

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Human Growth & Development
Course Code: SEBS-109

Second Semester
(3 Credit Hours)

Learning Outcomes

After the completion of this course, the students will be able to:

1. Explain the theories, methods and research findings of life-span psychology.
2. Describe how people change in terms of their cognitive, physical, social and emotional development.
3. Compare and contrast the major developmental theorists of human development.
4. Design a research on the relative contributions of heredity (nature) versus environment (nurture) to various aspects of development.
5. Identify some of the factors that put people at increased risk for developing psychological problems at each stage of the lifespan.

Contents

Unit-1: The Nature of Child Development

- 1.1 Definition and Concept of Development and Growth
- 1.2 Biological Periods of Life Span
 - 1.2.1 Prenatal
 - 1.2.2 Natal
 - 1.2.3 Postnatal
- 1.3 Role of Genetics in Child Development
- 1.4 Basic Biological Terms

Unit-2: Biological Processes, Physical Development and Perceptual Development

- 2.1 Biological Beginnings
- 2.2 Physical Development and Health
- 2.3 Motor, Sensory and Perceptual Development

Unit-3: Cognition and Language

- 3.1 Cognitive Developmental Approaches
- 3.2 Information Processing
- 3.3 Intelligence
- 1.4 Language Development

Unit-4: Socio-emotional Development

- 4.1 Emotional Development
- 4.2 The Self and Identity
- 4.3 Gender
- 4.1 Moral Development

Unit-5: Social Contexts of Development

- 5.1 Families
- 5.2 Peers
- 5.3 Schools and Achievement
- 5.4 Culture and Diversity

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Anne, A. (2004). *Child development and teaching pupil with special educational needs*.

London: Routledge

Charlesworth, R. (2013). *Understanding child development*. Cengage Learning.

Farengra, S.J., & Ness, D. (2006). *Encyclopedia of education and human development*.

Newyork: Pentagon.

Lysoght, T. (2000). *Handbook of child development*. Australia: Thomson.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2001). *Human development*. (8th ed.). Boston:

McGraw Hill.

Santrock, J. W. (2011). *Child development*. (13th ed.). Newyork: McGraw Hill.

Scroufe, L.A & Cooper, R.G. (1996). *Child development*. (3rd ed.). Newyork: McGraw Hill.

Secfert, K. L., & Haffing, R. J. (1997). *Child and adolescent development*. (4th ed.). Boston:

Houghton Mifflin.