B.Ed. Special Education- Intellectual Disability/Visual Impairment

HUMAN GROWTH & DEVELOPMENT

**Semester - I Course Code: A-1 Credit: 04**

**Total Marks: 100 (External 70; Internal 30) Contact Weeks: 15**

**Introduction of the course**

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in the teaching learning process. Through close observation of children in their natural environments the student teachers would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

**Learning Outcome:**

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

* explain the process of development with special focus on infancy, childhood and  
  adolescence.
* critically analyze developmental variations among children.
* comprehend adolescence as a period of transition and one of challenge and potential.
* analyze different factors influencing the development of children.

**Unit 1: Understanding Human Development (12 hours)**

1. Concepts of growth, development and maturation.
2. Domains of development and milestones- Phsychomotor, Cognitive, Socio-emotional, moral and Language.
3. Main characteristics & features of development across stages- Prenatal development, Infancy, Childhood, Adolescence, Adulthood
4. Debates in Human Development: Nature vs Nurture, universalism vs. contextualism

**Unit 2: Theoretical Approaches to Development (12 hours)**

1. Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bandura)
2. Psychosocial Theory (Erikson)
3. Morality : (Kohlberg & Gilligan))
4. Ecological Theory (Bronfrenbrenner)

**Unit 3: Understanding Infancy & Childhood (12 hours)**

1. Prenatal development: stages and influences on prenatal development

3.2 Birth and Neonatal development: Screening the newborn – APGAR Score, reflexes and responses.

3.3Developmental tasks in Infancy and childhood and variations in development

1. Contextualizing development in childhood in contemporary environment factors: globalization, media influences, technology.

**Unit 4: Puberty and Adolescence (9 hours)**

4.1 Emerging capabilities across domains: physical, cognitive, social emotional, moral

4.2 Emerging capabilities across domains related to cognition - metacognition and creativity

4.3 Issues challenges & debates related to puberty & adolescence

4.4 Impact of globalization, engagement with media, technology & social networking on development of adolescene

**Unit 5: Transitions into Adulthood (9 hours)**

1. Developmental tasks and facilitators in transition
2. Formation of identity and self-concept
3. Life Skills and independent living
4. Career Choices

**Engagement with the field as part of course as indicated below (6 hours)**

Hands on Experience

• Observe children in various settings and identify milestones achieved.

* Seminar on human development
* Writing Journal for reflection and case study

**Suggested Readings**

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.

Hurlock, E. B. (2005). *Child growth and development.* Tata Mc.Graw Hill Publishing  
Company, New York.

Hurlock, E. B. (2006). *Developmental Psychology- A life span approach.* TataMc.Graw Hill Publishing Company, New Delhi.

Malaviya,R. (2007).Creating a Learning School Environment: Child Development and Pedagogical Issues, Academic Excellence, New Delhi

Malaviya, R., Sharma,A. & Gupta,G. (2014). Influence of diverse learning styles on the patterns of the processes of remembering and classroom dynamics. International Journal of Humanities and Social Science. Vol.1.No.1.

Malaviya,R. (2006). Concept of Discipline in MERI: Journal of Education, Vol I, No:II, Oct

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.

**Keywords: Identity, Self Concept, Meta-cognition,Nurture,Contextualism**