

## **CERTIFICATE COURSE IN CHILD PSYCHOLOGY**

**(With effect from the academic year 2013-14)**

### **QUALIFICATION FOR ADMISSION:**

- Candidate should have passed the Higher Secondary Examination conducted by the Board of Higher Secondary Education, Govt. of Tamilnadu or other examination. Bio-Maths or Computer Science or any Vocational groups are considered to eligible for this course.

### **DURATION OF THE COURSE:**

- The students shall undergo the prescribed course of study for a period of 6 months

### **EXAMINATION**

- All the theory papers are of 3 hours duration each for maximum of 100 marks with passing minimum of 40 marks.

### **STRUCTURE OF QUESTION PAPER:**

- For all the papers the maximum marks is 100.
- Section A – Answer any 8 questions out of 12 questions (5x8 = 40 marks)
- Section B - Answer any 6 questions out of 10 questions (6x10 = 60 marks)

## QUESTION PATTERN FOR THEORY PAPERS:

Time: 3 Hours

Max: 100 Marks

SECTION – A (5 x 8 = 40 Marks)

Answer any EIGHT Questions (Out of 12)

SECTION – B (6x10 = 60 marks)

Answer any SIX Questions (Out of 10)

S.No.	Theory & Case Study	Maximum Marks	Minimum Marks
1.	Developmental Psychology	100	50
2.	Domains of Child Development	100	50
3.	Dynamics of Healthy Child Development	100	50

### Objectives

- 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

### *PAPER 1. DEVELOPMENTAL PSYCHOLOGY*

#### 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 2: DOMAINS OF CHILD DEVELOPMENT**

### **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, Gardner'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. Papalia, D.E.; Olds, S.W.; And Feldman, R.D. (2006). *Human Development*. (9<sup>th</sup> Ed.) New Delhi: Tata Mc-Graw Hill.
4. Santrock, J.W. (2007). *A Topical Approach to Life-Span Development*. (3rd Ed.). New Delhi: Tata Mc-Graw Hill.

## **PAPER -3: DYNAMICS OF HEALTHY CHILD DEVELOPMENT**

### **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. Hayes, N. (2000). Foundations of Psychology. (3rd Ed.), London: Thomson.
3. Mash, E.J. and Wolfe, D.A. (2004). Abnormal Psychology. (3rd Ed.), New York: Guilford Press.
4. Schoeder, C.S. and Gordon, B.N. (2002). Assessment and Treatment of Childhood Problems: A clinician's guide. (2nd Ed.), New York: Guilford.
5. Santrock, J.W. (2007) A Topical approach to Life Span Development. 3rd Edition. Tata McGraw Hill Publishing Company Ltd., New Delhi.
6. Wagner, W.G. (2003). Counseling, Psychology, and Children: A Multidimensional Approach to Intervention. Upper Saddle River: Pearson Education.

## **Paper 5 - 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.

### **PG Diploma in Human Rights**

#### **Pattern of Question paper**

#### **Theory Papers**

**Time: 3 Hours**

**Max: 100 Marks**

#### **SECTION – A**

**Answer any TEN Questions (Out of 12) 10 x 3 = 30 Marks**

#### **SECTION – B**

**Answer any FIVE Questions (Out of 8) 5 X 6 = 30 Marks**

#### **SECTION – C**

**Answer any FOUR Questions (Out of 6) 4 x 10 = 40 Marks**

Total -----  
100 marks  
-----

Project – 100 marks

\*\*\*\*\*