

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	Even Semester: IV

1. Course Objectives

<ol style="list-style-type: none">1. To provide theoretical foundation for Clinical Practice.2. To understand Models of Clinical Psychology, Professional Issues in Clinical Psychology, workplace of Clinical concept, Clinical Assessment.3. To acquaint students with modern trends in Clinical Psychology.4. To help the trainee of Clinical Psychologist to choose appropriate techniques for a particular case.
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2. 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	4.1 Meaning & Nature of Clinical Assessment 4.2 Components of Clinical Assessment Process 4.3 Purposes of Clinical Assessment 4.3 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

1. Sinh Arunkumar (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-404 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 : 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	<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

		<p>Know?</p> <p>1.5 Beginning Teachers Using Research to Understand and Improve Teaching</p>	<p>teachers.</p> <ul style="list-style-type: none"> - Indicate that why should I study educational Psychology. - Apply appropriate method to understand and improve teaching.
2.	Cognitive Views of Learning	<p>2.1 The Importance of Knowledge in Learning</p> <p>2.2 The Information Processing Model of Memory</p> <p>2.3 Long –Term Memory: The Goal of Teaching</p> <p>2.4 Storing and Retrieving Information in Long-Term Memory</p> <p>2.5 Meta-cognition, Regulation and Individual Differences</p>	<ul style="list-style-type: none"> - 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	<p>3.1 The Need for Organization</p> <p>3.2 Creating a Positive Learning Environment</p> <p>3.3 Maintaining a Good Environment for Learning</p> <p>3.4 The Need for Communication</p>	<ul style="list-style-type: none"> - 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.

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)

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1. Group Projects & Seminar Presentation	-	-	05
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6. Course Schedule

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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-404 C	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.