

CHILDREN'S UNIVERSITY

GANDHINAGAR



POST GRADUATE DIPLOMA

IN

CHILD AND FAMILY COUNSELING

**SYLLABUS**

P.G.D.C.F.C. SEMESTER-I to II PROGRAMME

(A draft of C.B.C.S. Courses in P.G.D.C.F.C Submitted for Revision of  
Curriculum to be executed from July, 2022)

By

DEPARTMENT OF PSYCHOLOGY

CHILDREN'S UNIVERSITY

GANDHINAGAR-382021

GUJARAT, INDIA.

**CHILDREN'S UNIVERSITY, GANDHINAGAR**

**DEPARTMENT OF PSYCHOLOGY**

# SYLLABUS

## P.G.D.C.F.C. SEMESTER-I PROGRAMME

(A draft of C.B.C.S. Courses in P.G.D.C.F.C Submitted for Revision of Curriculum to be executed from July, 2022)

<b>PGDCFC Semester- I</b>						
<b>Sr.No</b>	<b>Course/ Paper Code</b>	<b>Course/Paper Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</b>
1	PGDCFC- CC101	Child Psychology	04	30	70	100
2	PGDCFC- CC102	Research Methods in Child Psychology - I	04	30	70	100
3	PGDCFC- CC103	Descriptive and Inferential Statistics	04	30	70	100
4	PGDCFC- EC104B	Adjustment Psychology	04	30	70	100
5	PGDCFC- EG105A	Counseling Psychology	04	30	70	100
<b>Total</b>			20	150	350	500

# SYLLABUS

## P.G.D.C.F.C. SEMESTER-II PROGRAMME

(A draft of C.B.C.S. Courses in P.G.D.C.F.C Submitted for Revision of Curriculum to be executed from July, 2022)

<b>PGDCFC Semester- II</b>						
<b>Sr. No</b>	<b>Course/Paper Code</b>	<b>Course/Paper Title</b>	<b>Credit</b>	<b>IM</b>	<b>EM</b>	<b>TM</b>
1	PGDCFC-CC201	Adolescence Psychology	04	30	70	100
2	PGDCFC-CC202	Research Methods in Child Psychology - II	04	30	70	100
3	PGDCFC-CC203	Non-Parametric Statistics and Correlation	04	30	70	100
4	PGDCFC-EC204B	Counseling Techniques & Psychotherapy	04	30	70	100
5	PGDCFC-EG205A	Project Work*	04	00	100	100
<b>Total</b>			<b>20</b>	<b>120</b>	<b>380</b>	<b>500</b>
<b>GRAND TOTAL</b>			<b>40</b>	<b>270</b>	<b>730</b>	<b>1000</b>

**\*Project work is compulsory for Post Graduate Diploma Students**

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Child Psychology	
<b>Course Code:</b> PGDCFC-CC101	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2022-23	
<b>Odd Semester:</b> I	

## 2. Course Objectives

1. To make the students familiar with the Field of Child Psychology
2. This course shall enable the students to develop a thorough understanding of the various approaches and theories of child development.
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 study 1.8 Importance of study of Child Psychology	Students will develop understanding about Historical and modern background of child study

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

		4.7 Emotions during Later Childhood 4.8 Socialization pattern during Later Childhood	
--	--	---	--

#### 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)

<b>Course Title :</b> Research Methods in Child Psychology – I	
<b>Course Code:</b> PGDCFC-CC102	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2022-23	<b>Odd Semester:</b> I

## 2. Course Objective

1. To impart knowledge about basic concepts of research methodology.
2. To train them in the research methods and designs in Psychology and to equip them to take up psychological 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 1.5 Types of Research <ul style="list-style-type: none"><li>- Basic Research</li><li>- Applied Research</li><li>- Action Research</li></ul>	To impart the meaning and objective of Social research.  The detail study of research process and importance of knowledge of 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>	
2.	Research Problem, Hypotheses and Variable	<p>2.1 Research Problem</p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Characteristics and Criteria of a Good Problem</li> <li>- Origins or Sources of Research Problem</li> </ul> <p>2.2 Selecting the Research Problem</p> <p>2.3 Necessary Considerations for Selecting a Research Problem</p> <p>2.4 Necessity of Defining the Problem</p> <p>2.5 Technique involved in Defining a Problem</p> <p>2.6 Hypothesis</p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Nature</li> <li>- Characteristics of a Scientific or a Good</li> </ul>	<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>Hypothesis</p> <ul style="list-style-type: none"> <li>- Sources of Bases of Hypothesis</li> <li>- Types of Hypothesis</li> </ul> <p>2.7 Suggestions or Considerations for Hypothesis Construction</p> <p>2.8 Variable</p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Type of Variable</li> </ul>	
3.	Exploratory and Descriptive study	<p>3.1 Meaning and Nature of exploratory study</p> <p>3.2 Methods and Limitation of exploratory study</p> <p>3.3 Descriptive Research</p> <ul style="list-style-type: none"> <li>- Meaning and Nature</li> <li>- Role and scope of descriptive study</li> <li>- Steps, importance and limitation of descriptive study</li> </ul> <p>3.4 Types of Descriptive Research</p> <ul style="list-style-type: none"> <li>- Survey research</li> <li>- Case study methods</li> <li>- Co relational research</li> <li>- Ex-post facto research</li> </ul>	<p>To inform students about the meaning and Methods of exploratory study.</p> <p>Also discuss about Important concepts relating to Descriptive Research.</p> <p>Students know about various Types of Descriptive Research.</p>
4.	Field study and laboratory research	<p>4.1 Meaning, Nature, characteristics and differences of field study</p>	<p>To inform about Nature, characteristics and differences of field study.</p>

		4.2 Types, steps, advantage and limitation of field study 4.3 Experimental research - Types of experimental research 4.4 Experimental validity	Types of experimental research are main points of this chapter.
--	--	---	---

#### 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)

<b>Course Title :</b> Descriptive and Inferential Statistics	
<b>Course Code:</b> PGDCFC- CC103	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2022-23	<b>Odd Semester:</b> I

## 2. Course Objectives

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)

<b>Task</b>	<b>Time</b>	<b>Description</b>	<b>Weight</b>
5. Group Projects & Seminar Presentation	-	-	05
6. Assignments	-	-	05
7. Internal Exam	-	-	20
8. Final Exams	-	-	70

## 6. Course Schedule

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

## 7. Recommended learning Resources

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 ChampaPrakashan, 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 Ahmedabad

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title:</b> Adjustment Psychology	
<b>Course Code:</b> PGDCFC-EC104 B	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> ElectiveCore/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2022-23 <b>Odd Semester:</b> 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 principals 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

<b>Class/Week</b>	<b>Date</b>	<b>Topic</b>	<b>Requirements</b>
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 (2<sup>nd</sup> Edition) Prentice-Hall, Inc.

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Counseling Psychology	
<b>Course Code:</b> PGDCFC-EG105A	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core Core/Elective/Foundation	
<b>Offered in Academic Year:</b> 2022-23	<b>Odd</b>
<b>Semester:</b> I	

### 1. Course Objectives

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

### 2. 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.“Councelling : They and Practice” 4th edition 1995, Allyn and Bacon Co. Boston, U.S.A.
4. Belkin Gray“An Introduction to Counselling” 3rd edition 1988. W.C.Brown Publishers.
5. Hansen J.C., Stevic R.R. and Warner R.W. “Counselling-Theory and Process” 4th edition 1986, Allyn and Bacon Co. Boston, U.S.A.

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Adolescence Psychology	
<b>Course Code:</b> PGDCFC-CC201	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 50	
<b>Course Type :</b> Elective <b>Core/Elective/Foundation</b>	
<b>N Offered in Academic Year:</b> 2022-23	<b>Odd Semester:</b> II

### 2. Course Objectives

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

### 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)

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

## 6. Course Schedule

<b>Class/Week</b>	<b>Date</b>	<b>Topic</b>	<b>Requirements</b>
01 to 04	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)

<b>Course Title :</b> Research Methods in Child Psychology – II	
<b>Course Code:</b> PGDCFC-CC202	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2022-23	<b>Even Semester:</b> II

## 2. Course Objective

<ol style="list-style-type: none"> <li>1. To acquaint the students with research process in Child Psychology.</li> <li>2. To make students understand the nature and techniques of various sampling and research design.</li> <li>3. To impart knowledge about collection of data.</li> <li>4. To train them in the research methods and designs in Child Psychology and to equip them to take up psychological researches independently.</li> </ol>
--

## 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"> <li>- Quasi-experimental Design</li> <li>- Correlational Design</li> <li>- Comparative Design</li> <li>- Case study Design</li> <li>- Survey Design</li> </ul> <p>(2) Experimental Design</p>	Students will know about various Research Designs.
2.	Sampling	<p>2.1 Meaning, propose, steps and characteristics of a good Sample Design</p> <p>2.2 Advantages and limitations of Sampling</p> <p>2.3 Types of Sampling</p> <p>(1) Probability sampling</p> <ul style="list-style-type: none"> <li>- Simple random Sampling</li> <li>- Stratified random Sampling</li> <li>- Cluster Sampling</li> </ul> <p>(2) Non – Probability sampling</p> <ul style="list-style-type: none"> <li>- Quota Sampling</li> <li>- Accidental Sampling</li> <li>- Purposive or Judgmental Sampling</li> <li>- Systematic sampling</li> <li>- Convenience sampling</li> <li>- Self-selected Sampling</li> </ul> <p>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	3.1 Meaning of data, importance of data collection and Types of	Learners will know about Meaning and importance

	scale and Check list	data 3.2 Observation method - Types of observation 3.3 Advantages and Disadvantages of observation method 3.4 Rating scale and check list rating scale	of data collection.  To know about  Observation method.
4.	Research Report Writing  And Computer in research	4.1 Research Report Writing - Meaning - Purpose of research report - Advantages of research reports 4.2 section of research report 4.3 Precaution for writing research report 4.4 Computer in research - Use of computer in research - Components that determine the use of computers in research	Learners study about research Report Writing.  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)**

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

### **6. Course Schedule**

<b>Class/Week</b>	<b>Date</b>	<b>Topic</b>	<b>Requirements</b>
01 to 04	December	Unit-I	Appeared in semester- II
05 to 08	January	Unit-II	
09 to 12	February	Unit-III	
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 RevisedEdition, Surgeet Publication, New York

# CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Non-Parametric Statistics and Correlation	
<b>Course Code:</b> PGDCFC-CC203	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 35	
<b>Course Type :</b> Core Core/Elective/Foundation/ Generic	
<b>Offered in Academic Year:</b> 2022-23	<b>Even Semester:</b> II

## 2. Course Objectives

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

## 3. Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise SLO
1	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	-	-	
5. Final Exams	-	-	15
			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)

<b>Course Title:</b> Counseling Techniques and Psychotherapy	
<b>Course Code:</b> PGDCFC-EC204 B	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota :</b> 30	
<b>Course Type :</b> Elective	Core/Elective/Foundation/ Generic
<b>Offered in Academic Year:</b> 2022-23	<b>Even Semester:</b> 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 Psychotherapy	To Know about origin of Psychotherapy  Student will become Familiar with General Condition 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. [REDACTED], [REDACTED] [REDACTED]. [REDACTED], [REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]-6
2. [REDACTED] [REDACTED] [REDACTED], [REDACTED]. [REDACTED]. [REDACTED] [REDACTED] [REDACTED]. [REDACTED], [REDACTED]  
[REDACTED] [REDACTED], [REDACTED]
3. [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]
4. [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]

## CHILDREN'S UNIVERSITY COURSE TEMPLATE

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

<b>Course Title :</b> Project Work	
<b>Course Code:</b> PGDCFC-EG205A	<b>No. of Credits:</b> 04
<b>Department/Discipline:</b> Psychology	<b>Faculty:</b> 01
<b>Learning Hours:</b> 60 Lect./Lab./Tuto./Gr.Study/Pri.Study	
<b>Student Quota:</b> 50	
<b>Course Type:</b> Generic Core/Elective/Foundation/Generic	
<b>Offered in Academic Year:</b> 2022-23	<b>Even Semester II</b>

### 2. Course Objectives

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

### 3. General Guideline for project work:

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

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

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