

COURSE CONTENT/SYLLABUS		
Unit-I	Growth and developmental pattern of learners: <ul style="list-style-type: none"> ● 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 neighborhood, poor housing 	7 hrs.
Unit-II	Stages of development: <ul style="list-style-type: none"> ● Different stages of development- infancy, childhood, adolescence, Adulthood. ● Adolescence-Physical development, Emotional development, Cognitive development. ● Needs and problems of adolescents, their guidance and counselling 	7 hrs.
Unit-III	Different types of Development: <ul style="list-style-type: none"> ● 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. 	7 hrs.
Unit-IV	Individual differences: <ul style="list-style-type: none"> ● Role of heredity, environment including physical and socio cultural factors, ● Nutrition, ● Child rearing practices and Family. 	5 hrs.
Unit-V	Development of personality: <ul style="list-style-type: none"> ● 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). 	6 hrs.
2 nd Half	Aspects of Development	
Objectives	The student teachers will be able to :- 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest.	

	3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity.	
COURSE CONTENT/SYLLABUS		
Unit-I	Concept, nature, interrelationship and educational implications of <ul style="list-style-type: none"> ● Instincts and Emotions ● Emotional Intelligence ● Attitude and attachment 	6 hrs.
Unit-II	Motivation: <ul style="list-style-type: none"> ● 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. 	7 hrs.
Unit-III	Attention and Interest: <ul style="list-style-type: none"> ● Concept of attention, determinants of attention and their class room application ● Attention span and its fluctuation, distraction Interest and its relation with attention 	6 hrs.
Unit-IV	Intelligence: <ul style="list-style-type: none"> ● 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 	7 hrs.
Unit-V	Creativity: <ul style="list-style-type: none"> ● Concept of creativity ● The components of creativity ● Its identification and nurturance. 	6 hrs.
Engagement with the 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 out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.	32 hrs.