

Course title: **Developmental Psychology**

Course No. : Ed 422

Level: B.Ed.

Semester: Second

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

1. Introduction

This course deals with human growth and development with the aim of providing students with concept, knowledge and understanding about child growth and development. In general, the course focuses on characteristics, developmental tasks and hazards of different stages of human life with their implications in education. In particular, this course provides students with specific concept, knowledge and understanding about the puberty and adolescence. The course focuses on the characteristics, developmental tasks, spurt of growth and development, social, mental and emotional developments, happiness and unhappiness during puberty and adolescence. In addition, this course provides students with understanding about guidance and counseling as measures to deal with the problems during adolescence.

2. General Objectives

The general objectives of this course are:

- to provide students with general understanding about babyhood, early and late childhood, adulthood and their characteristics, and developmental task, as well as their educational implications.
- to familiarize with puberty and adolescence and to equip them with broader concept, knowledge, attitudes and understanding on the puberty and adolescence.
- to enable students to explore contextual problems during adolescence, and suggests measures in line with the nature of the problems.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• To develop broader understanding of human growth and development.• To grasp the major determinants of human growth and development.• To explore the reasons for studying human growth and development.	Unit I: Human growth and development. (10 hrs.) 1.1. Concept of human growth and development. 1.2. Determinants of human growth and development 1.3. Need for studying human growth and development in education. 1.4. Major methods of studying human growth development. 1.4.1. Cross-sectional, longitudinal, and case study 1.5. Major issues in human development

<ul style="list-style-type: none"> To be acquainted with major methods of studying human growth and development To identify major issues in human development 	<p>1.5.1. Nature vs. nurture 1.5.2. Stability vs. change 1.5.3. Continuity vs. discontinuity</p>
<ul style="list-style-type: none"> To provide overview of various stages of human growth and development. To explain developmental tasks and characteristics. To discuss the potential hazards of all developmental stages. 	<p>Unit II: Developmental stages and characteristics (8) 1.6. Infancy and Babyhood: characteristics, developmental tasks and hazards. 1.7. Early and late childhood: characteristics, developmental tasks and hazards. 1.8. Puberty and adolescence: characteristics and developmental tasks 1.9. Adulthood (early, middle and late): characteristics and hazards.</p>
<ul style="list-style-type: none"> To broaden the knowledge and understanding on puberty. To explain developmental tasks, skills, hobby and point out the potent hazards. to explore the criteria, causes and effects of puberty. To discuss the physical, mental, and emotional characteristics of puberty. To explore educational implications for enhancing learning. 	<p>Unit III: Understanding puberty (10) 3.1 Developmental tasks, skills, hobby and possible hazards. 3.2 Causes, criteria and effects of puberty. 3.3 Physical development: Spurt of growth during puberty. 3.4 Social development, entertainment and recreation. 3.5 Emotional development and its effects 3.6 Happiness and unhappiness during puberty 3.7 Ways of controlling unhappiness. 3.8 Educational Implications</p>
<ul style="list-style-type: none"> To develop wider perspectives on adolescence. To explain developmental task, skills, hobbies, and potent hazards during adolescence. To be familiar with physical, social, emotional, mental, moral characteristics and to explore their educational implications. To identify the responsible factors for happiness and unhappiness during adolescence. To be familiar with the career choice, interest and future orientation. 	<p>Unit IV Adolescence and developmental characteristics (10) 4.1 Developmental tasks, skills, hobbies and potent hazards 4.2 Physical characteristics and educational implication. 4.3 Social characteristics, leadership and educational implication. 4.4 Emotional characteristics and educational implication. 4.5 Mental characteristics and educational implication. 4.6 Morality during adolescence and educational implication. 4.7 Happiness and unhappiness during adolescence. 4.8 Career choice, interest and future orientation.</p>
<ul style="list-style-type: none"> To be aware of different 	<p>Unit V Adolescence and understanding problems (10)</p>

problems during adolescence. • To identify measures to deal with the problems during adolescence and draw their educational implications.	5.1 Adolescence and drug abuse, alcoholism and effects 5.2 Adolescence and sex, HIV/AIDs, sexually transmitted disease and effects. 5.3 Adolescence and social violence and conflict 5.4 Adolescence: frustration and Suicide 5.5 Guidance and counseling, psychotherapy, rehabilitation and family adjustment. 5.6 Educational implications
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4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Instructional Techniques

- Lecture
- discussion
- Question answer

4.2 Specific Instructional Techniques

Unit	Suggested specific Instructional Techniques
III and IV	Students will be divided into groups and given different topics of III and IV units. Students will visit the schools for group work based on the topics assigned. Groups will prepare report and share in the class. Presentation will be followed by discussion and suggestions.
V	Students will be divided into different groups and assigned to collect issues and problems faced and created by the students at any school. They will prepare the report and present it in the classroom.

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teacher based on following activities:

1) Attendance	5
2) Class participation	5
3) First assignment	10
4) Second assignment	10
5) Third assignment	10
Total	40

5.2 Final/Semester Evaluation 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10 x 1pnts)	10
2) Short answer questions (6 questions x 5 points)	30
3) Long answer questions (2 questions x 10 points)	20
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Total	60

Recommended Books

Baron, R. (2005). *Psychology*. India: Pearson Education.

Chauhan S.S. (1992), *Advance Educational Psychology* Jurjact, Publication, New Delhi, Vikash Publication

Hurlock E.B. (2002). *Developmental Psychology, A life span approach*. Tata MC Graw Hill Publishing Company Pvt.

Hurlock E.B. (1972), *Child development*, Tata MC Graw Hill www.bictblogs.blogspot.com

Jersild, A. T., Telfor, C. W., & Sawrey, J.M. (1997). *Child Psychology*. Neew Delhi: Prentice Hall.

Rogers, D. (1972). *The Psychology of Adolescence*. NJ: Appleton-Century-Crofts.

Santrock, J. W. (2007). *Adolescence*. New Delhi: Tata McGraw-Hill Publishing Company LTD

References

Aryal, P. N. & Bhattarai, D.P. (2009). *Educational Psychology*. Kathmandu: Quest Publication

Battarai, H. (2073BS). *Shikshya Manobigyan*. Kathmandu: Ratna Pustak,

Bidari, B. P. (2073BS). *Shikshya Manobigyan*.Kathmandu: Pinakal

Gibson, R.L. & Mitchell, M.H. (2005). *Introduction to counseling, and guidance*.NY: Randow House.

Grace, J. C. (1976). *Developmental Psychology*. India: Pearson Education.

Paudel, G. (). *Shikshya Manobigyan*. Kathmandu:

Pokhrel, M.M. (2073 BS), *Shikshya Monobigyan*. Ashish Book House, Bagbazar, Kathmand