



M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (I)

Course Code	PE01CMES02	Title of the Course	PSYCHOLOGY OF DEVELOPMENT AND LEARNING
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Explain the psychological principles and their application in specific context of education and special education. 2. Explain the principles and their implication for growth and development. 3. Critically analyse the process from the point of view of cognitive psychology. 4. Explain role of motivation in learning, learning processes and theories of personality. 5. Apply psychological aspects to teaching - learning situations.
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Course Content		
Unit	Description	Weightage* (%)
1.	An Overview of Educational Psychology 1.1 Nature and scope of educational psychology 1.2 Principles of educational psychology 1.3 Methods of Educational Psychology 1.3.1 Observation 1.3.2 Experimental method 1.3.3 Correlational 1.3.4 Clinical 1.3.5 Case Study 1.4 Applications of educational psychology to person with disabilities 1.5 Contemporary trends	20
2.	Understanding the Development of the Learner 2.1 Concept of Growth and Development 2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence 2.3 Physical, social, emotional, moral development, play and language development 2.4 Cognitive Development: Piaget, Vygotsky and Kohlberg 2.5 Factors affecting Growth and Development	20
3.	Cognition and Information Processing 3.1 Sensation, Perception and Attention 3.2 Memory - Nature and types, factors affecting memory 3.3 Thinking: Concept Formation, Reasoning, Problem solving 3.4 Intelligence: Nature, types, theories and assessment 3.4.1 Creativity	20





	3.5 Individual differences and its educational implications for children with disabilities	
4.	Motivation, Learning and Personality 4.1 Concept, definition and theories of Motivation 4.2 Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social 4.3 Concept, definition and principles of personality development 4.4 Personality Theories- 4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic 4.4.2 Assessment of Personality 4.5 Implications in teaching-learning with reference to children with disabilities	20
5.	Psychological Aspects of Teaching 5.1 Individual differences in cognitive and affective areas and its educational Implications 5.2 Classroom climate, group dynamics 5.3 Peer tutoring, co-operative learning, self-regulated learning 5.4 Teacher effectiveness and competence 5.5 Guiding children with disabilities	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children
2.	Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
3.	Analyze any autobiography to explain human development
4.	Design a behaviour modification plan for a specific child
5.	Present information on cognitive styles and their effects on learning

<i>Evaluation Pattern</i>		
Sr. No.	Details of the Evaluation	Weightage





1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	The learners will be able to critical understanding of theoretical perspectives of development and implications for in teaching learning process.
2.	The learners will enable to close observation of children in their natural environments would situate the theoretical knowledge within realistic frames.
3.	This course would also be able to equip them to reflect and critique the cognitive and information processing.
4.	The learners will be able to apply psychological aspects to teaching - learning situations.

Essential & Suggested References:

S. No.	References
1.	Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
2.	Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
3.	Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
4.	Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
5.	Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York
6.	Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.





7.	Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.
8.	Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
9.	Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
10.	DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
11.	Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
12.	Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
13.	Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
14.	Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
15.	Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
16.	Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
17.	Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
18.	Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
19.	Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

On-line resources to be used if available as reference material

On-line Resources





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

