Behavior - I Or Adjustment Psychology Or Psychology of Marriage and Married life	04	30	70	100
5.	MAPSYEG – 105A Or MAPSYEG – 105B	Counseling Psychology or Psychological Essays	04	00	100	100
TOTAL			20	120	380	500
M.A. Semester – II						
No	Paper Code	Course Title	Credit	IM	EM	TM
6.	MAPSYCC – 201	Adolescence Psychology	04	30	70	100
7.	MAPSYCC – 202	Research Methods in Child Psychology - II	04	30	70	100
8.	MAPSYCC – 203	Non-Parametric Statistics and Correlation	04	30	70	100
9.	MAPSYEC – 204A Or MAPSYEC – 204B	Perspectives on Child Behavior - II Or Counseling Techniques & Psychotherapy	04	30	70	100

	Or MAPSYEC – 204C	Or Women’s Psychology				
10.	MAPSYEG – 205A Or MAPSYEG- 205 B	Project Work Or Indian Psychology	04	00 30	100 70	100 100
TOTAL			20	150	350	500
* If Project Work taken			20	120*	380**	500

M.A. Semester – III

No.	Paper Code	Course Title	Credit	IM	EM	TM
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 – 304A or MAPSYEC – 304B or MAPSYEC – 304C	Behavioral Problems in Child Or Positive Psychology Or Advanced Social Psychology	04	30	70	100
15.	MAPSYEG – 305	Selective Cognitive Processes	04	30	70	100
TOTAL			20	150	350	500

M.A. Semester IV

No.	Paper Code	Course Title	Credit	IM	EM	TM
16.	MAPSYCC – 401	Applied Psychology	04	30	70	100
17.	MAPSYCC – 402	Psychological Testing and Practical – II	04	30	70	100
18.	MAPSYCC	Health Psychology	04	30	70	100

	– 403					
19.	MAPSYEC – 404A or MAPSYEC – 404B or MAPSYEC – 404C	Clinical Psychology Or School Psychology Or Dissertation	04	30 00	70 100*	100 100
20.	MAPSYEG – 405	Basis of Human Abilities and Personality	04	30	70	100
TOTAL			20	150	350	500
* If Dissertation taken			20	120*	380*	500

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Child Psychology	
Course Code: MAPSYCC-101	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Core Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23 Odd Semester: 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.
1. 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	Students will develop understanding about Historical and modern background of child study

		<p>study</p> <p>1.8 Importance of study of Child Psychology</p>	
2.	Foundation of child Development	<p>2.1 Biological foundation</p> <p>2.2 Prenatal development</p> <p>2.3 Childbirth</p> <p>2.4 Infancy</p> <p>2.5 Motor development</p> <p>2.6 Perceptual development</p>	<p>Students will Know about Biological foundation of child Development.</p> <p>Students will Know about prenatal, Motor and Perceptual development of Child.</p>
3.	Early Childhood	<p>3.1 Introduction and characteristics of Early Childhood</p> <p>3.2 Developmental tasks of Early Childhood</p> <p>3.3 Physical development</p> <p>3.4 Physical Habits</p> <p>3.5 Skills of Early Childhood</p> <p>3.6 Improvements in Speech during Early Childhood</p> <p>3.7 Emotions during Early Childhood</p> <p>3.8 Socialization pattern during Early Childhood</p>	<p>Student will know about various developments of Early Childhood.</p> <p>Student will know about some Skills and Emotions during Early Childhood.</p>
4.	Later Childhood	<p>4.1 Introduction and characteristics of Later Childhood</p>	<p>Student will know about various developments of</p>

		4.2 Developmental tasks of Later Childhood 4.3 Physical development 4.4 Physical Habits 4.5 Skills of Later Childhood 4.6 Improvements in Speech during Later Childhood 4.7 Emotions during Later Childhood 4.8 Socialization pattern during Later Childhood	Later Childhood Student will know about some Physical habits and skills during later childhood
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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	Passed BA/B.Sc. Psychology
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, Granthnirmal board, Ahmedabad
8. Singh, R.P. (2014) Developmental Psychology. R.P.jain printingunit, New Delhi

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Research Methods in Child Psychology – I	
Course Code: MAPSYCC-102	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60	
Student Quota: 50	
Course Type: Core Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Odd Semester: I

2. Course Objective

<ol style="list-style-type: none">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 researches independently.3. To help students to make more effective choices in coping with problems of everyday life.

3. Course Content

Unit	Topics	Content /Fundamental Concept	Unit wise SLO
1.	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	To impart the meaning and objective of Social research. The detail study of research process and

		<p>1.5 Types of Research</p> <ul style="list-style-type: none"> - Basic Research - Applied Research - Action 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>	importance of knowledge of research.
2.	Research Problem, Hypotheses and Variable	<p>2.1 Research Problem</p> <ul style="list-style-type: none"> - Meaning - Characteristics and Criteria of a Good Problem - Origins or Sources of Research Problem <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>Selecting the problem and necessity of defining the problem are included in this chapter.</p> <p>Meaning, types and sources of hypothesis are added in this chapter.</p>

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

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

4. Course Teaching & Learning Activities

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

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

4. Assessment Schemes (including rationale)

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

6. Course Schedule

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

7. Recommended learning Resources

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)

Course Title : Descriptive and Inferential Statistics	
Course Code: MAPSYCC-103	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Core Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23 Odd Semester: I	

2. Course Objectives

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

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, Mode 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.	't' Test	3.1 't' Test Meaning and Uses 3.2 Steps of 't' Test for Significance of Mean differences 3.3 Computation of 't' value for Independent sample 3.4 Computation of 't' value for dependent sample	Students will learn about 't' Test.
4.	Analysis of Variance (ANOVA)	4.1 Introduction 4.2 One Way Analysis of Variance 4.3 Two Way Analysis of Variance	Students will know about how to use in statistics of Analysis of Variance (ANOVA).

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	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. 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)

Course Title : Perspectives on Child Behavior – I	
Course Code: MAPSYEC-104A	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60	
Student Quota: 50	
Course Type: Elective Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Odd Semester: I

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. To understand ancient Greek philosophical influence and Today's modern theoretical concepts.

3. Course Content

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

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

		<p>Discrimination</p> <ul style="list-style-type: none"> - Extinction and inhibition - Experimental Neurosis 	
3.	Behaviorism and Purposivism	<p>3.1 Forces in the background of Behaviorism and Watson's Behaviorism</p> <p>3.2 Principles Behaviorism</p> <p>3.3 Hormic Psychology according to McDougall</p> <ul style="list-style-type: none"> - Theory of Instinct - Theory of sentiment <p>3.4 To Compare McDougall and Watson</p>	To inform students about the Behaviorism and Principles of Behaviorism.
4.	Neo-Behaviorism and Learning Theory	<p>4.1 Contiguity conditioning theory of Edwin Guthrie</p> <p>4.2 B.F. Skinner's inductive Empiricism Edward Chase</p> <p>4.3 Tolman's Purposive Behaviorism</p> <p>4.4 Gregory Razran's Evolutionary levels of Learning, John Dollard and Neal Elgar Miller</p>	<p>To discuss about Important concepts of the new Behaviorism.</p> <p>To Know about Multiple Learning Theories.</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)

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	
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. 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)

Course Title: Adjustment Psychology	
Course Code: MAPSYEC-104 B	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : ElectiveCore/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Odd Semester: I

2. Course Objectives

1. To make the students familiar with the process of adjustment.
2. This course shall enable the students to develop a thorough understanding of the various fields of adjustment.
3. The paper also attempts to enhance the knowledge of students about family and school adjustment.

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Process of Adjustment	1.1 Introduction 1.2 Definition and Meaning of Adjustment 1.3 Nature and Characteristics of Adjustment 1.4 Basic Principal of the Adjustment 1.5 Analysis of Adjustment Process 1.6 Fields of Adjustment 1.7 Improving Personal Adjustment	*Student will get inform about personal adjustment. *Know about nature and basic principles of adjustment *Get information about analysis and fields of adjustment.

2.	Interpersonal Relationships	2.1 Introduction 2.2 Importance of interpersonal relationships 2.3 Basic factors of interpersonal relationships 2.4 Satisfactory adjustment and its characteristics	* Know about importance and basic factors about interpersonal relationship *Can enhance satisfactory adjustment
3.	Family Adjustment	3.1 Introduction 3.2 Definition and Nature of family 3.3 Functions of family 3.4 Family interaction 3.5 Family Adjustment	*Student will know about basic family interaction and family adjustment *Can enhance skill of interaction with own family members
4.	School Adjustment	4.1 Introduction 4.2 School as a new experience 4.3 Relation between home and school 4.4 Relation between teacher and student 4.5 Relation with classmate 4.6 School as a life situation	*Students will know about relation between school and home. *Can understand the relation of a students with his teacher and classmate

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	July	Unit-I	Passed BA/B.Sc. Psychology
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

References:

Lehner & Kube: The Dynamics of Personal Adjustment (2nd Edition) Prentice-Hall, Inc.

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Psychology of Marriage and Married life	
Course Code: MAPSYEC-104C	No. of Credits: 04
Department/Discipline: Psychology	Faculty: Arts
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Core Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Even Semester: II

2. Course Objectives

1. To learn about basic concept about fitness of marriage and maturity of marriage.
2. To introduce students to the understanding of gender differences and roles of male and female
3. To give students a preparatory understanding of the Health and happiness in marriage.

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Fitness of Marriage	Definition of Marriage Objectives of Marriage 1.3Fitness of the marriage 1.4 Eugenic Fitness of the marriage	To inform students about what is marriage? To know about some concept of fitness of marriage. To inform students about objectives of marriage.

2.	Maturity for Marriage	<p>Main Aspects of Maturity of Marriage</p> <p>Characteristics of the Maturity of Marriage</p> <p>Who is Mature Individual?</p> <p>Age: As Factor in Readiness for Marriage Life</p>	<p>To know about main aspects of maturity.</p> <p>To know about age as factor in readiness for marriage</p>
3.	Gender Differences and Roles in Male and Female	<p>Changing Status of Women</p> <p>The differences between male and female are Biological differences or social conditioning?</p> <p>Interdependence of Gender Roles</p> <p>Attitudes towards Roles</p> <p>Role conflicts for Men</p>	<p>Students will know about Changing Status of Women.</p> <p>Students will learn about Sexual Differences and Roles.</p>
4.	Health and Happiness in Marriage	<p>Reproductive health</p> <p>Sexual Health</p> <p>Suggestions for Marital Success by Dr. Stone and Stone</p>	<p>Students will know About Health and Happiness in Marriage.</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	05	----	05	05	--
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	-	-	
2. Assignments			
3. MCQ Test	-	-	10
4. Internal Exam	-	-	10
5. Final Exams			10
			20
			50

6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	December	Unit-I	Appeared in Semester- I
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 Books

1. Stone H. M. and stone A. (1953)“A Marriage Manual” Pocket book distributing company, 11 Oak- lane, Fort Bombay India.
2. Landis J. T. & Landis M. G.(1977)“Building a successful marriage” 7th Edi. PrenticeHall INC. Englewood, Eliffs, New Jersy. 07632.
3. Gandhi H. & Others (1997)“LagnaPehlaanePachhi” Reprint Navbharat Sahitya mandir,Ahmedabad
4. Bhatt Y & Bhatt B. (2007). “Psychology of Sex and Married Life”, C. Jamnadas Co.,Ahemdabad.

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Counseling Psychology	
Course Code: MAPSYEG-105A	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Core Core/Elective/Foundation	
Offered in Academic Year: 2022-23	Odd
Semester: I	

2. Course Objectives

<ol style="list-style-type: none">1. To provide theoretical foundation for counseling practice.2. To understand Professional Preparation and Training for Counselor.3. To acquaint students with approaches and modern trends in counseling Psychology.4. To help the trainee counselors to understand the process of counseling interview

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Nature of counseling	1.1 Introduction of counseling 1.2 Development of the concept of counseling 1.3 What is Counseling 1.4 Counseling and Psychotherapy 1.5 Goals of Counseling 1.6 The field of Counseling	Students will know about nature of Counseling Students will understand about Psychotherapy
2.	Professional Preparation	2.1 The needs of counselor for counseling	Students will know about problems of

	and Training for Counselor	2.2 Problems of counselor's selection 2.3 The training of counselor 2.4 Important factors of counselor training 2.5 Ethics of counseling profession	Counselor's Selection. Students will know about important factors of counselor training and ethics of counseling profession.
3.	Counseling Approaches	3.1 Counseling Approaches 3.2 Psychoanalysis Approaches 3.3 Affective Approaches to Counseling 3.4 Behavioral Approaches to Counseling 3.5 Cognitive Approaches to Counseling	Students will know about counseling approaches. Students will know about affective, behavioral and cognitive approaches.
4.	Counseling Interview	4.1 The counseling environment 4.2 The initial counseling interview 4.3 Counseling interview methods 4.4 Theories of counseling interview 4.5 Objective and benefits of counseling interview 4.6 Notes of counseling interview 4.7 The end of counseling interview	Students will know about counseling interview methods Students will know about theories of counseling interview and the end of counseling interview

4. Course Teaching & Learning Activities

Lecture s (hrs) In/out of Class	Interactiv e Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discuss ion (hrs)	Fiel d Trip (hrs)	Project s (hrs)	Web Based Learnin g (hrs)	Other s (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
9. Group Projects & Seminar Presentation	-	-	05
10. Assignments			05
11. Internal Exam	-	-	20
12. Final Exams	-	-	70

6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	July	Unit-I	Passed BA/B.Sc. Psychology
05 to 08	August	Unit-II	
09 to 12	September	Unit-III	
13 to 15	October	Unit-IV	

7. Recommended learning Resources

- 11.Handouts
- 12.Textbooks/e books
- 13.Reference books
- 14.On Line Resources
- 15.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. "Counselling : Theory 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)

Course Title : Psychological Essays	
Course Code: MAPSYEG-105 B	No. of Credits: 04
Department/Discipline: Psychology	Faculty: Arts
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Generic Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2020-21	Ode Semester: I

1. Course Objectives

Course Objective: -

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

2. Course Content

1. Mental Health :Meaning,Characteristics and Aspects of Mental Health (Merry Johda)
2. Positive Psychology :**Meaning of**Positive Psychology, Types of wellbeing,Happiness (Meaning and Types of Happiness)
3. Physiological Factors of Child Development
4. Child's Interaction with their Environment
5. Management of stress:Meaning ofStress,Types of Stress,Causes of Stress,Management of Stress
6. Counselling Techniques

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Adolescence Psychology	
Course Code: MAPSYCC-201	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Elective Core/Elective/Foundation	
N Offered in Academic Year: 2022-23	Odd Semester: II

2. Course Objectives

<ol style="list-style-type: none">1. Demonstrate an understanding of theories, methods and research findings of Adolescents psychology.2. To explain how people change in terms of their cognitive, physical, social, & emotional development.3. Critically evaluate classic and current research on multiple aspects of Human development.4. Identify several of the factors that put people at increased risk for developing psychological problems at every stage of the lifespan.
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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 1.7 Effects of Deviant Maturity	To inform student about Criteria and Cause Puberty. To know about Important factors of Puberty.

		1.8 Sources and Hazards of Puberty Unhappiness at Puberty	
2.	Adolescence	<p>4.9 Introduction and Characteristics of Adolescence</p> <p>4.10 Developmental Tasks of Adolescence</p> <p>4.11 Physical, Emotionally and Social Changes during Adolescence</p> <p>4.12 Some Adolescence Interests</p> <p>4.13 Changes in Morality during Adolescence</p> <p>4.14 Sex Interests and Sex Behaviour during Adolescence</p> <p>4.15 Approved Sex Roles during Adolescence</p> <p>4.16 Family Relationships during Adolescence</p>	Student will know about Totally Information of Adolescence.

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

4. Course Teaching & Learning Activities

Lectures (hrs) In/out of 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- II
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, l. & Panday, s. (2009). 'The psychology of human development' (first

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Research Methods in Child Psychology – II	
Course Code: MAPSYCC-202	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60	
Student Quota: 50	
Course Type: Core Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Even Semester: II

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 researches 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 Research Design - Pre-experimental	To inform students about the meaning and propose of Research Design. To know about Criteria of a Scientific Research Design and Significance of Research Design.

		<p>Design</p> <ul style="list-style-type: none"> - Quasi-experimental Design - Correlational Design - Comparative Design - Case study Design - Survey Design <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"> - Simple random Sampling - Stratified random Sampling - Cluster Sampling <p>(2) Non – Probability sampling</p> <ul style="list-style-type: none"> - Quota Sampling - Accidental Sampling - Purposive or Judgmental Sampling - Systematic sampling - Convenience sampling - Self-selected Sampling <p>2.4 Sampling errors</p>	<p>Students know about the meaning and propose of Sampling.</p> <p>To know about Advantages and limitations of Sampling.</p> <p>Students know about various Sampling Designs.</p>
3.	Observation, rating scale and	3.1 Meaning of data, importance of data collection and Types of data	Learners will know about Meaning and importance of data collection.

	Check list	3.2 Observation method <ul style="list-style-type: none"> - Types of observation 3.3 Advantages and Disadvantages of observation method 3.4 Rating scale and check list rating scale	To know about Observation method.
4.	Research Report Writing And Computer in research	4.1 Research Report Writing <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Use of computer in research - Components that determine the use of computers in research 	Learners study about research Report Writing. To know regarding Precaution for writing research report. To know about Use of computer in research.

4. Course Teaching & Learning Activities

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	
03 to 15	March-April	Unit-IV	

7. Recommended learning Resources

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

8. 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)

Course Title : Non-Parametric Statistics and Correlation	
Course Code: MAPSYCC-203	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Core Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Even Semester: 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	Correlation	1.1 Introduction of Correlation 1.2 Meaning and Types of Correlation 1.3 Utility and Limitation of Correlation 1.4 Pearson's Correlation Techniques 1.5 Gains Correlation Techniques 1.6 Spearman's Rank Correlation Method	Students will Learn about Meaning, Types, Utility and Limitation of Correlation. Students Learn about Pearson's Correlation Techniques. Students Learn about Gains and Speraman's Rank Correlation Method.

2	Chi-Square	2.1 Equal Distribution 2.2 2x2 Contingency Co-efficient 2.3 Chi-Square Test in independence in Contingency table 2.4 Normal Distribution	Students will Learn about Chi-Square. Students will Know about normal distribution.
3.	‘Tau’ test and W’ test	3.1 Kendall ranking correction – ‘Tau’ test 3.2 Long way and Shortway to count of ‘Tau’ test 3.3 Tied Observation 3.4 Kendall Coefficient of concordance – ‘W’ test	Students will Learn about Meaning, Types, Utility and Limitation of Kendall ranking Correlation. Students will Learn about Kendall Coefficient of concordance – W.
4.	Other Non-Parametric techniques	4.1 Sign Test 4.2 Wilcoxon Test 4.3 Mann Whitney U – Test	Students will know about Sign Test, Wilcoxon Test and Mann Whitney U 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. Seminar Presentation	-	-	05
2. Attendance	-	-	05
3. CCE	-	-	05
4. Internal Exam	-	-	15
5. Final Exams	-	-	70

6. Course Schedule

Class/Week	Date	Topic	Requirements
01 to 04	January	Unit-I	Appeared in semester- II
05 to 08	February	Unit-II	
09 to 12	March	Unit-III	
13 to 15	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 yorkMcgraw Hill Book co.
- 5) S.C.parekh (1998) Non Parametric statistics ChampaPrakashan, Junagadh
- 6) M.D.Trivedi & B.U.Parekh (1989): statistics in Education , GranthNirman Board Ahmadabad

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Perspectives on Child Behavior-II	
Course Code: MAPSYEC-204A	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Elective Core/Elective/Foundation	
N Offered in Academic Year: 2022-23 Odd Semester: II	

2. Course Objectives

<ol style="list-style-type: none"> 1. To provide information a perspectives on the Schools of Psychology 2. To acquaint the students with the traditional approach and development in Psychology
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3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Neo-Behaviourism and Gastaltism	1.1 Contribution of neo Modern behaviorists 1.2Edvin Guthrie 1.3Edward Toleman 1.4Gestaltism 1.5Basic Contributions of Gestaltism 1.6Max Wartheimer, Kofka and Kohlar 1.7Kurt Levin 1.8Brun Sourvik	To inform student about Neo-Behaviourism and Gastaltism

2.	Psychoanalysis	2.1 Background of emergence Psychoanalytic theory 2.2 Main Theories of Psychoanalysis 2.3 Limitations of Freud's system 2.4 Contribution of Psychoanalysis School in Psychology	Students will know about Background of emergence Psychoanalytic theory
3.	Purposivism	3.1 Background of Purposivism 3.2 Various theories of Motivation 3.2.1 G. W. Allport 3.2.2 Murray 3.3 Theory of Mc Dougall 3.4 Contribution of Purposivism	Students will know about Background of Purposivism and Various theories of Motivation.
4.	Adler, Jung and Neo-Freudians	4.1 System of Adler 4.2 System of Jung 4.3 Otto rank 4.4 Karen Horney 4.5 Eric Fromm 4.6 Hurry Sullivan	To know about Adler, Jung and Neo-Freudians

4. Course Teaching & Learning Activities

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

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

5. Assessment Schemes (including rationale)

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

6. Course Schedule

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

7. Recommended learning Resources

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

8. Reference Book

1. Dr. Kulinbhai Pandya and Dr. J.C. Parikh “Manovignan Ni Vichardharao” 4th
2. Dr. B.A. Parikh “Manovignan Na Sampradayo Ane Siddhanto” 2nd Edition (1988) University Granth Nirman Board.
3. R.S. Woodworth and Marg Sheehan “Contemporary Schools of Psychology” Mather & Co. London, Revised Edition. Edition (1993) University Granth Nirman Board.
4. Chaplin I.P. and Krawies T.S. “Systems and Theories of Psychology” 4th Edition
5. Benjamin B. Wolman “Contemporary Theories and Systems in Psychology” Freeman Book Company K-7 Kolhapur Road, Kamla Nagar, Delhi-7.
6. Melvin H. Marx and William A. Hillix “Systems and Theories in Psychology” (1978) Tata McGraw Hill New Delhi.

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title: Counseling Techniques and Psychotherapy	
Course Code: MAPSYEC-204 B	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 30	
Course Type : Elective	Core/Elective/Foundation/ Generic
Offered in Academic Year: 2022-23	Even Semester: II

2. Course Objectives

1. To acquaint students with Counseling process, techniques and skills.
2. To develop knowledge and understanding of Psychotherapy and methods of psychotherapy.
3. To inculcate in the student the various methods found in the behavior therapy

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Counseling Process, Techniques and Skills	1.8 Steps of Counseling Process 1.9 What is the meaning of Techniques 1.10 Various Counseling techniques 1.11 Counseling Skills	Student will get inform about what is Counseling Process, To Know about Counseling technique and skills.
2.	Psychotherapy	2.5 Origin of Psychotherapy 2.6 Meaning of Psychotherapy 2.7 General conditions of Psychotherapy 2.8 Goals of Psychotherapy 2.9 Effectiveness of	To Know about origin of Psychotherapy Student will become Familiar with General Condition

		Psychotherapy	and Goals of Psychotherapy
3.	Methods of Psychotherapy	3.1 Psychodynamic Psychotherapy 3.1.1 Freudian Psychoanalysis 3.1.2 Post Freudian Variations in psychodynamic therapy 3.2 Humanistic Therapy 3.2.1 Person Centered Therapy 3.3 Existential Therapy 3.3.1 Logo Therapy 3.4 Cognitive Therapy 3.4.1 Self Instructional Therapy 3.4.2 Cognitive Behavior Therapy 3.4.3 Rational Emotive Therapy- RET/REBT	Student will know about psychodynamic psychotherapy. Student will become familiar with Humanistic, Existential and Cognitive Therapy
4.	Behavior Therapy	4.1 Definition of Behavior Therapy 4.2 Methods of Behavior Therapy 4.3 Behavior Therapy in different Disorders 4.4 Behavior Therapy : Pros & Cons	Students will know about Behavior Therapy and its Methods

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
13. Seminar Presentation			05
14. Attendance	-	-	05
15. CCE	-	-	05
16. Internal Exam	-	-	15
17. Final Exams	-	-	70

6. Course Schedule

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

7. Recommended learning Resources

- 16. Handouts
- 17. Textbooks/e books
- 18. Reference books
- 19. Online Resources
- 20. Question Bank

8. Reference Books

1. સલાહ મનોવિજ્ઞાન, સોમાભાઈ ટી. પટેલ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ-6
2. અસાધારણ મનોવિજ્ઞાન, એમ. જી. શાહ અને કે.જી. પટેલ, લિબર્ટી પબ્લિકેશન્સ, અમદાવાદ
3. વર્તન માનસોપચાર, સુરેશ પારેખ, આદર્શ ઓફસેટ, રાજકોટ
4. વર્તન રૂપાંતર પ્રવિધિઓ, સુરેશ પારેખ, યુનિક ઓફસેટ, અમદાવાદ

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Women's Psychology	
Course Code: MAPSYEC-204 C	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Elective Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Even Semester: II

2. Course Objectives

1. To make the students familiar with the Psychology of Women
3. To develop the knowledge and understanding of Women's Social and Personality Development and Women's Bodies and Their Minds
4. 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

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Foundation	1.12 Historical Development of the Psychology of Women 1.13 Women of Color: Perspectives on "Multiple Identities" in Psychological Theory, Research, and Practice 1.14 International Aspects of the Development of the Psychology of Women and Gender	To teach students about Historical Development. To know about Women of Color. To inform student about International Aspects of the Development.

2.	Women's Social and Personality Development	2.10 Gender Stereotypes 2.11 Girls to Women: Developmental Theory, Research, and Issues 2.12 Women in the Middle and Later Years 2.13 Theories of Female Personality	Students will know about Gender Stereotypes To learn about Theories of Female Personality
3.	Women's Bodies and Their Minds	3.6 Women's Health: Biological and Social Systems 3.7 The Menstrual Cycle in a Biopsychosocial Context 3.8 Women and Mental Health 3.9 Diverse Women's Sexualities	Students will know about Biological and Social Systems To 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 To 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
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	
03 to 15	March-April	Unit-IV	

7. Recommended learning Resources

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

8. 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)

Course Title : Project Work	
Course Code: MAPSYEG-205A	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota: 50	
Course Type: Generic Core/Elective/Foundation/Generic	
Offered in Academic Year: 2022-23	Even Semester II

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 COURSE TEMPLATE

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

Course Title : Indian Psychology	
Course Code: MAPSYEG-205B	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60	
Student Quota: 50	
Course Type: Elective Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Odd Semester: II

2. Course Objectives

4. To acquaint the students with Indian Psychology and to enable them to understand different concepts of Indian Psychology.
5. To enhance the knowledge of students to understand Chitta and the constitution of Chitta.
6. To understand ancient Life Philosophy: The Problem of Ignorance and Tragedy.

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Indian Psychology	1.4 Indian Psychology Emergence and Development Line 1.2 Forms (Nature) of Indian Psychology 1.3 Indian Psychology and Modern Religious Psychology 1.4 Subject of Indian Psychology 1.5 Standards and Methods	To impart the meaning and forms of Indian Psychology Student will know about Standards and Methods in Indian Psychology

		in Indian Psychology 1.6 The peculiarity of the form of Indian psychology	
2.	Chitta and the constitution of Chitta	2.4 What is Chitta? 2.5 Instincts of the chitta 2.6 Conflicts of the chitta 2.7 Conflicts and human behavior 2.8 Intuition Quadrant 2.9 Impurities of the Chitta 2.10 Tools for purification of the Chitta	Students will know the Meaning of Chitt Students will understand Tools for purification of the Chitta.
3.	Willpower and personality	a. What is willpower? b. The difference between desire and willpower c. Determination and its training d. Vitality concentration and unified resolve e. Suggestion f. Individuality and Personality	Students will know Willpower and personality Students will understand Individuality and Personality
4.	Life Philosophy: The Problem of Ignorance and Tragedy	4.1 What is ignorance? 4.2 Why ignorance? 4.3 Ignorance and sorrow 4.4 The constructive value of sad 4.5 Nature of happiness 4.6 Why does happiness and sorrow become big?	To impart the meaning of Life Philosophy and The Problem of Ignorance and Tragedy Student will know about Nature of

		4.7 A view of happiness and sorrow 4.8 The path to liberation from ignorance and sorrow	happiness
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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
5. Group Projects & Seminar Presentation	-	-	05
6. Assignments			05
7. Internal Exam	-	-	20
8. Final Exams	-	-	70

6. Course Schedule

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

7. Recommended learning Resources

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

9. Reference Books

1. ભારતીય શિક્ષણના મૂળ તત્વો :

લેખક- લજ્જરામ તોમર

ગુજરાતી અનુવાદ- ઈન્દુમતી કાટદરે

પ્રકાશક- વિદ્યાભારતી ગુજરાત પ્રદેશ, કર્ણાવતી

2. ભારતીય મનોવિજ્ઞાન

લેખક-ભાણુદેવ

પ્રકાશક- અમૃત પ્રકાશન, રાજકોટ

3. હિંદુ મનોવિજ્ઞાન- પશ્ચિમને માટે તેનો અર્થ

લેખક- સ્વામી અખીલાનંદ

ગુજરાતી અનુવાદ- ડૉ. ભાવનાબેન ત્રિવેદી

પ્રકાશક- યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Experimental Psychology (Theory)	
Course Code: MAPSYCC-301	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Core Core/Elective/Foundation	
Offered in Academic Year: 2022-23	Odd Semester: III

2. Course Objectives

1. The course aims of familiarizing students with experimental research, experimental methods and various experimental designs.
2. To gain theoretical understanding of lab studies in Experimental psychology.
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.

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 independent and dependent variable	To inform student about Psychological research. To know about Concept of variable. Students will know about many types of psychological research.

2.	Control of Relevant variable	<p>2.1 Types of control techniques</p> <ul style="list-style-type: none"> - Matching-Randomization -Counter balancing <p>2.2 Types of Relevant variables and its control</p> <ul style="list-style-type: none"> - Subject relevant variables and its control - Situation relevant variables and its control - Sequence relevant variables and its control 	<p>To know about Control of Relevant variable.</p> <p>To know about Types of Relevant variables and its control.</p>
3.	Classical Psychophysics	<p>3.1 Basic concept of Psychophysics</p> <p>3.2 Psychophysical methods</p> <p>3.3 Method of minimal changes</p> <ul style="list-style-type: none"> - Determination of absolute and differential Limen by the method of Minimal changes <p>3.4 Method of constant stimuli</p> <ul style="list-style-type: none"> - Determination of AL and DL by method of constant stimuli <p>3.5 Method of average error</p> <ul style="list-style-type: none"> - Determination of PSE by method of average error 	<p>Students will know about Basic concept of Psychophysics.</p> <p>To know about Psychophysical methods.</p>
4.	Verbal Learning and Forgetting	<p>4.1. Verbal learning</p> <ul style="list-style-type: none"> - Meaning of verbal learning - Functions of verbal learning 	<p>Students will know about Verbal learning.</p>

		<ul style="list-style-type: none"> - Basic determinants of Verbal learning <p>4.2 Memory and Forgetting</p> <ul style="list-style-type: none"> - Types of memory - Factor effecting on memory - Definition of forgetting - Measurements methods of retention - Retroactive inhibition and proactive inhibition 	To know about Memory and Forgetting.
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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	
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. 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 Esterm.
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)

Course Title : Psychological Testing (Theory)	
Course Code: MAPSYCC-302	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Core Core/Elective/Foundation	
Offered in Academic Year: 2022-23	Odd Semester: III

2. Course Objectives

<ol style="list-style-type: none">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.
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3. Course Content

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

2.	Test Standardization, Reliability and Validity of Psychological Testing	<p>2.1 Norms & Test Standardization</p> <ul style="list-style-type: none"> - Essential Statistical concepts - Raw Score Transformation - Selecting a norm group <p>2.2 Reliability</p> <ul style="list-style-type: none"> - Correlation coefficient as a reliability coefficient - Reliability as temporal stability - Reliability as internal Consistency - Reliability and the standard error of measurement <p>2.3 Validity</p> <ul style="list-style-type: none"> - Definition - Content validity - Criterion related validity - Construct validity - Approaches to construct validity 	<p>To know about Control of Relevant variable.</p> <p>To know about Types of Relevant variables and its control.</p>
3.	Some Psychological Tests	<p>3.1 Stanford Benet Intelligence scales</p> <p>3.2 Wechsler Intelligence Scales</p> <p>3.3 Group testing of Indian and Gujarati adaptation of intelligence scales</p>	Students will know about Some Psychological Tests.

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

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. 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)

Course Title : Psychological Testing and Practical – I	
Course Code: MAPSYCC-303	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Core Core/Elective/Foundation	
Offered in Academic Year: 2022-23	Odd Semester: 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:

4. 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. On Line Resources
5. Question Bank
6. Psychological Experimental Tools

9. Reference Books

1. Underwood, B. J. (1966) “Experimental Psychology ” 2nd 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, 3rd 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” 2nd 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)

Course Title: Behavioral Problems in Child	
Course Code: MAPSYEC-304A	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Elective	Core/Elective/Foundation/ Generic
Offered in Academic Year: 2022-23	Odd Semester: III

2. Course Objectives

1. To acquaint students with behavior problems child.
2. To develop knowledge and understanding of child behavior problems and use it for prevention of childhood problems.
3. To inculcate in the student the special features found in the field of Behavioral Problems in Child.

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Defects of Child Behavior	1.15 Introduction 1.16 General Defects - Nervous System Defects - Defects in the Glands Behavior - Nutrition - Disability 1.3 Special Defects 1.3.1 Visual defects 1.3.2 Hearing defects 1.4.5 Speech defects	Student will get inform about what is Behavioral Problems in Child. Know about some Defects of Child.

2.	ADHD as a Behavioral Problem in Children	2.14 Introduction 2.15 Attention Deficit and Hyperactivity Disorder 2.16 Diagnostic Standards 2.17 Possible Causes of ADHD 2.18 Treatment of ADHD	Know about Attention Deficit and Hyperactivity Disorder. Student will become Familiar with Causes and Treatment of ADHD.
3.	AUTISM	1. Introduction 2. Symptoms of AUTISM 3. Diagnostic standards of AUTISM 4. Parental concerns that are 'Red Flags' for Autism 5. Causes of AUTISM 6. Treatment of AUTISM	Student will know about AUTISM. Student will become familiar with causes and treatment of AUTISM.
4.	Conduct Disorders and Minor Conduct Disturbances	4.1 Definition and range of Conduct Disorder 4.2 Minor disturbances 4.2.1 Speech and language Barriers 4.2.2 Enuresis 4.2.3 Sleep Walking 4.3 Pedophilia 4.4 Incest	Students will know about Conduct Disorders and Minor Conduct Disturbances.

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
18. Group Projects & Seminar Presentation	-	-	05
19. Assignments	-	-	05
20. Internal Exam	-	-	20
21. 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

5. Abnormal Psychology and Modern Life by Carson, Butcher & Mineca.
6. અસાધારણ મનોવિજ્ઞાન, ડૉ. મફતલાલ પટેલ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
7. અસાધારણ મનોવિજ્ઞાન, એમ. જી. શાહ અને કે.જી. પટેલ, વિબર્ટી પબ્લિકેશન્સ, અમદાવાદ
8. બાળકોની વાર્તાનિક સમસ્યાઓ, ડૉ. રસિક મેઘનાથી, એમ. એન. એસ. પબ્લીશીંગ હાઉસ, દિલ્હી.
9. બાળ મનોવિજ્ઞાન, પ્રા. ચંદ્રકાન્ત પ્રભુભાઈ પટેલ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Positive Psychology	
Course Code: MAPSYEC-304B	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Elective Core/Elective/Foundation	
N Offered in Academic Year: 2022-23 Odd Semester: III	

5. Course Objectives

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

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction to Positive Psychology	<p>1.1 What is positive psychology?</p> <ul style="list-style-type: none"> - Positive psychology : Assumptions, Goals and Definition <p>1.2 Relationship</p> <ul style="list-style-type: none"> - Health Psychology - Clinical Psychology - Development Psychology 	<p>To inform student about What is positive psychology. Students will know about Positive psychology. Relationship in Health Psychology Clinical Psychology and Development Psychology.</p>

2.	Positive Emotions and Wellbeing	<p>2.1 What is Happiness</p> <ul style="list-style-type: none"> - Hedonic Happiness - Eudemonic Happiness <p>2.2 Wellbeing</p> <ul style="list-style-type: none"> - The Hedonic Basis of Happiness - Measuring subjective Wellbeing - Definition and Causes of Happiness and Wellbeing <p>2.3 Positive Emotions and Wellbeing</p> <ul style="list-style-type: none"> - What are positive emotions? - Focus on theory: The Broaden and Built Theory of positive emotions - Happiness and positive behavior - Positive emotions and Success 	Students will know about What is Happiness and Wellbeing.
3.	Happiness and the fact of life	<p>3.1 Happiness across the life span</p> <ul style="list-style-type: none"> - Gender and Happiness - Positive moods and Behavior <p>3.2 Marriage and Happiness</p> <ul style="list-style-type: none"> - Benefit of marriage - Selection effects 	Students will know about Happiness across the life span and Marriage and Happiness.

4.	Personal Goals as windows to Well-being	<p>1.1 Why are Personal Goals?</p> <ul style="list-style-type: none"> - Defining personal Goals - Goals and Related Motivational Concept - Measuring Personal Goals - Goal Organization <p>4.2 The Search for Universal Human Motives</p> <ul style="list-style-type: none"> - Goals Expressing Fundamental Values - Personal Goals Across Culture <p>4.3 What Goals Contribute Most to Wellbeing</p> <ul style="list-style-type: none"> - Goals progress Achievement and impotence - The matching Hypothesis 	To know about Culture and wellbeing.
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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
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. 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)

Course Title : Advanced Social Psychology	
Course Code: MAPSYEC-304C	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60	
Student Quota: 50	
Course Type: Elective	
Core/Elective/Foundation/ Generic	
Offered in Academic Year: 2022-23	Even Semester: III

2. Course Objectives

1. To acquaint the students with the importance of social psychological processes and factors in understanding the behavior.
2. To enable the students to Understand major approaches for understanding the social behaviors.
3. To train the students to understand social psychological problems and suggest remedies to them

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 1.5Meaning and nature of social influence 1.6Types of social influence	To teach students about Determinants Social power. To know about Modes of resolving imbalanced power relation. To inform student about Meaning, nature

		1.7 Reaction to social influence 1.8 Modeling : Theoretical explanation - Impact of modeling upon aggression, altruism and self-regulation	and Types of social influence. To know about Modeling: Theoretical explanation.
2.	Pro-social behavior: Altruistic and Helping behavior	1.6 Pro-social and altruistic behavior : Nature and Characteristics 1.7 Determinants of helping behavior 1.8 Theories of pro-social behavior 1.9 How to can helping behavior be increased 1.10 Altruistic behavior in Indian context	To know about Determinants of helping behavior. To teach students about How to can helping behavior be increased.
3.	Social role, Role conflict and Social Conflict	3.1 Meaning and nature of social role 3.2 Some social role and social system 3.3 Social role and social interaction 3.4 Meaning of role conflict and role strain 3.5 Causes of role strain 3.6 Resolution of role conflict 3.7 Theories of role conflict resolution 3.8 Types of group conflict	Students will know about Some social role and social system. To know about Causes of role strain. To know about Resolution of group conflict in Indian context.

		<p>3.9 Methods of group conflict resolution</p> <p>3.10 Resolution of group conflict in Indian context</p>	
4.	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>4.9 Psychology of health behavior</p> <p>4.10 Solution of Social Problems</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. 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- III
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
03 to 15	March- April	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

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)

Course Title : Selective Cognitive Processes	
Course Code: MAPSYEG-305	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : EG Core/Elective/Foundation/EG	
Offered in Academic Year: 2022-23	Odd Semester: III

2. Course Objectives

1. To learn about basic cognitive processes through scientific methods.
2. To understand various mental processes: Perception, Memory processes, Learning process and Problem Solving.
3. To give students a preparatory understanding of the major theoretical contributions of each cognitive science discipline.
4. To introduce students to the application of the current understanding in cognitive psychology to real life settings.

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 Depth and Movements 1.3 Role of motivation and	To inform student about Perceptual Processes. To know about Perceptual Organization.

		<p>learning in perception</p> <p>1.4 Theories of Perception: Signal Detection Theory, Information processing approach to Perception</p>	<p>Students will know about Perceptual Constancy.</p>
2.	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>
3.	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 memory</p> <p>3.4 Theories of Forgetting : Interference, decay, retrieval</p>	<p>Students will know about Memory Processes.</p> <p>To know about Stages of memory.</p>

4.	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. To know about Reasoning and Problem-solving.
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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	
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. 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 COURSE TEMPLATE

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

Course Title : Applied Psychology	
Course Code: MAPSYCC-401	No. of Credits: 04
Department/Discipline: Psychology	Faculty: Arts
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota :35	
Course Type : Core Core/Elective/Foundation	
Offered in Academic Year: 2022-23	
Even Semester: IV	

2. Course Objectives

1. To understand Applied Psychology and Social Behaviour.
2. To explore the effects of the various psychological factors in health and Stress.
3. To study the Psychological Disorders.

3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Applied Psychology and Social Behaviour	1.1 Definition of Applied Psychology 1.2 Scope of Applied Psychology 1.3 Applied and Scientific nature of Applied Psychology 1.4 Functions of Applied Psychology	<ul style="list-style-type: none">• Understand the definition of Applied Psychology• Know about functions of Applied Psychology
2.	Social Behaviours	2.1 Pro social Behaviour 2.2. Prejudice and Discrimination 2.3. Aggression	<ul style="list-style-type: none">• Students will know about Pro social Behaviour and Aggression
3.	Health and Stress	3.1.Health and Disease 3.2 Health Psychology 3.3 Sources of Stress	<ul style="list-style-type: none">• Students will know about Health and

		3.4 Coronary heart disease 3.5 The Immune System 3.6 Personal Factors – Reducing the impact of stress and Illness	Disease <ul style="list-style-type: none"> Students will know about Sources of Stress and Reducing the impact of stress and illness
4.	Psychological Disorder	4.1 Defining and Classifying Psychological Disorders 4.2 Anxiety Disorders 4.3 Somatoform and Dissociative Disorders 4.4 Schizophrenia 4.5 Mood Disorder	<ul style="list-style-type: none"> Students will know about Defining and Classifying Psychological Disorders

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. Attendance	-	-	05
3. CCE	-	-	05
4. Internal Exam	-	-	15
5. 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. On Line Resources
5. Question Bank

9. Reference Books:

1. Anatasi A. Fields of Applied Psychology McGraw Hill, N. Y. 2nd Ed. (1979)
(Ref. Ch. 1)
2. Samuel E. Wood & Ellen Greenwood: 'The Word of Psychology' 2nd Ed.
1996 Allyn & Bacon (Ref. Ch. 7, 11, 12, 13, 14, 16, 17)
3. Eastwood Atwater: 'Psychology for Living' Adjustment Growth & Behavior
Fifth edition, 1995 Prentice Hall of India Pvt. Ltd. New Delhi (Ref. Ch.
9,10,11)

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : Psychological Testing and Practical – II	
Course Code: MAPSYCC-402	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota :35	
Course Type : Core Core/Elective/Foundation	
Offered in Academic Year: 2018-19	Even Semester: IV

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 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	-	-	30
6. Total	-	-	100

8. Recommended learning Resources

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

6. Psychological Experimental Tools

9. Reference Books

1. Underwood, B. J. (1966) “ Experimental Psychology ” 2 nd 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) ManovaignanikMapan, 3rd Edition, University GranthNirman 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” 2nd Ed. Henry Holt & Company
7. Kanawala, S. C. (2000) “ Experimental Psychology : Experiments and Testing, University GranthNirman 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

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

Course Title :Health Psychology	
Course Code: MAPSYCC-403	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota :35	
Course Type :Core Core/Elective/Foundation	
Offered in Academic Year: 2018-19 Even Semester: IV	

5. Course Objectives

<p>4. To understand the integration between biological, psychological and social factors in health and disease (the bio-psycho-social health model).</p> <p>5. To explore the effects of the various psychological factors in health.</p> <p>6. To study the methods to improve health and leading a healthy life.</p>
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6. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1.	Introduction To Health Psychology	<p>1.1 Nature of Health Psychology</p> <p>1.2 The Mind Body relationship</p> <p>1.3 Relating Health Psychology to specific bodily systems:</p> <p>1.3.1. The Nervous System</p> <p>1.3.2. The Endocrine System</p> <p>1.3.3. The Digestive System</p> <p>1.3.4. The Cardiovascular System</p> <p>1.3.5 The Immune system</p>	<p>Understand the nature of health psychology.</p> <p>Know about The Mind Body relationship.</p> <p>Students will know about Relating Health Psychology to specific bodily systems.</p>

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>6.5. 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> <ul style="list-style-type: none"> – Age, Gender and Socio cultural Factors in AIDS From HIV Infections to AIDS – Medical Treatment for People with HIV/AIDS 	<p>Know about Risk Factors Effects and treatment of AIDS and Cancer.</p> <p>Students will know about Psycho social Interventions for</p>

		<ul style="list-style-type: none"> – The Psychosocial Impact of AIDS – Psychosocial Interventions for AIDS. <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"> – Prognosis and Causes of Cancer.-Age, Gender and Socio cultural Factors in Cancer.-Diagnosing and Treating Cancer – The Psycho-social Impact of Cancer. – Psycho social Interventions for Cancer. 	AIDS and Cancer.
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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
6. Group Projects & Seminar Presentation	-	-	05
7. Assignments			05
8. Internal Exam	-	-	20
9. 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. On Line 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)

Course Title : Clinical Psychology	
Course Code: MAPSYEC-404 A	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Core Core/Elective/Foundation	
Offered in Academic Year: 2020-21	EvenSemester: 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 Psychology	Student knows about Clinical Psychology. Know about Future of Clinical 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
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. Question Bank

8. Basic Book

6. SinhArunkumar (2014) “Advanced Clinical Psychology”7th edition, Motilal Banarsidas Publishing House, Delhi

CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

Course Title : School Psychology	
Course Code: MAPSYEC-404B	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 35	
Course Type : Elective Core/Elective/Foundation	
Offered in Academic Year: 2017/18 Even Semester: 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? 1.5 Beginning Teachers Using	<ul style="list-style-type: none"> - Recognize does teaching matter? - Explain about good teaching. - Debate that what do expert teachers knows? - Discuss about greatest concerns of beginning teachers. - Indicate that why should I study educational

		Research to Understand and Improve Teaching	Psychology. - Apply appropriate method to understand and improve teaching.
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	- Review the role of knowledge in learning - Sketch and describe the human information processing model of memory. - Compare and distinguish among declarative, procedural and conditional knowledge. - Estimate that why do student forget what they have learned? - Identify the role of Metacognition in learning and remembering.
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	- Organize the special managerial demands of class rooms and the needs of students of different ages. - Establish a list of rules and procedures for a class. - Arrange the physical environment of the class room to fit for learning goals and teaching methods. - Explain and apply two 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"> - Name the factors that facilitate self-regulated learning. - Define the creativity produce some ideas about creativity. - Recognize and relate to emotional intelligence and social & emotional learning. - Determine that why is compassion and tolerance important in school? - Create a learning community in his/her class room as a teacher in future. - Demonstrate that how can cooperative learning strategies promote academic and social development.
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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	--

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
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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)

Course Title : Dissertation	
Course Code: MAPSYEC-404C	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota :35	
Course Type : ElectiveCore/Elective/Generic	
Offered in Academic Year: 2018-19	Even Semester: 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)

Course Title : Basis of Human Abilities and Personality	
Course Code: MAPSYEG-405	No. of Credits: 04
Department/Discipline: Psychology	Faculty: 01
Learning Hours: 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
Student Quota : 50	
Course Type : Generic Core/Elective/Foundation/EG	
Offered in Academic Year: 2018-19	Even Semester: IV

2. Course Objectives

<ol style="list-style-type: none">1. To develop an understanding of the concept of individual difference2. To learn about basic cognitive processes through scientific methods.3. To develop an appreciation of the biological and social impact on personality4. To study approaches to personality.
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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 1.2 Approaches to the study of Motivation: Psychoanalytical, Ethological, Cognitive and Humanistic	To inform students about Motivation and Emotion To know about Biological and Social Concepts of Motivation Students will know

		<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>	about Theories of Emotions
2.	Human Abilities	<p>2.1 Intelligence: Biological, Social, Eco Cultural determinants</p> <p>2.2 Theories of Intelligence: Spearman, Thurston, Guilford</p> <p>2.3 Individual and Group differences: Extent and Causes</p> <p>2.4 Creativity: Meaning, Characteristics, Measurement of Creativity</p> <p>2.5 Relationship between Intelligence and Creativity</p>	<p>To know about Intellectual Concepts of Human Abilities</p> <p>To know about Theories of Intelligence and Measurements</p>
3.	Personality	<p>3.1 Determinants of Personality: Biological, Socio-Cultural</p> <p>3.2 Approaches to the study of</p>	Students will know about Approaches to the study of Personality

		Personality: R.B. Cattell- Factor analytic Theory, Carl Rogers - Phenomenological approach, Client Center Approach, Maslow- Humanistic Approach of Personality, Seligman- Social Learning, Rollo May, Frankl- Existential Theory 3.3 Self Concept: Origin and Development	To know about Personality Assessment and Self concept.
4.	Biological Basis of Behavior	4.1. Receptors, Effectors and Adjuster Mechanisms 4.2 Neural Impulse: Origin Conduction and Measurement 4.3 Sensory Systems: Vision and Audition 4.4 Human Nervous System: Structure and Functions	Students will know about Biological Basis of Behavior To know about Sensory Systems and Human Nervous System

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	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.