

EDU 02- DEVELOPMENT OF THE LEARNER

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal:20)

Course Learning Outcomes

On the successful completion of the course the learner will be able to,

1. Differentiate between Growth and Development.
2. Identify and analyse the principles, factors, aspects and Stages of Development.
3. Identify and categorize the developmental tasks and hazards.
4. Apply the theories of development in educational contexts and design learning activities.
5. Analyse the different socio cultural aspects influencing the adolescence.
6. Analyse and contrast the theories of personality.
7. Judge the process of assessing the personality.
8. Classify the mental disorders.
9. Analyse the differences in individuals.
10. Categorize the learning disabilities and suggest strategies to deal with.

COURSE CONTENT

Unit I

Basic concepts about development

- Concept of growth and development, biological and socio-cultural aspects of development.
- factors affecting development-development as a result of interactions between individual potential(innate, acquired) and external environment(physical, socio-cultural, ecological, economic and technological).
- Principles of development.
- Aspects of development: physical& motor, cognitive, emotional, social, moral and language development. Inter relationship between different aspects of development.
- Stages of development.

Unit II

Dimensions of development across different stages

- Physical and motor development: characteristics, influences.
- Cognitive development: characteristics, influences, theories of Piaget and Bruner.
- Development of emotions, attitudes values- stages of psycho-sexual development.
- Social development: influence of parents, family, peer group-identity crisis- Erikson's theory of psycho social development.
- Moral and ethical development: concept of morality, Kohlberg's theory.
- Language development: LAD, theory of Chomsky and Vygotsky, development of speech-speech defects.

Unit III

Tasks and hazards of development

- Developmental needs of various stages.
- Developmental task: concept, tasks of each stage.
- Developmental hazards.

Unit IV

Adolescence in the milieu of present socio- cultural complexities

- Adolescence- problems and complexities.
- Family influence- Broken family, parenting style, changing family structures, Peer influences loneliness.
- Influence of social media, Cybercrimes and related problems.
- Substance abuse, Depression, suicidal tendencies.
- Gender related problems.
- Information overload.
- Remediation of adolescent problems in the present socio- cultural complexities- role of teachers

Unit V

Personality and adjustment

- Personality: concept, definitions.
- Approaches and theories to study personality: trait approach- theories of Allport, Eysenk and Cattell, Freud's theory of personality, Humanistic approach- Maslow and Rogers - characteristics of mature personality.
- Measurement of personality.
- Transaction Analysis, NLP.
- Adjustment and maladjustment.
- Mental health and mental hygiene - concept and importance, role of teacher in promoting mental health
- Mental disorders - classification DSM

Unit VI

Uniqueness of the individual

- Areas of individual differences- role of heredity and environment
- Intelligence: concept- definitions- Theories of intelligence- Spearman, Guilford - Theory of multiple intelligences - Theory of Emotional intelligence
- Creativity-meaning and nature- identification of creative learner- process of creativity teacher's role in fostering creativity
- Interest, attitude and aptitude - basic concepts, definitions and measurement
- Understanding exceptional learners- categories, identification, characteristics, educational provisions
- Learning disability(LD)- Dyslexia, Dysgraphia, Dyscalculia, ADHD
- Educational provisions for learner diversities

TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey Brainstorming sessions, Case study, Projects Video viewing and power point presentations, Peer learning

TASKS AND ASSIGNMENTS

1. Identifying problem behaviour in children of elementary/secondary classes and preparing a case study report.

2. Administer any one standardised psychological tool to primary/secondary school students to identify individual differences among learners.

3. Conducting survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation.

REFERENCES

- A Teacher's Handbook on IED : Helping Children with Special Needs, Sharma, P.L.(1988), New Delhi: NCERT.
- Adolescent Development, Hurlock, E.B.(1955), New York: McGraw-Hill Co. Inc.
- Advanced Educational Psychology, Chauhan, S.S.(2006), New Delhi: Vikas Publishing House.
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- Child Development and Personality, Mussen, P.H., Conger, J.J. & Kagan, J.(1964), New York: Harper & Row.
- Counselling Psychology, Rao, S.N.(1981), New Delhi: Tata McGraw-Hills Publishing Co.
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