

# Child Development and Learning

Grade – XII

Full Marks : 100  
Teaching hrs : 150

## Introduction

This is a theory course on child psychology, learning and teaching for prospective primary level teachers. This course has two major parts. The first part deals with the nature of human growth and development focusing on principles and process of child development. The second part is about the nature and process of learning. It is expected that this course will help the prospective teachers in better understanding of children and design effective learning processes in their teaching profession. Students are also required to conduct practical activities to find out the developmental characteristics and the learning process of primary school children of their locality.

## General objectives:

This course intends to:

- develop basic understanding about the nature and systems of human growth and development;
- make knowledgeable about children's development characteristics and different aspects of development;
- acquaint with the nature and process of learning and factors associated with effective learning and
- develop ability to apply child psychology and effective learning strategies while teaching at the primary level.

## Specific Objectives:

At the termination of the course, the students will be able to

1. describe the meaning of growth and development and their characteristics,
2. explain heredity and environment as the determinants of growth and development,
3. identify different stages of human development and list general developmental characteristics of Infancy, Babyhood, Early Childhood and Later Childhood,
4. list the developmental tasks of Early Childhood and Later Childhood stages,
5. explain the factors affecting child development,
6. illustrate the different aspects of development of Early Childhood and Later childhood stages.
7. identify the roles of parents and the teachers to safeguard the development of primary school age children,
8. define learning and describe three key elements of learning,
9. illustrate the basic process of learning and show their implication in teaching,
10. identify factors that influence learning and show the factors used in the promotion of effective learning,
11. describe the nature of memory and list techniques for improving it,
12. explain the principles and types of transfer of learning and show the principles utilized in education, and

13. find out some of the developmental characteristics and learning strategies of primary school children of their locality.

## **Part I Child Development**

### **Unit I Scope & Importance of Psychology**

**5 hrs.**

1. Concept of psychology
2. Education psychology as an applied branch of psychology
3. Purpose and importance of studying educational psychology.

### **Unit II Nature of Human Growth and Development**

**10 hrs.**

- Concept of human growth and development
- Determinants of growth and development (Heredity and Environment)
- Principles/characteristics of development (Development involves change, Early development is more critical than later development, Development is the product of maturation and learning, The development of pattern is predictable, Individual differences in development, There are stages/periods in the developmental pattern, There are social expectations for every developmental period)
- Significance of studying human development

### **Unit III Stages of Human Growth and Development**

**5 hrs.**

- General concept of different stages (Prenatal, Infancy, Babyhood, Early Childhood, Late Childhood, Puberty Adolescence, Early adulthood, Middle age, Old age or Senescence.
- Developmental tasks and characteristics of Infancy and Babyhood stages.

### **Unit IV Early Childhood**

**20 hrs.**

- Characteristics and Developmental tasks.
- Physical development (Height, Weight, Body proportions, Body build, Bones and Muscles, Fat, Teeth)
- Skills of early childhood (hand, Leg, Handedness)
- Improvement in speech
- Factors influencing speech development
- Common emotional pattern
- Socialization (Pattern of socialization, family relationships, social & unsocial behavior)
- Development of understanding.
- Moral Development
- Family relationships
- Roles of parents and teachers to safeguard the development of child
- Hazards (Physical and Psychological)

### **Unit V Late Childhood**

**20 hrs.**

- Characteristics and Developmental tasks.
- Physical development
- Skills of late childhood (categories, Handedness)
- Speech development (special vocabularies, pronunciation, and sentence formation)
- Emotions and emotional expressions (Emotional patterns, Periods of heightened emotions, Beginning of emotional catharsis).
- Social groupings and social behavior.
- Increase in understanding
- Moral attitude and behavior
- Changes in family relationship.
- Factors affecting self concepts.
- Roles of parents and teachers to safeguard the development of child
- Hazards (physical, psychological)

**Unit VI Factors Affecting child Development 20 hrs.**

- Factors affecting Child development (Socio-economic status of family, Parental education, Household workload, Nutritional intake, Child's expectations & needs, Sense of security, Parental treatment of children by gender, Physiological factors)

## **Part II Nature and Process of Learning**

**Unit VII Concept of Learning 5 hrs.**

- Meaning & definition of learning
- Characteristics of learning
- Elements of learning (Learners, Stimuli & Response)
- Interrelationship among readiness, maturation and learning

**Unit VIII Theories of Learning 25 hrs.**

1. Classical Conditioning
  - a) Basic Processes
  - b) Main features. Stimulus generalization, Discrimination, Spontaneous recovery and Extinction.
  - c) Implications of classical conditioning in learning:
    - Habit formation & Discipline.
    - Eliminating unwanted responses.
2. Operant Conditioning.
  - a) Basic Processes.
  - b) Main features: Behavior shaping, and Reinforcement schedule
  - c) Difference between classical & operant conditioning
  - d) Implications of operant conditioning in learning: A formation desired behavior and Management of reinforcement in CR
3. Trial & Error Learning Theory
  - a) Basic Processes

- b) Main features: Multiple responses in learning and Gradual progress in learning
- c) Implications of trial and error in learning: role of reward in learning and role of practice in skill learning
- 4. Insightful learning
  - a) Basic process
  - b) Main features: Perception, Mediation, Discovering new relation, Sudden change in behavior
  - c) Implications of insightful learning in concept formation and problem solving
- 5. Styles of Learning

### **Unit IX Memory**

**5 hrs.**

1. Concept of Memory
2. Measurement of memory (Recall, recognition and relearning)
3. Techniques of improving memory.

### **Unit X Transfer of learning**

**10 hrs.**

1. Concept & process involved in Transfer of Learning (TOL)
2. Types of TOL Positive Negative & Zero
3. Main Principles of TOL : Identical elements & Generalization
4. Factors affecting transfer of learning
5. Techniques of promoting transfer of learning

### **Unit XI Factors Affecting Learning**

**25 hrs.**

1. Motivation
  - Meaning of motivation
  - Types of motives: Inborn & Acquired
  - Utilizing motives in classroom teaching interest, curiosity, co-operation, competition, achievement, & exploration.
2. Reinforcement
  - Meaning of reinforcement
  - Types/forms of reinforcements: Positive & Negative
  - Differentiating reinforcement from reward and punishment
  - Managing reinforcement in classroom teaching.
3. Practice
  - Concept of practice
  - Types of practice: Mass & Distributed  
Part versus Whole,  
Blind & Reinforced
  - Managing Practice in Classroom Teaching
4. Social, Personal, Teacher and Environmental Factors (Home, community and school)
  - Individual and group learning.

- Age, Sex, Socio-economic status, Intelligence Attitude, Aptitude, Personality, Co-operation & Competition and their role in learning.

## **XII. Evaluation System:**

This is a theoretical course, so the evaluation of students Learning will be done based on the final examination only. The type and number of questions in the final examination including marks distribution will be given as below:

- \* 10 short answer-questions –  $10 \times 7 = 70$ .
- \* 3 Long answer- questions –  $3 \times 10 = 30$ .

## **XIII. Textbook**

- \* **To be written.**

## **XIV. References.**

1. Hurlock, E.B. Developmental Psychology. New Delhi: Tata Mc. Graw Hill, India
2. Hurlock, E.B. Child Development. New Delhi: Tata Mc. Graw Hill India.
3. Chauhan S.S. Advanced Educational Psychology.