

According to Uniform Curriculum Structure for Two Years BEd
Programme in WEST BENGAL following NCTE Regulations, 2014

Childhood and Growing Up

BEd • 1st Semester • Course-I

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পাঠ্যক্রম (Syllabus)

Semester-I • Course-I (1.1.1)

CHILDHOOD AND GROWING UP

Theory: 50 + 50 Engagement with the field: 25 • Full Marks: 125

1st Half : Development and its Characteristics

Unit I : Growth and developmental pattern of learners:

- Concept of growth and development.
- General characteristics of growth and development.
- Stages and sequence of growth and development.
- Social factors that affect growth and development—poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.

Unit II : Stages of development:

- Different stages of development—infancy, childhood, adolescence, Adulthood.
- Adolescence—Physical development, Emotional development, Cognitive development.
- Needs and problems of adolescents, their guidance and counseling.

Unit III : Different types of Development:

- Cognitive development—Piaget's theory and its educational implications.
- Psycho-sexual development—Freud's Theory.
- Psycho social development—Erikson's theory of psychosocial development.
- Moral and pro social development—Kohlberg's theory.
- Development of self-concept and personal identity.
- Communication and speech development—paralinguistic and linguistic stages of development.

Unit IV : Individual differences:

- Role of heredity, environment including physical and socio cultural factors.
- Nutrition.
- Child rearing practices and Family.

Unit V : Development of personality :

- Concept of Personality, types and traits of personality.
- Trait theories (Eysenck and Cattell's 16 factor, Five factor).
- Measurement of personality (Self-report and projective techniques).

2nd Half : Aspects of Development

Unit I : Various aspects related to development:

- Instincts and Emotions.
- Emotional Intelligence.
- Attitude and Attachment.

Unit II : Motivation:

- Extrinsic and Intrinsic Motivation.
- Theories of Motivation—Maslow, Weiner and McClelland.
- Factors affecting Motivation—Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.

Unit III : Attention and Interest:

- Concept of attention, determinants of attention and their classroom application.
- Attention span and its fluctuation, distraction. Interest and its relation with attention.

Unit IV : Intelligence:

- Concept and nature, its distribution across population.
- Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence).
- Measurement of intelligence (Verbal and non-verbal tests of intelligence).
- Intelligence quotient and education.

Unit V : Creativity:

- Concept of creativity.
- The components of creativity.
- Its identification and nurturance.

Engagement with Field / Practicum: Any one of the following:

- (i) Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- (ii) List down different maladjusted behaviours of adolescents which you could identify from the classroom and outside classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- (iii) Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
- (iv) Observe some successful teacher and list down the behavioural characteristics which impress you.
- (v) List down few (classroom) learning situations involving insightful learning.

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2nd Half

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