



**Course Title: Human Growth & Development**

**Credit Units: 4**

**Course Code: SPED 169**

**Level: UG**

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

**Course Objectives:**

After studying this course the pupil- 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 threshold of adulthood.
- analyze different factors influencing child development.

**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 be able to describe the changes seen in the child in adolescence.
- Pupil-teachers will be able to highlight the concerns and barriers faced by the child in transition to adulthood.

**Course Contents/Syllabus:**

	Weightage (%)
<b>MODULE I : Approaches to Human Development</b>	20
Descriptors/Topics <ul style="list-style-type: none"> <li>• Human development as a discipline from infancy to adulthood</li> <li>• Concepts and Principles of development</li> <li>• Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)</li> <li>• Nature vs Nurture</li> <li>• Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language &amp; communication, Social relationship)</li> </ul>	
<b>MODULE II : Theoretical Approaches to Development</b>	20
Descriptors/Topics <ul style="list-style-type: none"> <li>• Cognitive &amp; Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)</li> <li>• Psychosocial Theory (Erikson)</li> <li>• Psychoanalytic Theory (Freud)</li> <li>• Ecological Theory (Bronfrenbrenner)</li> <li>• Holistic Theory of Development (Steiner)</li> </ul>	



<b>MODULE III : The Early Years (Birth to Eight Years)</b>	20
Descriptors/Topics <ul style="list-style-type: none"> <li>• Prenatal development: Conception, stages and influences on prenatal development</li> <li>• Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development</li> <li>• Milestones and variations in Development</li> <li>• Environmental factors influencing early childhood development</li> <li>• Role of play in enhancing development</li> </ul>	
<b>MODULE IV : Early Adolescence (From nine years to eighteen years)</b>	20
Descriptors/Topics <ul style="list-style-type: none"> <li>• Emerging capabilities across domains of physical and social emotional</li> <li>• Emerging capabilities across domains related to cognition - metacognition, creativity, ethics</li> <li>• Issues related to puberty</li> <li>• Gender and development</li> <li>• Influence of the environment (social, cultural, political) on the growing child</li> </ul>	
<b>MODULE V : Transitions into Adulthood</b>	20
Descriptors/Topics <ul style="list-style-type: none"> <li>• Psychological well-being</li> <li>• Formation of identity and self-concept</li> <li>• Emerging roles and responsibilities</li> <li>• Life Skills and independent living</li> <li>• Career Choices</li> </ul>	

**Pedagogy for Course Delivery:**

- Lecture
- Tutorials
- Presentation and Discussions
- Seminar

**Lab/ Practicals details, if applicable:**

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.
- 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*. 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