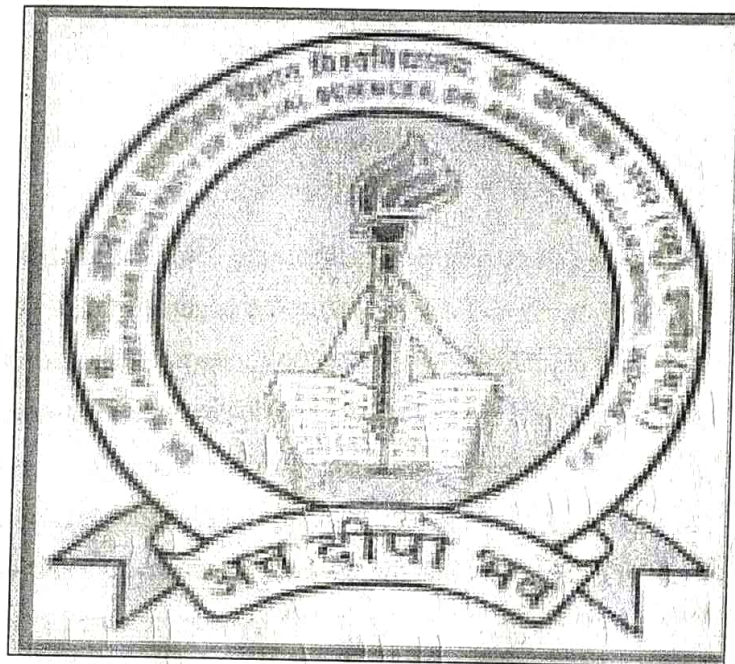


School of Education & Skill Development
Advance Diploma in Child Psychology
Syllabus - 2022-23



Dr. B. R. Ambedkar University of Social Science
Dr. Ambedkar Nagar (Mhow)

Introduction

Dr B. R. Ambedkar University of Social Science's mission is to expand opportunities and develop infrastructure for qualitative and employment oriented training to the youth, The Department of Skill Development has been working to ensure the desired skilled manpower for an all-round development of the Students. The major functions of this department are to Coordinate Provide job oriented training to unemployed youth.

Vision

Our vision is to provide quality training and employable vocational skills in the demand oriented manufacturing and service sectors so as to transform lives of youth.

Mission

To create professional and personal growth opportunities for those working with children and child related systems so as to enable children to actualize their potentials.

Introduction-

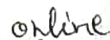
Child Psychology is the study of growth and change between conception and adolescence; our emphasis will be on normal development. The beginning of the course will focus on major themes in child psychology. The Child Psychology Course aims to provide complete knowledge about the intricate psychology of a child. The course presents an array of insights into the psychological development of a child and a comprehensive understanding of the nitty-gritty strategies of nurturing tender minds for their healthiest improvement. Child development identifies the talent and the weaknesses of a child. This course also gives the ability to identify different behavioral issues and provides methods of prevention. The child psychology study recognizes children with special needs and this course provides that assortment of information. Diagramming the social and emotional development of a child is an integral part of child life teaching; however, without proper knowledge, it's impossible to provide an adequate amount of care and affection to them. The Child Psychology Course for Students is offered in Certificate and the candidates will receive a nationally accredited certificate.

Course Outcomes:

- To introduce the students to the field of Developmental Psychology
- To help them understand the underlying principles and the processes of Development
- To facilitate the development of a realistic perspective towards children and child caring


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डॉ. दीपक कारमारी


डॉ. कृष्णा सिन्हा

Learning Outcomes:

Identify and describe multiple influences on children's development and learning.

1. To understand the knowledge of development and major theoretical frameworks for child observations.
2. To understand strategies used to promote the health, safety, and nutrition of children.
3. Evaluate environments for both positive and negative impacts on children's health and safety.
4. Reference current regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.
5. Describe strategies used to promote the health, safety, and nutrition of children.

Eligibility:— 12th passed in any discipline

Durations- 6 Months

Credits- 60 Credits,

Educational Fees: 4390/-

Exam Fees: 1,000/-

Total seats- 30 (as required)

At the end of this course students are aware and have an understanding of following:

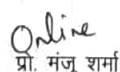
r.No	Title	Theory	Marks (Total)	Credits
I	Developmental Psychology	Theory	100	
II	Dynamics Of Healthy Child Development	Theory	100	
III	Methods of Child Training And Guidance	Theory	100	
IV	Psychopathology	Theory	100	
V	Clinical Psychology	Theory	100	
	Total		500	

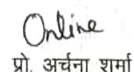
***Note:** The above programme structure can be modified as per requirement from time to time in Accordance with University Ordinance

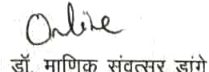
ExamPattern: - Total Number of Marks for the Course – 500 Marks

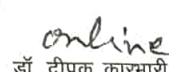
Total Marks	500
Theory	60% 70 x 5(350 marks)
Assignment, Seminar, Viva, Practical	40% 30 x 5 (150 marks)
Internal	External
60%	40%

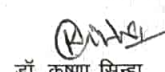

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डॉ. कृष्णा सिन्हा

PAPER -I

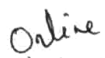
DEVELOPMENTAL PSYCHOLOGY

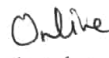
1. Understanding Development: Growth and Development; Concept and Principles of Development; Factors affecting Child Development.
2. Vygotsky - Socio cultural perspective
3. Role of Heredity in Development; Role of Environment in Development, Relationship between Heredity and Environment.
4. Physical Development in Infancy to Adolescence
5. Cognitive Development in Infancy to Adolescence Jean Piaget – Theory of cognitive development
6. Emotional and Social Development in Infancy to Adolescence Bruner – Social learning, Cognitive psychology,
7. Process of language Development, Factors influencing language development
8. Bruner – Social learning,

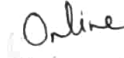
Suggested Readings:

1. Elizabeth B. Hurlock child development, McGraw-Hill
2. Mussen, Kagan, Conger Child Development & Personality, Harper & Row, New York 6th Ed 1984
3. Sarason&Sarason Frontiers of behaviour, Harper & Row, New York 1982
4. Zeigler personality theories, McGraw-Hill, New York 1963
5. Berk, L.E. (2007). Developing Child through the Life Span (7th Ed.) New Delhi: Pearson Education.
6. Mussen, P.H.; Conger, J.J. and Kagan, J. (1979). Child Development and Personality. (5th Ed.) New Delhi: Harper International.
7. Papalia, D.E.; Olds, S.W.; And Feldman, R.D. (2006). Human Development. (9th Ed.) New Delhi: Tata Mc-Graw Hill.
8. Santrock, J.W. (2007). A Topical Approach to Life-Span Development. (3rd Ed.). New Delhi: Tata Mc-Graw Hill.



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PAPER- II

DYNAMICS OF HEALTHY CHILD DEVELOPMENT

1. Parenting Styles: Child rearing practices on personality development
2. Anti-Social behaviour: Concepts and Determinants. Causes of vulnerability and resilience in children, Pro-social Behaviour
3. Kohlberg -theory of moral development
4. Food groups (basic 3, 5, 7) Nutrient contributions and planning of balanced diets.
5. Nutritional requirements of infants, pre-school children pregnancy and lactation.
6. National and International organization involved in welfare of children.
7. A brief study of common diseases in childhood (fever, cough, cold, diphtheria, measles, Diarrhoea, dysentery, eye and ear infection)

Suggested Readings:

1. Hayes, N. (2000). Foundations of Psychology. (3rd Ed.), London: Thomson.
2. Problems: A clinician's guide. (2nd Ed.), New York: Guilford.
3. Santrock, J.W. (2007) A Topical approach to Life Span Development. 3rd Edition. Tata McGraw Hill Publishing Company Ltd., New Delhi.
4. Wagner, W.G. (2003). Counselling, Psychology, and Children: A Multidimensional Approach to Intervention. Upper Saddle River: Pearson Education.

Online

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Online

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प्रो. अर्चना शर्मा

Online

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online

डॉ. दीपक कारमारी

Online

डॉ. कृष्णा सिन्हा

METHODS OF CHILD TRAINING AND GUIDANCE

1. Meaning, nature and scope of child training, contributions of Rousseau, Montessori, towards child training
2. Importance of play in child training, interpretation of playing, types of play, play way methods.
3. Problems of training the preschool and school going children, emotional, social and learning problems.
4. Exceptional children- classification in nature of exceptional children, problems of exceptional children and then training,
5. Gifted children, Retarded children, Creative children, physically handicapped children with speech disorders, emotionally disturbed and socially disadvantaged.
6. Techniques and guidance in counselling,

Suggested Readings:

1. Rittily, Marv, Play as exploratory learning, Lonion Sage publication, 1974
3. Shanker, Exceptional Children, New Delhi, Sterling publication 1976
4. C.H.Patterson Theories of counselling and psychotherapy, New York, Harper & Row, 1980
5. Sujāta, A Krishana Rao, Dear Teacher-The Gifted Child Needs You, Published by AK Sujata, No115, Osmania University Teachers Colony, Sainikpuri Secundrabad 500591, 1987
6. Meier, three theories of child development, Harper & Row, New York 1968
7. B. Hurlock, development psychology, McGraw-Hill, 1st ed. 1953
8. Coleman, psychology of behaviour and adjustment, New York, Free press


डॉ. मनीषा सेकसेना

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PAPER-IV
PSYCHOPATHOLOGY

UNIT-I: Basics of Pathology

- (i) Concept of abnormality; Perspectives of abnormal behaviour- Psychodynamic, Behavioural, Cognitive, Humanistic-Existential, and Sociocultural
- (ii) Classification of maladaptive behaviour-DSM-IV; Assessment techniques- Diagnostic tests, Rating scales, History taking interview, Projective tests

UNIT- II: Anxiety and Mood disorder

- (i) Symptoms, causes and treatment of generalized anxiety disorder, Phobic disorder, Obsessive Compulsive disorder
- (ii) Depressive disorder –Symptoms, causes and treatment of bipolar affective disorder, and Dysthymia

UNIT III: Personality Disorders

- (i) Paranoid, Schizoid, Dissociative, Impulsive
- (ii) Borderline, Anxious, Avoidance, Dependent personality

UNIT –IV: Schizophrenia and Therapies

- (i) Characteristics, Major subtypes, Causes and treatment of Schizophrenia
- (ii) Psychodynamic and Cognitive Behaviour therapy.

Suggested Readings:

- Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
- Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Book:

- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley



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डॉ. दीपक कारमारी



डॉ. कृष्णा सिन्हा

PAPER-V
Clinical Psychology

UNIT I:

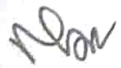
1. Introduction to Clinical Psychology: Definition, Historical background, Separation of Clinical Psychology from related Professionals, Work Settings of Clinical Psychologists.
2. Psychological Models and Interventions: Biological, Psychoanalysis, Interpersonal, Humanism, Behavioural, Cognitive, Social, Clinical, Custodial, and Community.
3. Clinical Interviewing: Types of Clinical Interviews (Intake, Case History, Diagnostic Interview, Mental Status Exam and Crisis Interview), Interview with Children, Communication Strategies (Verbal, Non-verbal and Listening Skills).

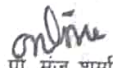
UNIT II:

1. Psychological Assessment: Process of Psychological Assessment (Planning, Data Collection, Processing Assessment Data, Communicating Assessment Findings).
2. Intellectual and Educational Assessment: Intelligence (Definition, Theories and Measurement), Issues and Controversies (Correlates of IQ, Heritability of IQ, Malleability of IQ).
3. Educational Assessment: Aptitude tests and Achievement tests.
4. Personality Assessment: Projective Methods (Rorschach, TAT, Projective Drawings),

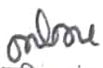
UNIT III:

1. Clinical Neuro-Psychology: Brain-behaviour Relationship, Causes of Brain Dysfunction (Trauma, Cerebro-vascular Disease, Degenerative Diseases,
2. Tumors, Chronic Alcohol abuse and Nutrition Deficits),
3. Neuropsychological Assessment (Comprehensive Batteries, Individualized Neuropsychological Assessment).
4. Clinical Health Psychology: Concept, Models of illness and health (Biomedical, Bio-psycho-social),
5. Behaviour and Health, Illness (Diabetes mellitus, Headache, Cancer).
6. Forensic Psychology: Definition, Expert Witnesses, Psychology and Criminal Laws, Civil Commitment (Laws and Procedures), Child Abuse, Child Custody in Divorce.

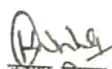

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(a)

Suggested Readings:

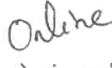
1. Feltham, C. (1997). *Which Psychotherapy?* Thousand Oaks: Sage.
2. Hecker, J. E., & Thorpe, G. L. (2007). *Introduction to Clinical Psychology: Science, Practice & Ethics*. Dorling Kindersley Pvt. Ltd.
3. Jopfer, S. J. (1988). *Modern Clinical Psychology*. Delhi: C.S. Publication.
4. Kendall & Norton-Ford (1982). *Modern Clinical Psychology*. New York, Wiley
5. Korchin, S. J. (2004). *Modern Clinical Psychology: Principal of intervention in the clinical and the community*. CBS Publication.
6. Shaffer, G. W., & Lazarus, R.S. (2007). *Fundamental concepts in Clinical Psychology*. Surjeet Publications.

Practical:

Any Five Following Tests will be used by Candidate:

- (1) Stress scale
- (2) Anxiety test
- (3) Depression Test
- (4) Different Intelligence Test
- (5) Psychological well- being
- (6) 16 PF – Personality Test
- (7) Eysenk Personality Test
- (8) Spiritual Intelligence
- (9) Rorschach ink blot test
- (10) Children Personality Questionnaire
- (11) Aggression Test
- (12) Adjustment Test
- (13) Social maturity Scale
- (14) Occupational Stress test


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