Gyanmanjari
Innovative University

Subject: Child Psychology – BATPY12305

Type of course: Major

Prerequisite:

The prerequisites for studying child psychology can vary depending on the specific course or program you are interested in. Communication skills, a problem-solving nature, and enhanced observation skills are often essential.

Rationale:

There are many benefits to taking courses on child psychology and development. These courses can provide a deeper understanding of how child psychology is Important because it can help us better understand how kids tick, as well as how best to support them in becoming well-rounded individuals. Therefore, it is useful in assisting both parents and teachers to better understand and help children in their care.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P	C	SEE	CCE		
					MSE	ALA	
4	4	0	4	100	30	70	200

Legends: *CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE-End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.*

4 Credits * 25 Marks = 100 Marks (each credit carries 25 Marks)
SEE 100 Marks will be converted in to 50 Marks
CCE 100 Marks will be converted in to 50 Marks
It is compulsory to pass in each individual component.

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Course Content:

Unit	Course content	Hrs	% Weightage
1	**An Introduction to Child Psychology** • Definition of Child Psychology • Nature of Child Psychology • Subject Matter of Child Psychology • Importance of Child Psychology	15	25
2	**Method** • Observation method • Event-Reporting Method • Self- Reporting Method • Questionnaire Method • Interview Method	15	25
3	**Growth and Development** • Mining of Growth and Development • Characteristics of Development • Comparison of Growth and Development • Stage of Development • Factors affecting growth and development	15	25
4	**Immaturity, illness and physical defects** • Meaning of Maturity • Maturity and education • Effects of illness • Physical defects • Duties of parents and teachers	15	25

Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	**Assignment** Faculty will provide assignment according to Units and students have to write Assignment for **Normal Child Observation** and submit on GMIU web Portal.	10

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2	**Presentation** The students will have to give a presentation by collecting videos of what kind of behaviors are seen in children, their photographs and information about that child. Then it has to be uploaded Photo and Videos on the GMIU web Portal.	10
3	**Social Activities** Students will be given social activities. In which the student has to do an activity for the child. Like..Teaching poor children, giving them snacks, helping them in festivals, etc. can be done. These activities can also be done in groups. Photographs must be taken and uploaded on the GMIU web Portal.	10
4	**Child Observation Report** Students will be taken on a visit to a school for **special children.** After that, the student has to prepare a report of the observation of the child and upload it on the GMIU web Portal.	10
5	**Chart making** Students should submit Stages of child development defined by charts and upload them on GMIU web Portal.	10
6	**Viva** Oral Viva will be given by your subject teacher.	10
7	**Attendance**	10
	Total	70

Suggested Specification table with Marks (Theory): 100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20 %	40 %	40%			

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

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Course Outcome:

	After learning the course the students should be able to:
CO1	Understand of the major theoretical perspectives on child and adolescent development.
CO2	Demonstrate knowledge of the major domains of development.
CO3	Demonstrate knowledge of the major contexts for development as well as how programmatic and policy decisions.
CO4	Apply knowledge of methodological strategies for assessing child and adolescent development and the programs that serve them.

Instructional Method:

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.

Reference Books:

(1) Shah, L. (1983), 2nd Ed., "Child Psychology", Gujarat University, Ahmedabad, Page No.63, 83, 91.
(2) Pandit, H.R. (1997), 2nd Ed., "A Peep In to Child Psychology", University Book Production Board, Ahmedabad, Page No.12, 22.
(3) Dave, M.M. and other Author, (1972), 2nd Ed., "Child Psychology", B.H.Shah Publication, Ahmedab7d, Page No.18, 38, 92.
(4) Kamdar, N.H. and other Author, (1996), 1st Ed., "Child Psychology", Pashrv Publication, Ahmedabad, Page No.05, 26, 44, 54, 80, 96, 105, 116, 125, 143.

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