

**HINDU COLLEGE OF EDUCATION, SONIPAT**

Name of faculty: **Dr. Sunita Gupta**

Session: **2017-19**

**Subject: CHILDHOOD AND GROWING UP**

**Class: B.Ed 1<sup>st</sup> year**

Sr. No.	TOPIC	DAYS	Dates
<b>UNIT 1</b>			
1.	<p><b>Development of Child at different Stages (Childhood and Adolescence)</b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and general principles of Growth and development. Stages of development—growth and development across various stages from infancy to adolescence. (Physical, intellectual, social and moral development.)</li> <li>• Piaget’s concept of cognitive development,</li> <li>• Kohlberg’s theory of moral development</li> <li>• Erikson’s psycho-social development theory</li> <li>• Factors affecting Growth and development</li> <li>• Relative role of heredity and environment in development.</li> <li>• Concept of growth and maturation</li> <li>• Parenting styles: influencing developmental aspects of childhood and adolescence.</li> <li>• Impact of Media on growing children and adolescents: deconstruction of significant events that media highlights and creates.</li> </ul>	41	20 Oct – 30 Nov
<b>UNIT 2</b>			
3.	<p><b>Understanding Individual Difference</b></p> <ul style="list-style-type: none"> <li>• Concept of individual difference, Factors influencing individual difference, Educational implications of individual differences for teachers in organizing educational activities.</li> <li>• Dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values.</li> <li>•</li> <li>• Understanding individual from multiple intelligences perspective with focus on Gardener’s theory of multiple intelligences. Implications for teaching-learning</li> <li>• Understanding differences based on a range of cognitive abilities—learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual</li> </ul>	47	1Dec – 31 Jan

	<p>variations in view of ‘difference’ rather than ‘deficit’ perspective. Methods and Ways to understand Children’s and Adolescents’ Behaviour: Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives</p> <ul style="list-style-type: none"> <li>• Meaning, characteristics and kinds of Play; Play and its functions: linkages with the physical, social, emotional, cognitive.</li> <li>• Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.</li> </ul>		
	<b>UNIT 3</b>		
3.	<p><b>Theoretical Perspectives to enhance Learning among Children and Adolescents</b></p> <ul style="list-style-type: none"> <li>• Learning: Meaning, implicit knowledge and beliefs.</li> <li>• Perspective on Human Learning: connectionists or Behaviourist (Thorndike, Classical and Operant Conditioning)</li> <li>• Cognitivist (Insightful learning, Tolman’s Sign learning theory) Constructivism</li> <li>• Bruner’s discovery learning</li> <li>• Concepts and principles of each perspective and their applicability in different learning situations.</li> <li>• Relevance and applicability of various theories of learning for different kinds of learning situations.</li> <li>• Role of learner in various learning situations as seen in different theoretical perspectives.</li> <li>• Role of teacher in teaching learning situations.</li> </ul>	43	1Feb – 15 March
	<b>UNIT 4</b>		
4.	<p><b>Deprivation and Deprived Children: Measures for their Adjustment and Education</b></p> <ul style="list-style-type: none"> <li>• Childhood in the context of poverty and globalization</li> <li>• Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness)</li> <li>• Issues in marginalization of difference and diversity</li> <li>• Children living in urban slum, socially deprived girls: measures to bring improvement in their status</li> <li>• Child rearing practices of children separated from parents practices of children’s separated</li> </ul>	40	16 March – 25 April

	<p>children in crèches; children in orphanages</p> <ul style="list-style-type: none"> <li>• Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner</li> <li>• Understanding needs and behavioural problems of children and adolescents: Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction,</li> <li>• Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.</li> </ul>		
5.	<p><b>Prepare Assignment On Any One Topic:</b></p> <ol style="list-style-type: none"> <li>1. Piaget's concept of cognitive development.</li> <li>2. Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.</li> </ol>	5	26-30 April

- 18 Sep – 19 Oct : Internship Program
- 31 Dec – 14 Jan : Winter Break

Dr. Sunita Gupta