



L	T	P/S	SW/ FW	TOTAL CREDIT UNITS
3	1	-	-	4

Course Title: PSYCHOLOGY OF HUMAN GROWTH AND DEVELOPMENT

Credit Units: 4

Course Code: SPED

Level: PG

Course Objectives:

After studying this course the pupil- teachers will be able to

- Discuss the nature ,scope and principles of educational psychology
- Identify the different aspect of growth and development.
- Explain the theoretical approaches to development
- Express the concept and principles of Personality
- Analyse different Psychological Aspects of Teaching

Student Learning Outcome

- Pupil-teachers will be able to explain the nature and nurture influences on child development.
- Pupil-teachers will be able to describe the various domains of child development.
- Pupil-teachers will be able to describe the early stages of a child in normal development.
- Pupil-teachers will able to describe the changes seen in the child in adolescence.
- Pupil-teachers will able to highlight the concerns and barriers faced by the child in transition to adulthood.



Course Contents/Syllabus:

	Weightage (%)
MODULE I :Overview of Educational Psychology	20
Descriptors/Topics 1.1 Nature and scope of educational psychology 1.2 Principles of educational psychology 1.3 Methods of Educational Psychology 1.3.1 Observation 1.3.2 Experimental method 1.3.3 Correlational 1.3.4 Clinical 1.3.5 Case Study 1.4 Applications of educational psychology to person with disabilities 1.5 Contemporary trends	
MODULE II :Understanding the Development of the Learner	20
Descriptors/Topics 2.1 Concept and Principles of Growth and Development 2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence 2.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) 2.4 Nature vs Nurture 2.5 Domains (Physical, Cognitive Development, Social, Emotional, Sensory-perceptual, moral development, play and language development) 2.5 Factors affecting Growth and Development	
MODULE III :Theoretical Approaches to Development	20
Descriptors/Topics 3.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura and Kohlberg) 3.2 Psychosocial Theory (Erikson) 3.3 Psychoanalytic Theory (Freud) 3.4 Ecological Theory (Bronfrenbrenner) 3.5 Holistic Theory of Development (Steiner)	



MODULE IV :Personality	20
Descriptors/Topics 4.1 Concept, definition and principles of personality development 4.2 Personality Theories: 4.2.1 Psychoanalytic- Freud & Neo-Freudians, Trait, Humanistic 4.2.2 Assessment of Personality 4.5 Implications of personality theories in teaching-learning with reference to children with disabilities	
MODULE V :Psychological Aspects of Teaching	20
Descriptors/Topics 5.1 Individual differences and its educational implications for children with disabilities 5.2 Classroom climate, group dynamics 5.3 Peer tutoring, co-operative learning, self-regulated learning 5.4 Teacher effectiveness and competence 5.5 Guiding children with disabilities	

Course Work/ Assignments/ Practicum

- Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children.
- Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report.
- Analyze any autobiography to explain human development
- Design a behaviour modification plan for a specific child
- Present information on cognitive styles and their effects on learning



Transaction

- Lecture Method
- Seminar
- Group Discussion
- Practical
- Field work

Engagement with the field as part of course as indicated below

Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							



Text & References:

- Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools,Schooling and Human Development. New York: Routledge.
- Mittal. S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). Adolescence. ,Tata Mc.Graw Hill Publishing Company, New Delhi.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books