Revised/ Effective 2079/80

Far Western University

Faculty of Education

Course Title: Developmental Psychology   **Nature: Theoretical**

Course Code: Ed. Psy. 121   **Credits: 3**

Level: Undergraduate   **Teaching Hrs: 45**

Semester: second

1. Introduction

This course is designed to develop the concept of overall child and adolescence development along with understanding the development of the learner and children with special needs. It also enables students to understand the developmental stages of children with special focus on early childhood, late childhood, puberty, and adolescence. Similarly, it also enables students to conceptualize social, emotional, and mental development. At the same time course provide an opportunity to be aware of the issues and concerns of children. Finally, the course will develop capabilities to learn the role of parents and school personnel in safeguarding child development.

2. Objectives of the Course

- To get acquainted with the conceptions of developmental psychology
- To conceptualize human growth and development.
- To understand important changes that occurs in adolescents.
- To explain the role of parents and school personnel in safeguarding childhood, puberty, and Adolescence.
- To develop a critical understanding of the different theoretical approaches to development.
- To explore the teaching strategies according to individual differences with reference to children with special needs.

3. Course Content with specific objectives

Specific Objectives	Content
	Unit1:Overview of Developmental Psychology(5hrs)
- Discuss the overview of changing concept and nature of psychology. - List and describe the branches of psychology. - Explain the concept of developmental psychology. - Discuss the implications of developmental psychology in education.	1.1 Changing concept and nature of psychology. 1.2 Branches of psychology. 1.3 Concept and objectives of developmental Psychology 1.4 Implications of developmental psychology in education

	Unit-II: Human Growth and Development (11 hrs)
• Describe the meaning of growth and development • Distinguish between growth and development • List and describe the principles of human development • Discuss domains of Human development briefly. • Compare the main determinants of development. • Identify the indigenous practices of growth and development • Explain issues in development. • Explain the concept, and uses of longitudinal, cross–sectional, and Cohort sequencesof studying human development. • Elucidate educational implication of growth development	2.1 Concept of growth and development 2.2 Similarities and differences between growth and development. 2.3 Principles of human development 2.4 Domains of human development: Physical, cognitive, social, emotional, and moral 2.5 Main determinants of development: Heredity and environment. 2.6 Indigenous understanding and practices of growth and development 2.7 Issues of human development: nature vs. nurture 2.8 Methods of studying development: longitudinal, cross-sectional, cohort sequence 2.9 Educational implication of growth and development
	Unit-III: Understanding the Development of the Learner (12 hrs)
• Trace out the different stages of human development with general characteristics • Explain the characteristics, developmental tasks, Physical, mental, social, emotional, Skills, play, and language development of Childhood • List the role of Parents and School Personnel in safeguarding childhood development • Explain the characteristics, physical and social development, and hazards of puberty. • Discuss adolescents' characteristics, physical and social changes, • Describe the self development and	3.1 Stages of human development (Prenatal stages and postnatal stages) 3.2 Childhood (Early and Late): (characteristics, developmental tasks, physical, mental, social, emotional, skills, play, and language development) 3.3 Role of parents and school personnel in safeguarding childhood development 3.4. Puberty & adolescence (general introduction, characteristics, physical & social changes, 3.5 The self (self understanding, self-esteem and self- concept), identity changes, emotion of adolescence. 3.6 Peers and family relationship of adolescence, happiness/ unhappiness,)

identity changes of the adolescence • Discuss the emotional development, peers and family relationships, happiness/unhappiness of adolescence. • List the role of parents and school personnel in safeguarding puberty and adolescence.	3.7 Role of parents and teachers in safeguarding puberty and adolescence.
	Unit IV: Theoretical Approaches to Human Development (11hrs)
• Discuss the cognitive development, psychoanalytic, ecological, and Holistic Theories of human development. • Identify the relationship of various theories in the context of human development and apply them to teaching.	4.1 Cognitive development theory (Piaget): developmental Stages and educational implications 4.2 Psychoanalytic theory (Freud): Structure of the mind, types of personality and stages and education implication 4.3 Ecological theory (Bronfenbrenner): Structures of the environment and educational implication 4.4 Holistic theory of development (Steiner): principles and educational implications
	Unit V: Children with Special Needs (6 hrs)
• Clarify the concept of children with special needs • Identify the children with special needs • Determine the characteristics of children with special needs • Identify and apply teaching strategies according to individual differences	5.1 Concept of children with special needs 5.2 Major types of children with special needs (children with learning disabilities, emotionally disturbed children, gifted children, mentally challenged children) 5.3 Characteristics of children with special needs 5.4 Individual differences and its educational implications

4. Instructional Techniques

4.1 General Techniques
- Lecture and discussion
- Demonstration
- Self-study and Home assignment

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	• Divide the students into appropriate groups of students • Let each group of student self-study specified contents. • Let the groups prepare a 2/3-page report • Report presentation in the classroom followed by discussion with constructive feedback.	
II	• Lecture cum demonstration. • Provide reading materials (books, journals, papers, etc.) • Assignment of reflective writing individually on the various aspect of human growth and development • Ask students to share the prevailing child-rearing beliefs and practices in their communities and teacher add their own experiences • Paper presentation in the classroom for discussion with feedback.	
III	• Divide the students into groups and discuss the differences between their childhood and adolescent feelings and their relationship with others. • Divide the students into groups for project work • Visit the schools/own society and observe the behavior of early childhood, late childhood, puberty, or adolescence students. • Paper presentation in the classroom for discussion/seminar with constructive feedback.	
IV	• Lecture cum demonstration. • Provide reading materials (books, journals, papers, etc.) • Personal/independent study on various theoretical approaches to human development • Submission of essay (250 words) on the implication of theories of development in teaching classroom	
V	• Divide the students into appropriate groups • Visit schools where children with special need study. • Observation of the classroom • Prepare and submit a case study report (2/3 pages) on children with special needs in brief.	

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5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

a) **Attendance and Participation in class activities**:   **5+5= 10**

b) **Assignment I: Reflective Notes and Class presentation:**   **5+5= 10**

(Reflective notes on 2 to 4 questions given by teacher at the end

of the every unit and presentation on any two questions among them)

c) **Assignment II**: **an Term paper/ Essay/Project and Interview:**   **5+5=10**

(Logical essay/term paper/project on the topics chosen by students

and approved by the teacher and interview)

d) **Mid-term exam**:   **10**

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 ×5	30
Group C: Long answer questions	2 with 1 'or' question	2 ×10	20

References

Recommended Books

Hurlock, E. B. (1981). *Developmental psychology: a life-span approaches (*(5th ed.).
     Tata McGraw Hill. (Unit 2, 3)

Mangal, S.K. (2002). *Advance educational psychology* (2nd ed.). PHI learning
     private Limited. (Unit 1- 5)

Santrock, John W. (2007). *Adolescence* (11th ed.). Tata McGraw Hill Publishing Co. (Unit 3 & 4)

Santrock, John W. (2011). *Life -span development* (13th ed.). McGraw-Hill. (Unit 4)

Hargraves, V. (2019). *The Steiner approach.* https://theeducationhub.org.nz (Unit 4)

Supported Materials

 Aryal, P. R., & Bhattarai, D. P. (2009). *Educational psychology*. Quest Publication.(Unit 1-5)

 Chalaune, B. S., & Paudel, G. P. (2074 BS). *Educational Psychology* (in Nepali). Shubhakamana
     Publication.   (Unit 1-5)

Chauhan, S. S. (2007). *Advanced educational psychology* (7th ed.). Vikas Publishing House.
                                            (Unit 1, 2, 5)

Dacey, John S. and Travers, John F. (7th ed.) (2009). *Human Development across*
     the Lifespan. McGraw-Hill. https://handoutset.com/wp-content (Unit 3)

Drabble, S. (2013). *Support for children with special educational needs (SEN).*
     https://www.rand.org (Unit 5)

Mangal, S.K. (2008). *Education psychology* (in Hindi). PHI learning
     private Limited. (Unit 1-5)

 Mahmoudi, S., Nasrabadi, H. A., & Liaghatdar, M. J. (2012). Holistic education: An approach
     for 21 century. *International Education Studies, 5*(2), 178-186. (Unit 4)
     http://dx.doi.org/10.5539/ies.v5n3p178

 Montgomery, D. (2015). *Teaching Gifted Children with Special Educational Needs:*
     Supporting dual and multiple exceptionality. Routledge. (Unit 5)

NCERT (2006). Education of children with special needs. https://ncert.nic.in/pd   (Unit 5)

Rana, S. P. (2011). Educational Psychology. Vidyarthi Pustak Bhandar. (Unit 1-5)

Santrock, John W. (2019). *Children* (14th ed.). McGraw Hill Co. (Unit 3 & 5)
     https://www.mheducation.com