

**Department of Psychology**  
**University College of Social Sciences and Humanities**  
**Mohanlal Sukhadia University, Udaipur**

**Diploma Course in Child Psychology**

This course will provide the insightful knowledge about how child mind works and why they behave and react to situations as they do. This course will provide a clearer understanding of the importance of play in a child's life, how they develop in terms of language, thought process, social interactions and how they think and feel etc and will also learn about the developmental theories of child i.e physical, social, emotional, motor etc.

<b>Course level</b>	: Diploma
<b>Course title</b>	: <b>Diploma in Child Psychology</b>
<b>Course Co-Ordinator</b>	: Dr. Hema Kumari Mehar, Assistant Professor, Department of Psychology, UCSSH, MLSU, Udaipur
<b>Course duration</b>	: One year (Full Time Course)
<b>Strength</b>	: 40
<b>Eligibility</b>	: 10+2 or its equivalent exam from a recognized school board
<b>Medium of Instructions:</b>	Bilingual (Hindi/ English)
<b>Mode-</b>	: SFS (Self Finance Scheme)

**Course Objectives:**

1. To provide students about the overview of child Psychology.
2. To develop an understanding of child and an adolescent Psychological disorders and therapeutic techniques
3. To Understand the theories of Personality developments related to child
4. To develop the insight about the developmental stages
5. To develop the skills needed to help children to reach their full potential and help them to become balance adults
6. To develop an understanding about the various psychopathologies, assessment and intervention techniques related to children
7. To Provide Knowledge in reference to the special need children

**Admission:** Admission will be given as per University norms

**Fees Structure:** 8,800/- (SFS or As per University Rules)

**Total marks:** 600 marks

**General Instructions:**

- 1) The course will comprise of 4 theory papers each of 100 marks and 2 practical papers will be of 200 marks (100 marks each).
- 2) Exam Duration: Three hours for each theory paper and three hours for practical papers.
- 3) The candidates will require 40% passing separately in theory and practical examinations.

**Paper Scheme:**

Papers	Nature	Internal Marks	External Marks	Total Marks
Paper I	Theory	20	80	100
Paper II	Theory	20	80	100
Paper III	Theory	20	80	100
Paper IV	Theory	20	80	100
Paper V	Project	20	80	100
Paper VI	Practical-I	20	80	100
Total		120	480	600

**Nomenclature:**

**A. Theory Paper**

Paper	Nomenclature	Code
Paper I	Introduction to Child Psychology	DCP 001
Paper II	Developmental Psychology	DCP 002
Paper III	Domains of Child Development	DCP 003
Paper IV	Dynamics of Healthy Child Development	DCP 004

**B. Practical Paper**

Paper	Nomenclature	Code
Paper V	Project	DCP 005
Paper VI	Practical – I	DCP 006

## **SYLLABUS**

### **PAPER I : INTRODUCTION TO CHILD PSYCHOLOGY**

Objective: It will help students to understand more about physical, social , emotional development of child and more about the pre –natal life of the child. It will also help students to learn child development theories.

#### **UNIT – I**

Physical development – Factors influencing physical development, Motor development, Motor development of children – development of motor skills.

Stages of Prenatal development -Factors influencing prenatal development

#### **UNIT –II**

Social development -Erikson's psychological stages adolescence and adulthood, Levinson's, Conception of development, the seasons of life— socializing agents- family, Peer groups, Schools, Social adjustment in infancy and childhood

#### **UNIT –III**

Emotional development – Native components of emotions, Theories of emotions, problems of emotional adjustment in infancy, childhood and adolescence.

#### **UNIT-IV**

Theories of child development – Psychoanalytic, Social learning, Sears, Brunes.

#### **References:**

1. Elizabeth B. Hurlock child development, McGraw-Hill
2. Mussen, Kagan, Conger Child Development & Personality, Harper & Row, New York 6<sup>th</sup> Ed 1984
3. Sarason & Sarason Frontiers of behaviour, Harper & Row, New York 1982
4. Ausubel, theories and problems in child development, 1970
5. Baldwin, theories in child development, Harper & Row, New York 1962
6. Meier, three theories of child development, Harper & Row, New York 1968
7. B. Hurlock, development psychology, Mc Graw-Hill, 1st ed. 1953
8. Coleman, psychology of behaviour and adjustment, New York, Free press

## **PAPER II : DEVELOPMENTAL PSYCHOLOGY**

Objective: To introduce the students to the field of Developmental Psychology and how child develops and also learn theories of child development.

### **UNIT-I**

Understanding Development: Growth and Development; Concept and Principles of Development; Factors affecting Child Development.

### **UNIT-II**

Role of Heredity in Development; Role of Environment in Development, Relationship between Heredity and Environment

### **UNIT-III**

Theories of Development: Freud, Erickson and Bronfennbrenner.

### **UNIT-IV**

Methods in Developmental Psychology and their Critical Evaluation; Observational, Correlational, Longitudinal, Cross-Sectional and, Cross Sequential designs.

## **REFERENCES**

1. Berk, L.E. (2003). Child Development. (6th Ed.), New Delhi: Pearson Education.
2. Hurlock, E.B. (1978). Child Growth and Development. (5th Ed.), New Delhi: Tata Mc-Graw Hill.
3. Schaffer, H.R. (2004). Introducing Child Psychology. New Delhi: Blackwell Publishing Company.
4. Bee, H. and Boyd, D. 2004. First Indian Reprint, Pearson Education, Inc.

### **PAPER III : DOMAINS OF CHILD DEVELOPMENT**

Objective: To help students to understand the underlying principles and the processes of Development. The students will learn the various stages of development along with the social, motor and general development of the personality of children.

#### **UNIT-I**

Physical and Motor Development: Patterns of growth; height and weight in childhood; Nutrition and food habits in childhood (2 to 12 years); Sequence of Motor Development; Gross and Fine Motor Development.

#### **UNIT-II**

Perceptual Development: Hearing and Vision; Depth Perception; Contrast Sensitivity Model.

#### **UNIT-III**

Cognitive Development: Piaget, Vygotsky

Intelligence: Concept, types, Gardener's Theory of Intelligence.

#### **UNIT-IV**

Language Development: Skinner's and Chomsky's perspective, Language Development in Children.

#### **REFERENCES**

1. Berk, L.E. (2007). Developing Child Through the Life Span (7th Ed.) New Delhi: Pearson Education.
2. Mussen, P.H.; Conger, J.J. and Kagan, J. (1979). Child Development and Personality. (5th Ed.) New Delhi: Harper International.
3. Santrock, J.W. (2007). A Topical Approach to Life-Span Development. (3rd Ed.). New Delhi: Tata Mc-Graw Hill.

## **PAPER IV : DYNAMICS OF HEALTHY CHILD DEVELOPMENT**

Objective: To facilitate the development of a realistic perspective towards children and child caring. Subtopics covered include child bereavement, how foster care affects a child's development and a variety of childhood adjustment factors.

### **UNIT – I**

Effective Parenting: Different Family Structures and their influence on Child Development, Parenting Styles: Patterns of Communication in Functional and Dysfunctional Families.

### **UNIT – II**

Anti-Social behaviour: Concepts and Determinants. Causes of vulnerability and resilience in children, Pro-social Behaviour.

### **UNIT – III**

Drug Addiction: Causes and Prevention

### **UNIT-IV**

Basic Statistics: Graphic representation of data, Measures of Central Tendency. Measures of Variability- Standard Deviation, Quartile Deviation; Correlation: Product Moment Correlation and Rank Order Correlation

## **REFERENCES**

1. Garrett, H.E. (2004) Statistics in Psychology and Education. Delhi: Paragon International
2. Mash, E.J. and Wolfe, D.A. (2004). Abnormal Psychology. (3rd Ed.), New York: Guilford Press.
3. Schoeder, C.S. and Gordon, B.N. (2002). Assessment and Treatment of Childhood Problems: A clinician's guide. (2nd Ed.), New York: Guilford.
4. Santrock, J.W. (2007) A Topical approach to Life Span Development. 3rd Edition. Tata McGraw Hill Publishing Company Ltd., New Delhi.
5. Wagner, W.G. (2003). Counseling, Psychology, and Children: A Multidimensional Approach to Intervention. Upper Saddle River: Pearson Education

## PAPER V : PROJECT

All participants to submit a Case Study Report on a particular topic related to Human Rights, Civil Liberties, Refugee Issues, Disaster and Emergency Relief, Child, Women, Disabled Persons, Drug Abuse, Conflict Resolution, Judicial Activism or any similar issues.

- 1) Various methods of child study like observation, case study, experimental and psychological testing.
- 2) Some more techniques of gathering data like interview, questionnaires, rating scales, projective techniques and requisites of good psychological test.

## PAPER VI : PRACTICAL-I

- 1) Draw a man test
- 2) PGI Memory Scale
- 3) Sentence Completion Test/Word Association Test
- 4) Moral values scale
- 5) SPM/CPM
- 6) Academic anxiety scale for children
- 7) Study habits/Child rearing practices
- 8) Adjustment Test
- 9) Well-being Scale
- 10) Intelligence Test

### Theory Papers

**Time: 3 Hours for every paper**

**Max: 80 Marks**

#### **SECTION – A**

**Answer TEN Questions**

**(Out of 10)**

**10 x 2 = 20 Marks**

#### **SECTION – B**

**Answer any FIVE Questions**

**(Out of 10)**

**5 X 8 = 40 Marks**

#### **SECTION – C**

**Answer any TWO Questions**

**(Out of 5)**

**2 x 10 = 20 Marks**

Total

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80 marks

**Internal : 20 Marks**

**Project- 100 marks (External-80 Marks & Internal-20 Marks)**

**Practical- 100 marks (External-80 Marks & Internal-20 Marks) - Atleast 5 Practicals mentioned in Syllabus.**