CENTRAL UNIVERSITY OF HARYANA
School of Education

Teaching Plan

Programme: B.Ed.   **Session: 2019-21**
Year: I   **Semester-I**
Course Code-SOE020101C3014   **Course Title: Childhood And Growing Up**
Credit: 04   **Maximum Marks: 100**
Name of Teacher: Dr. Amit Singh

1. Teaching and Examination Scheme:

Teaching Scheme (Unit wise Division of Teaching hours)				Examination Scheme		
Unit No.	L	T/P	(L+T+P)	CIA	TEE	Total Marks
I	16	4	20	30 Marks	70 Marks	100 Marks
II	10	2	12			
III	12	4	16			
IV	12	4	16			
TOTAL	48	16	64			

Legends: **L-** Lecture, **T-**Tutorial/Teacher Guided Student Activity, **P-** Practicum/Practical.
CIA-Continuous Internal Assessment and **TEE-** Term End Examination

2. Unit-wise Teaching Plan:

Unit/Topic	Approximate Hours (Lecture/Tutorial/Practicum/ Practical)	Content Outlines/Teaching Points	Teaching Strategies	Learning Outcomes	Evaluation Strategies	Suggested Learning Resources

Unit-I **Growth and Development**					
Meaning of Growth and Development. Differences between growth and development, Stages of growth and development, Early Childhood (b) Later Childhood (c) Adolescence Importance of growth and development for the teachers • Role of heredity and environment, Individual Differences: Concept of intra and inter individual differences. Implications of individual differences for organizing educational programmes: (a) Biological (b) Physical (c) Emotional (d) Cognitive (e) Social and (f) Moral	**20 Hours**	1.1.1 Meaning and Concept of Growth and Development 1.1.2 Differences between growth and development 1.1.3 Stages of growth and development 1.1.4 Importance of growth and development for the teachers 1.2.1 Role of heredity and environment 1.3.1 Individual Differences: Concept of intra and inter individual differences. 1.3.2 Implications of individual differences for organizing educational programmes	Lecture cum Discussion Uses of Power Point Presentation	**On completion of this unit the students will be able to:** (i) Explain the meaning and Concept of Growth and Development. (ii) Differentiate between growth and development (iii) Familiar with the Stages of growth and development (iv) Understand the Role of heredity and environment (v) Compare the intra and inter individual differences	Students' will prepare assignment, present their views/ideas through Power Point Presentation and participate in Group Discussion	Chauhan, S.S. (1978). *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi. Dandapani, S. (2001). *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications. *Kundu C.L. and Tutoo, D.N. (1993). Educational Psychology, Sterling Publishers Pvt. Ltd* Aggarwal J. C.(2014). *Essentials of Educational Psychology, 3rd Edition.* New Delhi : Vikas Publishing House Pvt. Ltd. Retired from https://books.google.co.in/books?id=paBDDA AAQBAJ&lpg=PP1&pg=PR4#v=onepage&q &f=false Ballantine.J.H. & Spade, J.Z. (2015). *Schools and society: A sociological approach to education*. New Delhi: Sage Publications, Inc. Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi : Vikas Publishing House Pvt. Ltd. Mangal, S.K.(2019). Psychology of learning and development. New Delhi: Prentice Hall of India Pvt. Ltd. Retired from https://books.google.co.in/books?id=ccODDw AAQBAJ&lpg=PP1&pg=PR3#v=onepage&q &f=false Mathur , S.S (1994). *Educational psychology*. Meerut: Loyal Book Depot. Nagaraju M. T. V., Manivannan M. & Patteti A. P. (2015). *Psychology of teaching and learning*. Hyderabad: Neelkamal Publications Pvt. Ltd.
Unit II **Theories of Child Development** Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context. • Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context.	**12 Hours**	2.1.1Concept of Cognitive Development Theory by Piaget 2.1.2Stages of Cognitive Development by Piaget 2.1.3 Implications with special reference to Indian Context 2.2.1 Concept of Social & Emotional Development Theory by Erickson 2.2.2 Stages of Social & Emotional Development Theory by Erickson	Lecture cum Discussion Use of Audio and Visual Aids	**On completion of this unit the students will be able to:** (i) Explain and be familiar with theories of child development and their educational implications.	Students' will prepare assignment, present their views/ideas through Power Point Presentation and participate in Group Discussion	Mangal, S.K.(2019). Psychology of learning and development. New Delhi: Prentice Hall of India Pvt. Ltd. Retired from https://books.google.co.in/books?id=ccODDw AAQBAJ&lpg=PP1&pg=PR3#v=onepage&q &f=false Mathur , S.S (1994). *Educational psychology*. Meerut: Loyal Book Depot.

• Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context		2.2.3 Implications with special reference to Indian Context 2.3.1 Concept of Kohlberg theory of Moral Development 2.3.2 Stages of Kohlberg theory of Moral Development 2.3.3 Implications with special reference to Indian Context				Nagaraju M. T. V., Manivannan M. & Patteti A. P. (2015). *Psychology of teaching and learning*. Hyderabad: Neelkamal Publications Pvt. Ltd. Mohan J. and Vasudeva P.N. (1993). *Learning Theories and Teaching, In Mohan Jitendra (ed.) Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146. Aggarwal J. C.(2014). *Essentials of Educational Psychology, 3rd Edition*. New Delhi : Vikas Publishing House Pvt. Ltd. Retired from https://books.google.co.in/books?id=paBDDA AAQBAJ&lpg=PP1&pg=PR4#v=onepage&q &f=false Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi : Vikas Publishing House Pvt. Ltd.
Unit-III **Childhood and Adolescence: Issues and Concerns** Childhood – Similarities and diversities within different stages of development and factors leading to multiple childhoods in reference to different socio-cultural realities in Indian context.Need and Importance of Adolescence Education Significance of Life Skill Education for Adolescence Emerging Issues of Childhood and Adolescence • Social issues • Emotional issues • Health concerns • Equity issues and inclusion • Socio-cultural diversity, life experiences children's voice and their learning contexts • Role of teacher and other school functionaries in addressing their understanding	**16Ho urs**	3.1 Similarities and diversities within different stages of development 3.2 Need and Importance of Adolescence Education 3.3 Significance of Life Skill Education for Adolescence 3.4 Emerging Issues of Childhood and Adolescence 3.4.2 Social issues 3.4.3 Emotional issues 3.4.4 Health concerns 3.4.5 Equity issues and inclusion 3.4.6 Socio-cultural diversity, life experiences children's voice and their learning contexts 3.5 Role of teacher and other school functionaries in addressing their understanding	Lecture cum Discussion Use of Power Point Presentation Group Discussion emerging Issues of Childhood and Adolescence	**On completion of this unit the students will be able to:** (i) explain similarities and diversities within different stages of development . (ii) Enlist the salient features and problems of during childhood to adolescence (iii) Acquaint emerging Issues of Childhood and Adolescence (iv) Appreciate the role of teacher and other school functionaries in addressing their understanding	Students' will prepare assignment, present their views/ideas through Power Point Presentation and participate in Group Discussion Debate on various factors affecting curriculum	Aggarwal J. C.(2014). *Essentials of Educational Psychology, 3rd Edition*. New Delhi : Vikas Publishing House Pvt. Ltd. Retired from https://books.google.co.in/books?id=paBDDA AAQBAJ&lpg=PP1&pg=PR4#v=onepage&q &f=false Ballantine.J.H. & Spade, J.Z. (2015). *Schools and society: A sociological approach to education*. New Delhi: Sage Publications, Inc. NCERT (2013) Training and RWSOURCE MATERIALS IN Adolescence Education, New Delhi Oza, D.J. and Ronak, R.P. (2011). *Management of behavioral problems of children with mental retardation*. Germany: VDM publication. *Shaffer, D. R., & Kipp, K. (2010). Developmental psychology: Childhood and adolescence (8th ed.). Belmont: Wadsworth.* Generic Issues, NCERT, http://www.ncert.nic.in/departments/nie/dse/a ctivities/advisory_board/PDF/generic.pdf

						Newman ,D.M , (2014). *Sociology : Exploring the architecture of everyday life.* New Delhi : Sage Publications. Santrock, John W. (2007). *Adolescence (11th ed.).* New Delhi: Tata McGraw-Hill Publishing Company Limited.
Unit IV **Understanding the Learner in Socio-Cultural Perspectives** • The Learner, Learning Process, Learning Experience, Learning environment •Factors influencing the Learner ➢ Socio-Cultural factors: Family, School environment, Community, Peer group ➢ Political factors: policies, provisions ➢ Socio-Economic factors: Poverty, Gender, Religion, Caste and Class ➢ Psycho-Social factors: Parents, Teachers, Classroom Climate, School ➢ Technological factors: Media Developmental tasks and their stage specific characteristics with respect to diverse socio-economic and cultural backgrounds – family, schools, neighbourhoods and community and its educational implications	12 + 4 Hours	4.1.1 Meaning of The Learner, Learning Process, Learning Experience, Learning environment 4.2.1 Factors influencing the Learner 4.2. 2 Socio-Cultural factors: Family, School environment, Community, Peer group 4.2.3 Political factors: policies, provisions 4.3.4 Socio-Economic factors: Poverty, Gender, Religion, Caste and Class 4.3.5Psycho-Social factors: Parents, Teachers, Classroom Climate, School 4.3.6 Technological factors: Media 4.4. Developmental tasks and their stage specific characteristics with respect to diverse socio-economic and cultural backgrounds – family, schools, neighbourhoods and community and its educational implications	Lecture cum Discussion Debate on various Factors influencing the Learner Group Discussion	**On completion of this unit the students will be able to:** (i) Understand the process of learning and factors influencing learning. (ii) Understand the learning process in order to organize teaching for effective learning. (iii) Acquaint the teacher trainees with educational needs of special groups of pupils. (iv) Understand the role of family, school, society in child development. (v)Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various	In depth analysis of various factors of Factors by the student teachers	Hill, D. & Cole, M. (Ed.). (2001). *Schooling and equality – fact, concept and policy.* London : Kogan page. James, A. & James, A. (2008). *Key concepts in childhood studies.* UK: Sage. Newman ,D.M , (2014). *Sociology : Exploring the architecture of everyday life.* New Delhi : Sage Publications. Ballantine.J.H. & Spade, J.Z. (2015). *Schools and society: A sociological approach to education.* New Delhi: Sage Publications, Inc. Nagaraju M. T. V., Manivannan M. & Patteti A. P. (2015). *Psychology of teaching and learning.* Hyderabad: Neelkamal Publications Pvt. Ltd.

Internal Assessment Strategies:

The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted(Best one will be considered)	Written Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	5+10
3	Percentage of attendance		05
Total Marks			30