

**Shri Ganesh Shikshan Prasarak Mandal,
Pu. Ahilyadevi Adhyapak Mahavidyalaya,
Nanded-latur Highway, At. Sangvi, Post. Sangvi, Tal. Ahmedpur,
Dist. Latur, State. Maharashtra, Pin. 413515.**

SEMESTER III

L-4 T-0 P-0 C-

PE1: CHILDHOOD AND GROWING UP

Paper Code: BEDCC 301

Objectives: The course will enable pupil teachers

- To understand the concept of growth and development.
- To identify different aspects of a child's physical, motor, social and emotional development and issues related to adolescent age.
- To apply concept and theory of intelligence and emotional development.
- To analyze the personality, mental health and hygiene, awareness to health disaster and its Prevention.
- To determine of different Issues and Concerns related to age of childhood.

Course Outcomes (COs)

1. Understand the concept of growth, development and its types.
2. Apply the knowledge of different types of development and theory of Adolescent Development.
3. Compare unifactor to multifactor intelligence and select scale and inventory to measuring emotional intelligence.
4. Analyze the different aspect of personality, mental health and hygiene, awareness to health disaster and its Prevention
5. Compare different Issues related to age of childhood and Protection of different Commission and NGOs of Child Rights

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO	PO	PO	PO	PO	PO9	PO10	PO11	PSO	PSO	PSO
CO1	3		2	1									
CO2							3	2			1		
CO3				1					2	2		1	
CO4		3										2	1
CO5		2								3			

High-3 Medium-2 Low-1

UNIT – I: Childhood and Child Development

- a. Educational Psychology- Concept, Scope, Methods and Importance
- b. Cognitive, Physical, Social, Emotional and language development of child
- c. Influence of socio political realities on childhood- Family, school, Neighbor and community
- d. Growth and Development- Concept, Principles, Difference, Piaget theory of Cognitive Development.



UNIT – II: Adolescent Development

- a. Adolescent Development
 - a. Concept and Cognitive, Physical, Social, Emotional and Moral Development of Adolescence
 - b. Freud's Psycho-sexual development and Erickson's Psycho- social development theory
 - c. Guidance and Counseling of Adolescence
 - d. Some issues related to Adolescence- Bulling, Identity crisis and Depression

UNIT – III: Measuring Intelligence and Emotional Development

- a. Intelligence: Nature, characteristic, Theories of Intelligence: Spearman's Two factor theory, Thorndike's Multi Factor theory, Triarchic theory of Intelligence, Thurston's Primary Mental Abilities (PMA).
- b. Measuring Intelligence: Verbal, Non-Verbal and Performance tests (One representative of Group Test and Individual of each)
- c. Emotions- Nature, Theories of emotional intelligence: Goleman's theory, Evolutionary theory, James Lange theory, Canon Band theory
- d. Measuring Emotions-The Multifactor Emotional Intelligence Scale, Emotional Quotient Inventory.

UNIT – IV Personality & Mental health and Hygiene.

- a. Personality- Concept, Development and Measurement
- b. Type theories of personality- Sheldon, Jung
- c. Trait theories of Personality- Allport's trait theory, Cattell's Trait theory
- d. Mental Health & Hygiene- Concept, features, Factors affecting Mental Health & Hygiene, Awareness to Health Disaster and its Prevention.

Unit – V Childhood: Issues and Concerns

- a. Social Issues: Counseling of Children for coping with stress in the following conditions: (a) Separation of Parents (b) Loss of Parents (c) Survivors of Child Abuse
- b. Health Concerns: Child Abuse: Issues and Problems and Awareness about Rights of the Child.
- c. Child Obesity: Causes and Remedies, Prevention through sports activities and yoga.
- d. Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs.

Practical based Assignments

- Observation of adolescent behavior in urban slum/dalit household and prepare areport.
- Administration and interpretation of two psychological tests- intelligence, personality.
- Critical analysis of school situation in terms of its role in promoting learnerscognitive and non-cognitive learning output.
- Preparation of learner's profile based on cognitive and non-cognitive characteristics to depict their inter and intra individual differences
- Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems.



COURSE OUTCOMES:-

On the completion of Program, the Pupil-Teachers will be able

1. Familiar the concept of growth, development and Cognitive Development.
2. Analyze the different types of development and theory of Adolescent Development
3. Compare unifactor to multifactor intelligence and select scale and inventory to measuring emotions intelligence.
4. Determine the different aspect of personality, mental health and hygiene, awareness to health disaster and its Prevention.
5. Relate different Issues related to age of childhood and Protection of different Commissioned NGOs of Child Rights.

Reference Books:

- Aggarwal J C, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 2010.
- Mangal S.K, Mangal Shubhra, Child Development, Arya Book Depot New Delhi, 2005. Neel Kamal Publications Pvt. Ltd., New Delhi-2004.
- Shrivastava D.N, Verma Preeti, Child Psychology: Child Development Vinod Pustak Mandir, Agra, 2007.
- Sharma, R.K, Sharma, H.S, Tiwari, Aryana, Psychological Foundation of Child development, RodhaPrakashan Mandir, Agra, 2006.
- Mathur, S.S , Development of learner and Teaching learning process, Agrawal publication, Agra, 2007-08.
- Mangal, S.K, Advanced Educational Psychology P H I Learning Pvt. Ltd. – New Delhi- 2008.
- Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), Readings on the Development of Children. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Socialisation and Human Development: Theory, Research and Applications in India. New Delhi. Sage
- Sharma, N (2011). Understanding Adolescence, NBT, New Delhi , India
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

Referred Web resources:

- <https://www.youtube.com/watch?v=5twfKzUXeoY&list=PLInAJAbk0NdeidDz-tNU8-Sd4a2HzNpuu>
- <https://www.youtube.com/watch?v=AWK7KRwA830&list=PLIOUm6ZOMJ-qsIjDnCGPEZDYxo6elsDIq>
- <https://www.youtube.com/watch?v=KUqNjtC4szg>
- <https://www.youtube.com/watch?v=5nJyA1h9Y6s>
- https://books.google.co.in/books?id=TqajDwAAQBAJ&pg=PA15&hl=hi&source=gb_s_selected_pages&cad=2#v=onepage&q&f=false



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