



Parvatibai Chowgule College of Arts and Science  
(Autonomous)

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Best Affiliated College-Goa University Silver Jubilee Year Award

## PG DEPARTMENT OF PSYCHOLOGY

### SYLLABUS FOR TWO YEAR POST UNDERGRADUATE DEGREE PROGRAMME IN CHILD PSYCHOLOGY & CHILD DEVELOPMENT

(Implemented from the Academic Year 2023-2024  
onwards)

**COURSE STRUCTURE**

SEME STER	DSC	DSE	DSRE	GE	DSR/I
I	<p><b>PGMP-PSY-DSC-401:</b> Child Psychopathology</p> <p><b>PGMP-PSY-DSC-402:</b> Research Methodology for Psychology- I</p> <p><b>PGMP-PSY-DSC-403:</b> Advanced Statistics for Psychology</p> <p><b>PGMP-PSY-DSC-404:</b> Counselling Therapies for Children I</p>	<p><b>PGMP-PSY-DSE-401:</b> Child Development</p> <p><b>PGMP-PSY-DSE-402:</b> Pediatric Psychology</p> <p><b>PGMP-PSY-DSE-403:</b> Child &amp; Crime</p>			
II	<p><b>PGMP-PSY-DSC-405:</b> Counseling Approaches</p> <p><b>PGMP-PSY-DSC-406:</b> Research Methodology for Psychology- II</p> <p><b>PGMP-PSY-DSC-407:</b> Research Writing</p> <p><b>PGMP-PSY-DSC-408:</b> Counselling Therapies for Children II</p>	<p><b>PGMP-PSY-DSE-404:</b> Children with Special needs</p> <p><b>PGMP-PSY-DSE-405:</b> Early Childhood Education</p> <p><b>PGMP-PSY-DSE-406:</b> Rehabilitation Psychology</p>			

III		<p><b>PGMP-PSY-DSE-407:</b> Positive Psychology</p> <p><b>PGMP-PSY-DSE-408:</b> Psychology of Adolescence</p> <p><b>PGMP-PSY-DSE-409:</b> Theories of Personality</p> <p><b>PGMP-PSY-DSE-410:</b> NGO Management</p>	<p><b>PGMP-PSY-DSRE-401:</b> Management of Learning Disabilities</p> <p><b>PGMP-PSY-DSRE-402:</b> Child Development – Practicum</p> <p><b>PGMP-PSY-DSRE-403:</b> School Counseling</p> <p><b>PGMP-PSY-DSRE-404:</b> Counseling with Parents</p>	<p><b>PGMP-PSY-GE- 401:</b> Personality Development</p> <p><b>PGMP-PSY-GE- 401:</b> Community Psychology</p> <p><b>PGMP-PSY-GE- 401:</b> Health Psychology</p> <p><b>PGMP-PSY-GE- 401:</b> Advanced Statistical Analysis</p>	
IV			<p><b>PGMP-PSY-DSRE-405:</b> Management of Learning Disabilities- Research</p> <p><b>PGMP-PSY-DSRE-406:</b> Child &amp; Crime- Research</p> <p><b>PGMP-PSY-DSRE-407:</b> School Counseling - Research</p> <p><b>PGMP-PSY-DSRE-408:</b> Counseling with Parents- Research</p>		<p><b>PGMP-PSY-DSR/I-401:</b> Discipline Specific Research or Internship</p>

**SEMESTER I**  
**DISCIPLINE SPECIFIC CORE (DSC)**

**Course Title: Child Psychopathology**

**Course Code: PGMP-PSY-DSC-401**

**Credits: 4**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:** To familiarize the students with:

1. Distinguishing normal development from psychopathology.
2. Understanding the DSM – V: The decision system for assessing problem behavior.
3. Diagnostic & treatment issues related to infants, children & adolescents.

**Course Learning Outcomes:** At the end of this course students will be able to understand:

- CLO1. Identify & describe the neurodevelopment disorders experienced in childhood.
- CLO2. Identify & describe the other common disorders of childhood, including the eating, anxiety, substance – use, impulse control & attachment disorders.
- CLO3. Use the DSM-V, which is the international handbook for mental disorders.
- CLO4. Describe the risk & protective factors responsible for childhood disorders.
- CLO5. Use a diagnostic framework to work with children and adolescents.
- CLO6. Plan, prepare & conduct psycho-educational sessions for mental health disorders.
- CLO7. Apply their understanding of the developmental psychopathology in their interactions with clients on the field.

**Course Description:** This course is designed to give students an introduction to child psychopathology. The focus will be on the major disorders typically diagnosed in childhood & adolescence, with an emphasis on the DSM – V diagnostic criteria.

**Syllabus**

**Unit I. Neuro developmental Disorders**

Number of Hours: 15

- A. Intellectual Disability (Intellectual Developmental Disorder)
- B. Communication Disorders a. Speech Sound Disorder b. Social (Pragmatic) Communication Disorder
- C. Autism Spectrum Disorder
- D. Attention – Deficit / Hyperactivity Disorder
- E. Specific Learning Disorder
- F. Motor Disorders
  - a. Developmental Coordination Disorder
  - b. Stereotypic Movement Disorder
- G. Tic Disorders

**Unit II. Feeding, Eating and Elimination Disorders**

Number of Hours: 15

- A. Pica
- B. Rumination Disorder

- C. Avoidant / Restrictive Food Intake Disorder
- D. Anorexia Nervosa
- E. Bulimia Nervosa
- F. Binge Eating Disorder
- G. Enuresis and Encopresis

### **Unit III. Anxiety and Attachment Disorders**

Number of Hours: 15

- A. Separation Anxiety Disorder
- B. Social Anxiety Disorder
- C. Generalized Anxiety disorder
- D. Selective Mutism
- E. Body Dysmorphic Disorder
- F. Trauma & Stressor Related Disorders (specific to childhood)
  - a. Reactive Attachment Disorder
  - b. Disinherited Social Engagement Disorder
  - c. Post-Traumatic Stress Disorders
- G. Obsessive – Compulsive Disorders

### **Unit IV. Addiction & Disruptive Disorders**

Number of Hours: 15

- A. Introduction to Substance Disorders
- B. Inhalant – Related Disorders
- C. Opioid – Related Disorders
- D. Tobacco & Cannabis– Related Disorders
- E. Gambling Disorder
- F. Internet Gaming & Cell phone Disorder
- G. Disruptive, Impulse – Control & Conduct Disorders
  - a. Oppositional Defiant Disorder
  - b. Conduct Disorder
  - c. Other disorders in the category

### **References:**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.)
2. Sadock, B.J. & Sadock, V.A. (2015). *Kaplan & Sadock's Synopsis of Psychiatry*. USA: Wolter Kluwer.
3. World Health Organization (2020). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

**Course Title: Research Methodology for Psychology –I**

**Course Code: PGMP-PSY-DSC-402**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To acquaint the students with basic concepts of research in Psychology.
2. To familiarize the students with steps involved in the research process.
3. To enable them to choose appropriate and psychometrically sound instruments for research.

**Course Learning Outcomes:** At the end of this course, students will be able to: CLO1. Describe and distinguish between various research processes.

CLO2. Understand basic concepts of formulating research. CLO3. Understand ethics involved in research

CLO4. Understand sampling methods used in data collection

CLO5. Understand the characteristics of psychometrically sound and appropriate instruments for research

**Course Description:** Research is an integral part of psychology and allied behavior sciences. Undertaking an empirical study and testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would be acquainted with basics of conceptualizing a research study.

**Syllabus**

**Unit 1 - Research Process**

Number of hours: 15

- A. Definitions of research, science and scientific methods, limitations of scientific research.
- B. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, collecting data, Data analysis, Report writing/ thesis writing).
- C. Ethical issues for research.

**Unit 2- Variables, Probability and Hypothesis testing**

Number of hours: 15

- A. Variables: IV, DV, control and extraneous variables.
- B. Hypothesis- definition, characteristics, types; Hypothesis testing
- C. Concept of Probability, Normal Probability Curve, and Characteristics of the Curve: probabilistic estimation and limitations (Type I & type II errors).
- D. Concept of Statistics: parametric and non-parametric, descriptive, inferential, Correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

### **Unit 3 - Sampling and Data Collection**

Number of hours: 15

- A. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
- B. Data collection methods: Observation: naturalistic, laboratory, participant and nonparticipant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

### **Unit 4 – Choosing Measurements for Research**

Number of hours: 15

- A. Scales of Measurement (nominal, ordinal, interval, ratio)
- B. Deciding what statistical test to use based on the scale of measurement
- C. Evaluating Measurement
  - a. Norms
  - b. Reliability
  - c. Validity

#### **References:**

#### **Mandatory:**

1. Bordens, K.S. & Abbot, B.B. (2002) Research designs and methods: A process approach. McGrawHill (5th ed).
2. Goodwin, C. J. (2010). Research in Psychology: Methods & Design (6th Ed). John Wiley & Sons, Inc.: USA.
3. Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
4. Sani, F., & Todman, J. (2005). Experimental Design and Statistics for Psychology: A First Course. US: Wiley-Blackwell.

#### **Suggested reading:**

1. Best, J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India. (9th ed, EEE).
2. Cohen, R. J. & Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill
3. Crano, W.D. & Brewer, M.B. (2002). Principles and Methods of Social Research (2nd Ed). Frost, N. (2011). Qualitative Research Methods in Psychology: Combining Core Approaches. Lawrence Erlbaum Publishers: New Jersey Open University Press: England.
4. Publication Manual of the American Psychological Association (7th ed).
5. Weiner, I.B. (2003). Handbook of Psychology: Research Methods in Psychology (Vol. 2). John Wiley & Sons, Inc.: USA.

**Course: Advanced Statistics for Psychology**

**Course Code: PGMP-PSY-DSC-403**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To acquaint the students with different statistical methods along with their uses and interpretations.
2. To enable the students to analyze the data of practical and project work.

**Course Learning Outcomes:** At the end of this course, students will be able to:

CLO1. Understand the advanced statistical procedures used in Psychology.

CLO2. Differentiate between Parametric and Non-parametric statistical procedures.

CLO3. Differentiate between Techniques used for causal connections and establishing relations.

CLO4. Apply learnt statistical techniques in designing research.

CLO5. Understand and conduct Normality testing.

CLO6. Process and analyze the data using Statistical Software.

**Course Description:** This course is designed to teach many of the concepts needed to understand, conduct, and interpret common statistical procedures and techniques. The emphasis of this course is on the acquisition of conceptual, rather than procedural, knowledge that can be demonstrated by selecting, applying and interpreting appropriate statistical procedures

**Syllabus**

**Unit I: Inferential Statistics**

Number of hours: 15

- A. Introduction to Inferential Statistics
- B. Two Group Differences – t-test (independent and dependent)
- C. Analysis of Variance (One – way and two – way, both independent & repeated measures)
- D. MANOVA and ANCOVA: concept only

**Unit II: Association and Prediction**

Number of hours: 15

- A. Correlation – Normal Pearson, Point-Biserial, Phi, Partial, Semi-Partial and Multiple Correlation (Computation and Significance testing)
- B. Regression: Simple Linear Regression & Multiple Regression
- C. Chi Square Tests (Goodness fit & Independence)

**Unit III: Non-Parametric Measures**

Number of hours: 15

- A. Two Group Differences – Wilcoxon Signed-rank test; Wilcoxon Rank-Sum test, Median test; Mann Whitney U test
- B. Multiple Group Differences – Kruskal Wallis H Test
- C. Non – parametric tests for correlated data: Spearman's Rank Order Correlation.



#### Unit IV: Statistical Software (Practical component)

Number of hours: 15

- A. An introduction to SPSS & R
- B. Using any one statistical package for Data entry and coding
- C. Importing data from MS Excel
- D. Conducting Normality Testing
- E. Calculating Central and Deviation Tendency along with all the methods discussed above
- F. Interpreting the output

#### References:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Howell D.C. (2010). *Statistical Methods for Psychology* (7th Ed). Wadsworth Cengage Learning: USA.
3. King, B.M., Rosopa, P.J. & Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6th Ed). John Wiley & Sons Inc.: USA.
4. Maindonald, J. & Braun, W.J (2010). *Data Analysis & Graphics Using R – an Example-Based Approach* (3rd Ed). Cambridge University Press: UK.
5. Morgan, G.A., Leech, N.L., Gloeckner, G.W. & Barett, K.C. (2004). *SPSS for Introductory Statistics* (2nd Ed). Lawrence Erlbaum Associates, Inc.: New Jersey.
6. Belhekar, V. (2016). *Statistics for psychology Using R*. Sage Publications

**Course Title: Counseling Therapies for Children I**

**Course Code: PGMP-PSY-DSC-404**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

**Course Learning Outcomes:** At the end of this course students will be able to understand:

CLO1. Understand the importance of the child counselor relationship

CLO2. Develop the qualities required for a counselor

CLO3. Understand the internal processes of a child during therapy

CLO4. Enable to handle a resistant or difficult child during therapy

CLO5. To develop effective listening skills

CLO6. To understand and apply techniques of REBT in real problem situations

CLO7. To effectively use play as a therapeutic tool

CLO8. Be able to formulate behavior modification plans for children

CLO9. To be able to successfully psycho-educate the parents

CLO10. To effectively use audio visual aids in psychoeducation

CLO11. Describe art-based therapies and use techniques in sessions

CLO12. Describe the various gestalt techniques in therapy settings.

**Course Description:**

This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will address the theoretical approaches behind counseling children, with the major focus on demonstration & development of therapeutic skills to deal with specific concerns of childhood.

**Syllabus**

**Unit I. Counselling Children**

Number of hours: 20

- A. Introduction (goals, child – counselor relationship, attributes of counselor)
- B. The process of child therapy (also child's internal processes for therapeutic change)
- C. General model for counseling children & Questions counselors should ask children
- D. Child Counseling Skills (observation, active listening, helping children tell their story, dealing with resistance, transference, self – concept & self – destructive beliefs, facilitating change & termination).
- E. Practical Demonstration & Practice of counseling a child

**Unit II. Introduction to Commonly used Therapeutic Approaches with Children**

Number of Hours: 20

- A. REBT with children
- B. Play Therapy
- C. Art based therapies

D. Gestalt therapy

**Unit III. Use of Supplementary Therapeutic Activities**

Number of Hours: 20

- A. Planning & giving homework& Use of worksheets
- B. Psycho – education for parents/caregivers through audio visual aids.

**References:**

1. Geldard, K., & Geldard, D. (2008). Counselling Children: A Practical Introduction (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.
2. Henderson, D.A., & Thompson, C.L. (2011). Counseling Children (8th Ed.). Belmont, CA: Brooks/Cole
3. Jongsma, A.E. (2014). Child Psychotherapy: Homework Planner (5th Ed.). New Jersey: John Wiley & Sons Inc.
4. Lampert Ruth, (2011). A Child's Eye View: Gestalt Therapy with Children, Adolescents and Their Families. The Gestalt Journal Press

## DISCIPLINE SPECIFIC ELECTIVE (DSE)

**Course Title: Child Development**

**Course Code: PGMP-PSY-DSE-401**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

### Course Objectives:

1. To study the basic factors that influences the growth and development throughout childhood.
2. To appreciate the complex interactions between physical, emotional & social aspects of development this influences the overall personality of an individual.

**Course Learning Outcomes:** At the end of this course students will be able to:

CLO1. Describe prenatal development and processes involved in child birth.

CLO2. Apply the different aspects of child development in real life counselling settings. CLO3. Evaluate the transitions in child development in various developmental periods.

CLO4. Analyze the causes for developmental disabilities and abnormalities.

CLO5. Evaluate the various developmental milestones which helps in counselling settings.

**Course Description:** Human development throughout the lifespan takes place in physical, cognitive and psycho – social areas. This paper covers human development from conception till late childhood. Developmental difficulties in any of the areas (physical, socioemotional or cognitive) during any age of growing up can have a tremendous impact on an individuals' later life. And that is why, it is important to understand human development from all perspectives.

### Syllabus

#### Unit I. Prenatal Development and Birth

Number of hours: 15

- A. The Beginning
- B. From Conception to Birth
- C. Influence on Prenatal Development
- D. Labour and Delivery

#### Unit II. Development in Infancy

Number of hours: 15

- A. Physical, Perceptual and Motor Development
- B. Cognitive Development
- C. Socio-emotional Development

#### Unit III: Development in Early Childhood

Number of hours: 15

- A. Physical, Perceptual and Motor Development
- B. Cognitive Development
- C. Socio-emotional Development

## **Unit IV: Development in Middle & Late Childhood**

Number of hours: 15

- A. Physical, Perceptual and Motor Development
- B. Cognitive Development
- C. Socio-emotional Development

### **References:**

#### **Mandatory**

1. Kail, R.V. & Cavanaugh, J.C. (2014). Essentials of Human Development: A life span view. USA: Wadsworth.

#### **Supplementary**

1. Arnett, J. (2016). REVEL for Human Development: A Cultural Approach (2nd ed.). Pearson Education.
2. Berk, L. E. (2013). Exploring Lifespan Development (3rd ed.). Pearson Education. Berk, L. E. (2014). Development Through the Lifespan (4th ed.). Pearson Education. Boyd, D. and Bee, H. (2014). Lifespan Development. Pearson Education.
3. Feldman, R.S. (2017). Development Across the Life Span. Pearson Education.
4. Papalia et al. (2004). Human Development (9th ed.). United States: Tata McGraw Hill. Santrock, J. (2012). Life Span development (14th ed.). United States: McGraw Hill Higher Education.

**Course Title: Pediatric Psychology**

**Course Code: PGMP-PSY-DSE-402**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To educate students in the coping strategies used to help children deal with critical long-term illness.
2. To develop an attitude of empathy towards sick children and adolescents.
3. To teach students the types of supportive management that parents of sick children require.

**Course Learning Outcomes:** At the end of the course the student will be able to:

CLO.1. Identify various coping mechanisms to help children with long term illnesses, tragic losses and disabilities.

CLO.2. To be able to understand the role of counselor in pediatric set up.

CLO.3. To understand the role of empathy and sensitization in pediatric setup.

CLO.4. Deal with child illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses.

CLO.5. To understand adherence in pediatric setup and use effective strategies to improve adherence in pediatric medical regimens

CLO.6. To devise/formulate intervention models to be able to deal with children suffering from long term illness.

CLO.7. Devise school reintegration models.

CLO.8. Be able to highlight and compare the various effective & emerging treatments in Pediatric Psychology

**Course Description:** This course focuses on identifying various coping mechanisms to enable students to help children with long term illnesses, tragic losses and disabilities. It also aims to enable parents of sick children to deal with their child's illnesses more effectively by equipping them with strategies that would serve them to manage their own fears, anxieties and stresses so that they can be in a better position to take care of their kids.

**Syllabus**

**Unit I. Understanding Pediatric Psychology**

Number of hours: 15

- A. Overview of the field of Pediatric psychology- Global and Indian Context
- B. Common presenting concerns for Pediatric psychology practice
- C. Cross-Cutting Issues in Pediatric Psychology
- D. School re-integration in Pediatric Psychology

**Unit II. Adherence to Pediatric treatment regimes**

Number of hours:15

- A. Definition of Adherence, Types of Adherence Problems, and Adherence Rates
- B. Adherence Theories: Review, Critique, and Clinical Implications
- C. Consequences of Nonadherence and Correlates of Adherence
- D. Strategies for Improving Adherence to Pediatric Medical Regimens

**Unit III. Effective and Emerging Treatments in Pediatric Psychology** Number of hours:15

- A. Treatment research and practice
  - a. Effective treatments in pediatric psychology
  - b. Treatment manuals and clinical practice
- B. Intervention approaches
  - a. Individual therapies
  - b. Multiperson and systemic Interventions

**Unit IV. Coping strategies for Parents and Children**

Number of hours: 15

- A. Preparing child for hospitalization, painful procedures
- B. Pediatric oncology, diabetes, HIV, seizures, heart disease
- C. Pediatric organ transplantation
- D. Losing a child

**References**

1. Brown, R (2004). *Handbook of Pediatric Psychology in School Settings*. London: Lawrence Erlbaum Associates, Inc
2. Gross, A & Drabman, R. (1990). *Handbook of Clinical Behavioral Pediatrics*. New York and London: Plenum Press
3. Rapoff, M (2010). *Adherence to Pediatric Medical Regimens*. (2<sup>nd</sup> edition). NewYork Springer:
4. Roberts, M et al (2014). *Clinical Practice of Pediatric Psychology*. The Guilford Press
5. Roberts & Steele (2009). *Handbook of Pediatric Psychology*. (3rd edition). The Guilford Press.
6. Spirito, A & Kazak, A. (2006). *Effective and Emerging Treatments in Pediatric Psychology*. NewYork: Oxford University Press, Inc

**Journal Reference:**

- Indian Journal of Psychiatry <http://www.indianjpsychiatry.org/>
- JIACAM [www.jiacam.org](http://www.jiacam.org). *Journal of Indian Association for Child and Adolescent Mental Health*

**Web Reference:**

- Pediatric psychology in an Indian context
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3146195>
- Pediatric psychology in an Indian context  
[https://www.indianjpsychiatry.org/cpg/cpg2008/cpg-cap\\_14.pdf](https://www.indianjpsychiatry.org/cpg/cpg2008/cpg-cap_14.pdf)

**Course Title: Child and Crime**  
**Course Code: PGMP-PSY-DSE-403**  
**Credits: 04**  
**Marks: 100**  
**Duration: 60 HRS**

**Course Objectives:**

1. To acquaint the students with the nature of crime in childhood.
2. To familiarize the students with the intervention strategies to help the victims and offenders of crime during childhood.

**Course Learning Outcomes:** At the end of this course students will be able to:

- CLO1. Analyze the impact of the risk factors which predispose children to committing or becoming a victim of crime.
- CLO2. Assess the way in which protective factors prevent children from committing crime.
- CLO3. Apply the developmental trajectory of childhood victimization in understanding victimization impact.
- CLO4. Develop interventions based on the developmental dimensions model of childhood victimization impact.
- CLO5. Analyze the efficacy of the preventive strategies to reduce childhood crime.
- CLO6. Apply intervention strategies to help the victims of crime as well as juvenile offenders.

**Course Description:** Children are at risk of committing crime, such as acts of juvenile delinquency as well as falling prey to crime, such as child abuse. It is imperative that psychologists be aware of the various risk and protective factors responsible for perpetuating or preventing crime in childhood. This course will sensitize students to the needs of children who commit crimes and children who are victims of crime.

**Syllabus**

**Unit I: Children as Offenders: Risk & Protective Factors** Number of Hours: 15

- A. Understanding Risk & Protective Factors
- B. Individual Risk & Protective Factors for Childhood Delinquency
- C. Family based Risk & Protective Factors for Childhood Delinquency
- D. Socioeconomic, Peer, School and Community Risk & Protective Factors for Childhood Delinquency

**Unit II: Children as Offenders: Risk – Focused Prevention** Number of Hours: 15

- A. Understanding Risk – Focused Prevention
- B. Individual Prevention Strategies
- C. Family based Prevention Strategies
- D. Socioeconomic, Peer, School and Community Based Prevention Strategies

**Unit III: Children as Victims**

Number of Hours: 15



- A. Understanding Childhood Victimization
- B. Identifying At Risk Children
- C. Developmental Context of Victimization: Developmental Victimology & Impact
- D. Child Abuse and Neglect [POCSO Act, Goa Children's Act, Role of Goa State Commission for Protection of Child Rights & Govt. Children's Home in Goa (e.g., Apna Ghar)]

#### **Unit IV: Interventions: Case Studies**

Number of Hours: 15

- A. Cognitive Behavioural Interventions
- B. Boot Camps & Scared Straight
- C. Early Parent Training
- D. Child Social Skills Training**

#### **References:**

1. Farrington, D.P., and Welsh, B.C. (2006). *Preventing crime: What works for children, offenders, victims, and places*. Springer: The Netherlands
2. Farrington, D.P., and Welsh, B.C. (2007). *Saving children from a life of crime: Early risk factors and effective interventions*. Oxford University Press: New York.
3. Finkelhor, D. (2008). *Childhood victimization: Violence, crime, and abuse in the lives of youngpeople*. Oxford University Press: New York.

**SEMESTER II**  
**DISCIPLINE SPECIFIC CORE (DSC)**

**Course Title: Counseling Approaches**

**Course Code: PGMP-PSY-DSC-405**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To familiarize the students with the various classical and contemporary approaches to counseling.
2. To enable the students to use the counseling approaches in their interactions with the clients.
3. To familiarize the students with the postmodern approaches to counseling and understand its application.

**Course Learning Outcomes:** At the end of this course students will be able to:

CLO1. Describe various counseling approaches.

CLO2. Distinguish the different therapeutic techniques and relationships in each counseling approach.

CLO3. Apply various counseling approaches in client settings (child and adolescent)

CLO4. To analyze cases using different counseling approaches.

CLO5. To devise/formulate therapeutic intervention based on a given counseling approach.

**Course Description:**

There are various counseling approaches which can be used for dealing with the presenting complaints of a client. The counseling approaches covered in this paper can be applied for therapy with all age groups; however, special attention will be given in the course to using these approaches with children & adolescents.

**Syllabus**

**Unit I: Classical Approaches to Counselling: Theory and Application**

Number of hours: 15

- A. Humanistic Approach & Person – Centered therapy
- B. Psychodynamic approach & Psychoanalytic therapy

**Unit II: Cognitive and Behaviour Counselling Approaches: Theory and Application**

Number of Hours: 15

- A. Cognitive Approach & Cognitive Therapy
- B. Behavioural approach & Behaviour therapy

### **Unit III: Emerging Counseling Approaches: Theory and Application**

Number of Hours: 15

- A. Integrative & Eclectic therapies:
  - a. Rational emotive behavior therapy
  - b. Cognitive behaviour therapy
  - c. Neurolinguistics program, Transactional analysis (in brief)
- B. The multimodal approach

### **Unit IV: Post Modern Approaches to Counselling: Theory and Application**

Number of Hours: 15

- A. Post Modern Approaches: i. Narrative therapy ii. Solution focused brief therapy
- B. Acceptance & commitment therapy

#### **References:**

1. Corey, Gerald (2009). *Theory and Practice of Counseling and Psychotherapy. Eighth Edition*. Australia; Belmont, CA: Thomson/Brooks/Cole.
2. Ed Neukrug (2012) *The World of the Counselor: An Introduction to the Counseling Profession* Fourth Edition, Canada, Brooks Cole
3. Hayes, S. C., & Smith, S. (2005). *Get out of your mind and into your life: The new Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger.
4. Harris, R. (2019). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy* (Second Edition). New Harbinger Publications.
5. Short, F. & Thomas, P. (2015). *Core Approaches in Counselling & Psychotherapy*. Routledge: London & New York.

**Course Title: Research Methodology for Psychology - II**

**Course Code: PGMP-PSY-DSC-406**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To acquaint the students with various research designs used in Psychology.
2. To familiarize the students with both quantitative and qualitative aspects of research.

**Course Learning Outcomes:** At the end of this course, students will be able to: CLO1.

Distinguish between various research designs.

CLO2. Design experiments and investigate research problems

CLO3. Understand the Quantitative and Qualitative aspects of research

CLO4. Formulate a research proposal (continue from basics learnt in Research Methodology I)

**Syllabus**

**Unit 1- Experimental and Quasi-Experimental Methods**

Number of hours: 15

- A. Independent Groups Design
- B. Repeated Measures Design
- C. Complex Groups Design
- D. Quasi Experimental Designs

**Unit 2- Other Research Design**

Number of hours: 15

- A. Correlational Design
- B. Small N Design and Case Study
- C. Evaluation Design, Action Research Design
- D. Ethnographic, Longitudinal, Cross-Sectional Designs

**Unit 3- Qualitative Research – Designs and Data Collection**

Number of hours: 15

- A. General Principles of Qualitative Research Designs
- B. The Research Question
- C. Choosing the Right Method

D. Methods of Data collection (Semi-Structured Interview, Participant observation, diaries, focus groups, role of internet)

**Unit 4 - Qualitative Research – Analysis**

Number of hours: 15

- A. Grounded Theory Approaches
- B. Interpretive Phenomenological analysis
- C. Discourse Analysis
- D. Narrative analysis

**References:**

**Mandatory:**

1. Bordens, K.S. & Abbot, B.B. (2002) *Research designs and methods: A process approach*. McGraw Hill (5th ed).
2. Goodwin, C. J. (2010). *Research in Psychology: Methods & Design* (6th Ed). John Wiley & Sons, Inc.: USA.
3. Willig, C. (2013). *Introducing Qualitative Research in Psychology* (3rd Ed). McGraw-Hill.
4. Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

**Suggested reading:**

1. Best, J.W. & Kahn, J.V (2005). *Research in education*. Prentice-Hall of India. (9th ed, EEE).
2. Cohen, R. J. & Swerdlik, M. E. *Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition)*. New York: McGraw-Hill
3. Crano, W.D. & Brewer, M.B. (2002). *Principles and Methods of Social Research* (2nd Ed).
4. Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Lawrence Erlbaum Publishers: New Jersey Open University Press: England.
5. Publication Manual of the American Psychological Association (7th ed).
6. Weiner, I.B. (2003). *Handbook of Psychology: Research Methods in Psychology* (Vol. 2). John Wiley & Sons, Inc.: USA.

**Course Title: Research Writing**

**Course Code: PGMP-PSY-DSC-407**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To enable students to apply the theoretical understanding of Research Methodology into practical research conduction.
2. To enable students to execute/present the conducted research into a detailed research manuscript.

**Course Learning Outcomes:** At the end of this course, students will be able to:

CLO1: Formulate a research proposal

CLO2: Understand and execute the process of data collection

CLO3: Feed and analyze the obtained data

CLO4: Write the research paper

**Topic 1: Formulating Research Questions**

- A. Paraphrasing, Bias free language, in-text citation
- B. Forming research questions (research question pool)
- C. Formulate research problem, aim and objectives
- D. Theoretical Framework

**Topic 2: Introduction**

- A. Identifying research articles: Online and Offline sources
- B. Reviewing articles
- C. Prepare compiled introduction (Including literature review and rationale)
- D. Framing Hypotheses

**Topic 3: Methodology**

- A. Research Design, data collection method
- B. Sampling Design, Sample characteristics
- C. Instruments for research
- D. Statistical analysis (not to conduct – to mention), scope of research

**Topic 4: Format of the Research Report (three weeks)**

- A. Writing Research Proposal
- B. Research Report format according to APA 7th edition guidelines

**Topic 5: Interpretation of results (three weeks)**

- A. Rationale of the hypothesis, which analysis to use, Table no, contents and elements to choose from the table
- B. Results and interpretation of statistical test
- C. Discussion according to literature

### **Topic 6: Summary and conclusion**

- A. How to write summary and conclusion
- B. Limitation of the study
- C. Implications
- D. Scope for future research

### **Topic 7: Bibliography and Appendix (2 weeks)**

- A. References formatting, end text
- B. Appendix- Research project & Research paper
- C. Format of Research papers according to various journals

#### **Note:**

This is a skill development course spread across 12 weeks. At the outset of the course, the course instructor is required to provide a broad area to the students. Students will then work on the entire research writing process keeping the broad area in mind. All the subtopics mentioned under each broad topic need to be covered through explanation and activities (approx. one activity per class keeping the timeline into consideration).

#### **References:**

1. Katz, M. J. (2009). *From Research to Manuscript: A guide to Scientific Writing*. (2<sup>nd</sup> Ed). Springer. USA
2. Lester, James D., and James D. Lester Jr. (2015). *Writing research papers: a complete guide*. NY, NY: Pearson,
3. *Publication manual of the American Psychological Association*, Seventh Edition. (2020)
4. Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

**Course Title: Counseling Therapies for Children II**

**Course Code: PGMP-PSY-DSC-408**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To familiarize the learners with the concepts & theory involved in counseling children & adolescents.
2. To equip the learners with therapeutic skills & strategies for dealing with the commonly presented concerns of childhood & adolescence.

**Course Outcomes:**

- CO1. Develop skills to counsel children in groups
- CO2. Apply family therapy to handle disputes in the family
- CO3. Construct behaviour intervention plans for problem behaviour
- CO4. Integrate alternative therapies as an adjunct to main therapies

**Course Description:** This course has been developed with the aim to help students develop practical skills in counseling & psychotherapy which they can use with children & adolescents. Although a practical paper, the course will also look into the theoretical approaches of counseling children, with the major focus on demonstration & development of therapeutic skills to deal with specific concerns of childhood.

**Syllabus**

**Unit I: Counselling Children in Groups**

Number of Hours: 15

- A. Counseling children in groups: Practice Framework
- B. Skills for counseling children in groups

**Unit 2: Family therapy**

Number of hours: 15

- A. How does family counseling differs from individual counselling
- B. Systems Approach to Family Therapy
- C. Structural Family
- D. Strategic Family Therapy
- E. Communications Approach to Family Therapy

**Unit 3: Behaviour therapy with children (ABA)**

Number of hours: 15

- A. Meaning of ABA
- B. Understanding Behaviour
- C. Antecedents and Consequences
- D. Other Kinds of Learning
- E. Behavioural Analysis



- F. What to do next
- G. Behavioural Education

**Unit 4: Expressive Art Therapies (any two)**

Number of Hours: 15

- A. Overview of Expressive Arts
- B. Visual Arts
- C. Music Therapy
- D. Drama Therapy
- E. Expressive Writing/ Poetry Therapy
- F. Dance/ Movement Therapy

**References:**

1. Geldard, K., & Geldard, D. (2008). *Counselling Children: A Practical Introduction* (3rd Ed). New Delhi: Sage Publication India Pvt Ltd.
2. Henderson, D.A., & Thompson, C.L. (2011). *Counseling Children* (8th Ed.). Belmont, CA: Brooks/Cole.
3. Kearney, A.J. (2008). *Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Philadelphia: Jessica Kingsley Publishers.
4. White, S.D., & Davis, N.L. (2011). *Integrating the Expressive Arts into Counseling Practice: Theory-Based Interventions*. New York, NY: Springer Publishing Company, LLC.

**Web references:**

- Family Interventions: Basic principles and techniques <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7001353/>
- Art therapy <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1071468/>
- ABA <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2931781/>

**SEMESTER II**

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**

**Course Title: Children with Special Needs**

**Course Code: PGMP-PSY-DSE-404**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To help the students understand the various types of special needs, including the special needs of gifted children.
2. To enable the students to design and provide interventions to special needs children.

**Course Learning Outcomes:** At the end of this course students will be able to:

- CLO1. Identify children with various disabilities/ special needs.
- CLO2. To understand the nature and causes of disabilities
- CLO3. To be able to differentiate between the severity of disabilities
- CLO4. Develop strategies to improve social skills
- CLO5. Be able to teach children self-management skills
- CLO6. To draw up an intervention plan for children with special needs
- CLO7. To develop practical activities and intervention strategies for gifted children

**Course Description:**

Children with special needs often do not receive the care that they should be receiving, largely because their difficulties are often not understood even by their caregivers. It is also important to understand that gifted children also face several challenges because people around them, do not know how to tap their talent or giftedness. This course focuses on understanding what are the various special needs manifested by children, including giftedness and discusses the intervention approaches to deal with the special needs.

**Syllabus**

**Unit I: Types of Special Needs: Diagnosis and Treatment**

Number of hours: 15

- A. Learning disabilities
- B. Sensory disabilities
- C. Social, emotional and behavioral disabilities
- D. Cognitive disabilities

**Unit II: Interventions with children with special needs**

Number of Hours: 15

- A. Teaching children self – management & self – regulation
- B. Improving social skills and peer group acceptance
- C. Working with families: IFSPs
- D. Monitoring individual child progress: IEPs

**Unit III: Gifted Children as special needs children**

Number of Hours: 15

- A. Gifted vs. talented children
- B. Understanding the nature of gifted and talented children: biological and environmental perspectives.
- C. Practical activities for gifted children at school
- D. The gifted child with learning difficulties

**Unit IV: Role of family in children with special needs**

Number of hours: 15

- A. Redefinition of a family unit and self-care
- B. Parenting a special needs child
- C. Meeting the needs of siblings
- D. Honoring special needs excellence

**References:**

1. Harris, K.R. & Graham, S. (2010). *Working with families of young children with special needs*. The Guilford Press: New York and London
2. Klein, M.D., Cook, R.E., & Richardson – Gibbs, A.M. (2001). *Strategies for including children with special needs in early childhood settings*. Thomson Learning Inc.
3. Macintyre, C. (2008). *Gifted and talented children 4 - 11*. Routledge: London and New York
4. Westwood, P. (2003). *Commonsense methods for children with special needs* (4th Edition). Routledge Falmer: London and New York
5. Winter, Judy. (2006). *Breakthrough Parenting for children with special needs- raising the bar of expectations*, (1<sup>st</sup> edition) Jossey Bass, U.S.A

**Course Title: Early Childhood Education**

**Code: PGMP-PSY-DSE-405**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To gain knowledge and insight regarding principles of early childhood education.
2. To enable students to gain knowledge in organizing and administering play schools.
3. To develop the skills and techniques to plan activities in ECE Centers of different types.
4. To conduct activities in early childhood education and to work efficiently with parents and community.

**Course Learning Outcomes:** At the end of this course students will be able to:

- CLO1. Identify different types of pre-schools.
- CLO2. To understand the contributions of the different thinkers
- CLO3. To differentiate between formal, non-formal and play methods
- CLO4. To understand five year plans to early childhood education
- CLO5. To teach children different activities to promote overall development

**Course Description:**

Children often do not receive the early childhood education due to different factors one of the main could be unawareness and significance of such education. It is also important to understand that every child is important and has right to be a part of every stages of childhood education. This course focuses on understanding significance as well as what are the various types of pre-schools available for children, including contributions of various thinkers and Five Year plans to ECCE in India and discusses the different activities for the overall development of children.

**Syllabus**

**Unit I: Introduction to Early Childhood Education**

Number of Hours: 15

- A. Significance, Course outcome
- B. Types of preschools: playschool, Day Care, Montessori, Kindergarten, Anganwadi,
- C. Concept of Formal, non Formal and play way methods.
- D. Basic principles of developmentally appropriate practices and their need

**Unit II: Historical trends, Pedagogy and Issues in ECE**

Number of Hours: 15

- A. Contributions of the following Thinkers to the development of ECE (Principles, applications and limitations): Pestalozzi, Rousseau, Froebel, John Dewey, Maria Montessori, Rabindranath Tagore, Mahatma Gandhi, Aurobindo and Krishnamurthy.
- B. Pedagogical (Philosophical, Psychological and Sociological): Theories or Bases of ECCE, Methodology of Early Childhood Care and Education.
- C. Linkage of Early Childhood Care and Education with Primary Education.
- D. Issues in Early Childhood Care and Education: Problems and Proposals.

**Unit III: ECE in India**

Number of Hours: 15

- A. Contributions of Five Year plans to National Early Childhood Care and Education (ECCE)
- B. Contribution of National Agencies and programmes to ECCE: ICCW (Indian Council for Child Welfare), IAPE (Indian Association for Preschool Education), NCERT (National Council of Educational Research and Training), UNICEF (United Nations International Children's Emergency Fund), ICDS (Integrated Child Development Scheme).
- C. Early Childhood Education in India.

**Unit IV: Activities for ECCE**

Number of Hours: 15

- A. Language, Art and Craft activities.
- B. Music, Movements and Aesthetics, Mathematics, Science, Social Studies, dramatization
- C. Reading and Writing Readiness
- D. Activities to promote socio – emotional development, physical and motor development
- E. Play methods of engaging with children.

**Reference**

1. Aggarwal J. C, Gupta S (2007) Early Childhood Care and Education: Principles and practices (Paperback) Shipra Publications.
2. Krogh, S.L, Slentz K. L (2010) Early Childhood Education: Yesterday, Today and Tomorrow (Paperback) by Publisher: Routledge.
3. Ray, S (2009) Early Childhood Education and Sustainable Society (Hardcover) by publisher: Adhyayan Publishers.
4. Selbie, P, Clough, P, Nutbrown, C(2008) Early Childhood Education: History, Philosophy and Experience (Paperback) by publisher: Sage Publications
5. Whitebread, D (2011) Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners (Paperback) by publisher: Sage Publications.

**Course: Rehabilitation Psychology**

**Course Code: PGMP-PSY-DSE-406**

**Credits: 04**

**Marks: 100**

**Duration: 60 HRS**

**Course Objectives:**

1. To introduce the importance of rehabilitation and rehabilitation psychology
2. To understand the different aspects of assessment, technology and legal issues regarding rehabilitation.
3. To understand the different issues and applications of rehabilitation psychology.
4. To learn psychological interventions and counseling strategies for rehabilitating individuals with disabilities.

**Course Learning Outcomes:** At the end of the course, students will be able to

- CO1. To understand the importance of rehabilitation and rehabilitation psychology
- CO2. Realize the different aspects of rehabilitation, plan assessments accordingly and understand the usage of assistive technology.
- CO3. Be able to evaluate the different applications of rehabilitation psychology.
- CO4. Be able to highlight various issues and challenges in the field of rehabilitation psychology.
- CO5. Plan and design intervention programs for persons with disabilities.

**Course description:** This course attempts to understand the importance and scope of the rehabilitation psychology. The course highlights the professional issues regarding understanding the needs of persons with disabilities, need for management and intervention. The application and psychological interventions pertaining to rehabilitation psychology are also discussed in this course.

**Syllabus**

**Unit I. Nature and Scope of Rehabilitation psychology**

Number of Hours: 15

- A. Definition, scope and methods,
- B. Functions of Rehabilitation Psychology: General functions and special functions, Goals and objectives of rehabilitation
- C. History and Philosophy of Disability Rehabilitation
- D. Medical, social and biopsychosocial model of disability

**Unit II: Rehabilitation of Persons with Disability**

Number of Hours: 15

- E. Rehabilitation of persons with physical disabilities: medical/physical, psycho- social and vocational rehabilitation.
- F. Assessment of persons with disabilities
- C. Assistive technology for enhancing functional capacities of persons with disabilities
- D. Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.

**Unit III: Application of Rehabilitation Psychology**

Number of Hours: 15

- A. Rehabilitation of addictions: drug and alcohol
- B. Rehabilitation after abuse and violence
- C. Palliative care, pain management and symptom control
- D. Sports Injury and Rehabilitation.

**Unit IV. Psychological Intervention**

Number of Hours: 15

- A. Life span development of people with disabilities, Screening and early identification of people with developmental disabilities.
- B. Early intervention: definition, assessment and strategies for intervention.
- C. Guidelines for Interventions, Counseling Strategies, Therapeutic services and Restorative techniques.
- D. Disability and Rehabilitation services in India: Issues and Challenges.

**Reference Books**

**Mandatory reading**

1. Frank R. Handbook of Rehabilitation Psychology. APA
2. Kennedy P. Oxford Handbook of Rehabilitation. Psychology, OUP
3. Falvo, D. R., & Holland, B. (2018). Medical and psychosocial aspects of chronic illness and disability. Burlington, MA: Jones & Bartlett Learning.

**Supplementary reading**

1. Manual of Psychosocial Rehabilitation (2012), Wiley Blackwell.
2. Best and Promising Practices in Developmental Disabilities. Pro-Ed Texas
3. Beyond Disability – Towards an Enabling Society. Sage Publications

**Web Reference:**

- What is Rehabilitation Psychology. Retrieved from <http://www.div22.org/what-is-rehab-psych>
- Rehabilitation Psychology, American psychological Association. Retrieved from <https://www.apa.org/ed/graduate/specialize/rehabilitation>
- Association of Rehabilitation Psychologists - India. Retrieved from <http://rehabilitationpsychologist.org/aboutus.aspx>
- Personality Assessment in Medical Rehabilitation. Retrieved from [https://www.researchgate.net/publication/234166242\\_PERSONALITY\\_ASSESSMENT\\_IN\\_MEDICAL\\_REHABILITATION](https://www.researchgate.net/publication/234166242_PERSONALITY_ASSESSMENT_IN_MEDICAL_REHABILITATION)
- Psychological Assessment and Intervention in Rehabilitation. Retrieved from <https://clinicalgate.com/psychological-assessment-and-intervention-in-rehabilitation/>
- Current Concepts in Sports Injury Rehabilitation. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5609374/>
- Drug Rehabilitation. Retrieved from

- <https://www.rehabs.com/treatment/rehab/>Rights of People with Disabilities Act, 2016. Retrieved from [https://indiacode.nic.in/handle/123456789/2155?view\\_type=browse&sample\\_handle=123456789/1362](https://indiacode.nic.in/handle/123456789/2155?view_type=browse&sample_handle=123456789/1362)