

# NASA B.Ed ACADEMY

SAMPLE RECORD

**B.Ed., 20<sup>21</sup> - 20<sup>23</sup>**

## CERTIFICATE

This is to certify that Mr./Mrs./Miss [REDACTED]

bearing the Register Number [REDACTED]

has successfully completed his/her Activity Record work for

Perspectives In Child Development

as a part of B.Ed., (Regular) Course for the semester One

2021 - 2023

Signature of the Lecturer

Principal

Date :







## Declaration

I, Mr. / Mrs. / Miss Subhashree Acharya the  
Teacher Trainee of Ashok Kumar Reddy B.Ed  
College, Obulapuram  
affiliated to Yogivemana University 2021-2023  
submit that the Perspectives In Child Development  
Activity Record has been prepared by me under the  
guidance of Mr. Prangyanjyoti Bortai  
lecturer in \_\_\_\_\_

*I abide by the rules & regulations of the university.*

Date: 29/07/22

*Subhashree Acharya*  
Signature of the Candidate



## Activity-1

# Growth And Development

## Concept Of Growth & Development

### Growth:

Growth refers to "increase in size, height and weight". It implies the growth of heart, brain, nerves, muscles, and body in general. Growth is always observable and measurable.

### Development:

The term development refers to "change in structure, form or shape and improvement in functioning". It is progressive series of changes in an orderly coherent pattern. "Progressive" signifies that the changes are direction leading forward rather than backward. These changes included changes in proportions, disappearances of old features and acquisitions of new features at physical

intellectual, emotional and social level of daily living. Development is observable.

## Nature Of Growth & Development

### 1. Often Used As Synonymous Terms:

'Growth' & 'Development' are often used as synonymous terms. But, in fact growth is different from development. Growth means an increase in size, height, weight, length etc. which can be measured. Development on the other hand implies change in shape, form or structure resulting in improved or working or in improved working or in functioning. Improved functioning implies certain qualitative changes leading to maturity.

### 2. Growth Is Cellular - development is organisational: Frank

Distinguishes between growth and development by saying that growth may be looked upon as the cellular multiplication,

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and development as an organisation of all the parts which growth and differentiation live product. In other words growth refers to changes in the particular aspects of the body, and development may be implies the organisation as a whole.

3. Growth Discontinues - development is Progressive :

Another difference between growth and development lies in the that growth does not continue throughout life. Human beings grows upon a certain age, say twenty to twenty-five. Development, on the other hand, means a progressive series of changes throughout one's life. Growth stops when maturity has attained, but development goes on continuously.

4. Growth Involves Body Changes - development involves changes from origin to maturity :

To disgniate body the term growth is used. In the word of L.H. Scott,

"Since the rate of growth in the various parts of the body is not the same, either in an absolute or a relative sense, growth necessarily involves changes in body proportions as well as overall height and weight."

Development represents "changes in an organism from its origin to its death, but more particularly the progressive or non-deteriorative changes from origin to maturity."

That is why, Robert Watson has observed, "Development does wait for precise measurement is 'any kind to be made; the organism is constantly changing, and prior conditions can never be duplicated.'" Thus development is "a progressive series of changes in an orderly, coherent type tending towards the goal of maturity".

## 5. Joint Product Of Heredity And Environment :

Growth and development are the joint product of heredity and environment. A child at any stage of his development, is carrying certain heredity and he is also being influenced by his environment, is carrying certain heredity and he is also being influenced by his environment. What the child receives from his parents and what he shares with his environment conjointly shape his personality. His growth and development in any dimension, at any time, is directly or indirectly is influenced by the forces of heredity and environment.

## 6. Growth And Development Go Hand In Hand :

Generally, growth and development go hand in hand. Growth without development is meaningless. For example

When body in structure, it also develops in function. That means growth helps in development. But, this is not always so, child may grow fat, but this may not be accompanied by any functional improvement or development. Therefore, growth in size, height or weight may not indicate any improvement in physical or sensory motor activity. The intellectual, emotional and social development continues after the growth in general has ceased.

Development constitutes a progressive series of changes; progressive because they are directional, leading forward rather than backward, leading to greater differentiation and complexity of the system, resulting in more efficient functioning of the human organism.

Through the terms growth and development have been differentiated, in a wider sense, growth and development may be used as synonymous term, as is often done in the field of education.

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## Activity-II

### Theories Of Development

#### 1. Piaget's Cognitive Development

He was born in 1896 and died in 1980. He belongs to Switzerland. He was a biologist, educationist and a psychologist. At the age of 10 years he published an article on a bird called "Albino Sparrow" and at the age of 14 years, he sent a monograph on an animal "Mollusca" (snail) at the national level. He got doctorate degree in zoology under the influence of Sigmund Freud and Binet at the age of 21 years. He observed that there is a close relationship between an organism and environment.

According to him, the cognitive development means how knowledge is acquired and developed through successive stages and at various age levels. His theory is also called "Genetic Epistemology".

Piagetian four levels or stages of Cognition  
Piaget conceives the following periods  
of intellectual development:

- (1) The period of sensor motor activity  
(Birth to 2 years)
- (2) The pre-operational stage  
(2 to 7 years)
- (3) The concrete-operational stage  
(7 to 12 years)
- (4) The period of formal operations  
(From 12 years onwards)

### Educational Implications of Piaget's Theory:

- (1) Providing variety of experiences
- (2) Emphasis on the mastery of  
Language.
- (3) Emphasis on thinking and Reasoning.
- (4) Greater Emphasis on development of  
Intellect.

### 2. Psycho-Social Theory of Development (Erikson)

Erikson proposed a theory on the  
basis of social development. Hence

his theory is called Psycho-Social Development.

According to him, human development and personality are categorised in 8 stages. He believed in it. These stages are called Psycho-Social Stages rather than Psycho-Sexual Stages. He believed that development in human beings is a continuous process.

Stage-I : Trust Vs Mis Trust  
(Birth to 18 months)

Stage-II : Autonomy Vs Shame & Guilt  
(18 months to 3 yr)

Stage-III : Initiative Vs Guilt

Stage-IV : Industry Vs Inferiority

Stage-V : Identity Vs Role Confusion

Stage-VI : Intimacy Vs Isolation

Stage-VII : Generativity Vs Stagnation

Stage-VIII : Integrity Vs Dispair.

### 3. Theory of Moral Development (Kohlberg's)

Various responses made him observe the moral development in a set pattern taking place in children rather than simply acquired from the values of parents, elders and peers.

There are six stages of Moral Development:

- (1) Punishment and obedience Orientation
- (2) Individualization, Instrumental Purpose and exchange
- (3) Mutual Interpersonal, Expectations, Relationship and Interpersonal Conformity
- (4) Social System and conscience, Law and Order Orientation
- (5) Social Contract or Utility and Individual rights.
- (6) Universal Ethical Principles

Kohlberg says "One can reason in terms of principles and live up to those principles".

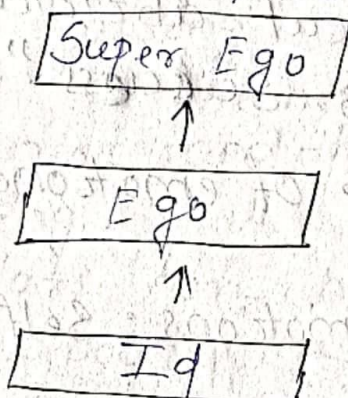
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### (4) Theory OF Psycho-Sexual Development (Freud)

He developed psychoanalytic theory. Psychoanalysis is dynamic and based on the assumption that the personality is determined by primitive conflicts of sex and unconsciousness of human behaviour.

Freud Structure Personality.



Sigmund Freud Divisions of mind :

- (1) Topographic aspect
- (2) Dynamic aspects

Thus, Freud's view is that the human personality is generated by the three elements of Id, Ego & Super Ego and that their combination manifests innumerable types of personalities.

## 5. Theory Of Emotional Development (Goldstein)

Emotional intelligence is the ability to deal with one's as well as others emotions. It allows us to think more creatively and use our emotions to solve problems.

D. Goleman believes that "Emotional intelligence appears to be an important set of psychological abilities that relate to life's success"

The key factors of emotional intelligence are as follows:

- (1) knowing one's emotions: Self awareness
- (2) Meaning Emotions
- (3) Motivating oneself
- (4) Recognizing emotions of others  
- empathy.
- (5) Handling relationships

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## Activity - III

### Childhood :-

#### Characteristics Of Childhood : Developmental Tasks :-

"In the growth process from infancy to childhood, there are three clear cut and discrete stages to growth when one is said to become suddenly different in one stage from the previous stage. "This means the process of development never ends with the child's passing from one stage of development to the next. One stage merges with the next and that next with the forth-coming.

Scholars have held widely different opinions about the stage through which individual development passes. At this point, we were putting forward the classifications offered by some leading scholars. Their study of development is based upon the classification.

1. Prenatal Period - from conception till 200 to 300 days
  - (i) Germinal - 0 to 2 week
  - (ii) Embryonic - 2 to 10 weeks
  - (iii) Foetal - 10 week to birth
2. Childhood - from birth to the end of 12 years

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- (i) Infancy - from birth to an age of 2 years.
- (ii) Early childhood - 3 to 6 year
- (iii) Late childhood - 6 to 12 years.

3. Adolescence - 13 to 19 years

4. Adulthood - 20 years and above.

- (i) Prenatal Period - from conception till birth.
- (ii) Infancy: from birth to an age of 5 years
- (iii) Childhood - 6 to 12 years
- (iv) Adolescence - 12 to 19 years of age.

Pregnancy lasts for about 280 days. In some very exceptional cases it goes even upto 334 days or so. In some it may last even less than 280 days.

This period of development may be understood in the following 3 stages which we shall study below.

1. The Ovum or Germinal stage
2. The Embryo stage
3. The Fetus stage

# 1. The Germinal Stage

In this stage the child comes into existence through the union of the sperm and the ova. In this period, the cells continue to divide and sub-divide. Important changes take place in the zygote. While an emptiness begins to develop within cells the zygote travels through the fallopian tube and reaches the uterus.

By this time it reaches a size rough equivalent to that of the head of a pin. In the uterus it wanders around for a number of days but as soon as it finds a firm place, it adheres to the walls of the uterus. In this position, it begins to derive nutrition through the uterus. Sometimes, the ovum sticks to the walls of the fallopian tube and begins to grow in that place only. Such a case is called Tubal Pregnancy.

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### 2. The Embryo Stage :-

The period has its beginning two weeks after conception and lasts for two months. It is designated the period of embryo. In this stage, as a result of the continuous process of cell division, the child begins to a definite shape.

The ovum divides itself into 3 types layers - the external layer called the ectoderm, the middle layer the mesoderm and the third or inner layer, the endoderm.

The ectoderm grows into the internal organs grows into the skin hair, nails, teeth, glands, often often skin and the sensory nerve ending.

The mesoderm grows into the internal organs, the muscles and the gland which produces various secretions

The endoderm provides the basic for the growth of the growth of the digestive system, lungs, liver, ductless

glands, thyroid, thymus and other glands and some internal organs.

It is, in this stage that the embryo develops the placenta through which it receives nutrition. Initially, it has the shape of a thread but gradually it changes into a vessel or tube. The embryo and the placenta are connected to each other through the umbilical cord which is connected with the placenta at the one end & the intestinal wall of the embryo at the other. As time passes, it acquires the thickness of the thumb.

### 3. The Period Of Foetus:-

This stage starts from the second month of the child's birth, that is, it continues till the tenth lunar or ninth calendar month. In the third month, the foetus is 3.5" long and 4 ounces in weight. Two months later, it attains a length of 10 inches and a weight of about 9 to 10 ounces. In the eighth month, it achieves a length between

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16 to 18 inches and a weight from 4 to 5 pounds, while at the time of birth, the foetus has a height of 20 inches and weight between 6 to 7 to 7.5 pounds.

This period is almost completely free from the problems of pregnancy the only thing needing attention being the care to prevent a premature delivery is required.

According to Scientist, the factors which influences the embryo are the followings.

1. Food.
2. The health of the mother
3. Alcohol
4. Tabacco
5. Emotionality
6. The age of the parents

## Activity - 4

### Study Of Adolescence:

#### Characteristics And Needs In Adolescence

The word "Adolescence" comes from the Latin word "Adolescere" which means "to grow". Thus, the essence of the word adolescence is growth, and it is in this sense that adolescence represents a period of rapid growth and change in nearly all aspects of child's physical, mental, social and emotional life. It is very crucial period of one's life, as the growth achieved, the experiences gained, and the relationships developed at this state determine the complete future of an individual.

The period emerges from later childhood and merges with adulthood. The period of adolescence is the spring time of the life and a landmark in the process of human growth and development. It was Stanley Hall who first focused attention on the special significance of this period of development. This period has been described as a

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Period of great stress and strain and strife." The period of adolescence extends from 11 to 18 years of life.

The main characteristics of this period are:

### 1. Peak Period:

During adolescence, the physical growth and development reaches its peak. The human body attains its final and developed shape. The maximum limit with regard to retines in size, weight and height is achieved. Bones and muscles increases to greatest possible extent leading to a great increase in motor activity. The growth and functions of all the outer and inner organs reaches its maximum and almost all the glands become extremely active at this stage.

### 2. Sprint in Physical Growth:

Thus, adolescence is a period of marked physical growth. There is a great sprint which results in sudden increases in both height and weight. The

Chief characteristics in case of boys are deepening of the voice, the growth of beard, development of reproductive organ with ability of produce semen.

In case of girls, there is increase in the width of hips, there is development of breasts, growth of pubic hair and the starting of menstruation. There is a marked changes enable the individual of both the sexes to take to form and function of the adults of their respective sex. These rapid changes are accompanied by increase in the adolescent's motor power, and he wants to be engage himself in various types of games, sports and other types of physical activities.

### 3. Physical Coordination:

Physical coordination become adequate for highly skilled sports such as track, volleyball and tennis. Late mature may still be handicapped by poor condition, controlled and

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Graceful movements is possible for activities like Swimming and dancing.

### 4. Typical Daily Requirements

Typical daily requirements are 3200 calories of boys and 2800 for girls. Breakfast are often skimpy because of haste. As much as ten hours of sleep may be desirable. Dental care is one of the most common physical needs.

### Genesis Of Problems During Adolescence

According to James S. Ross "Adolescence is best regarded as recapitulation of the first period of life. The adolescent no longer exhibits the stability that marked his later childhood. He is badly adjusted physically and mentally, being clumsy and awkward physically, and extremely moody in his behaviour. Living under the delusion that he is focus of everyone's attention he is extremely self-conscious and is given to blushing in a word, like the infant,

he has to begin again the work of adapting himself to his environment."

### 1. The problem of Rapid Growth and Development.

The characteristic of rapid growth and development at this stage itself creates a big problem for the adolescent. The change is so rapid and sudden that he finds it difficult to properly cope with it. He is neither a child nor an adult, and therefore, feels awkward in the company of others. This poses adjustment problems for him. The remedy lies in providing congenial and understanding environment.

### 2. The Problem of Sex. James S. Ross:

Says, then is the fundamental fact of adolescence, if not of all life". "Like the overflow of a great river," says Slaughter, "it irrigates and fertilizes great

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river tracts of life's territory," and the whole business of adolescent education is the "Long circuiting of the instinct," the redirection of its energy into legitimate and useful channels. But, this is not so easy.

### 3. The Problem Of Emotional Instability.

An adolescent is emotionally highly unstable. He experiences intense emotional feelings. These mood-swings are quite normal with the adolescents. These mood-swings are quite normal with the adolescents, but if these are more frequent and more extremely intense in nature they may be an indication of a deep sense of dissatisfaction or frustration.

## Activity-5

### Creativity

The word "creativity" is derived from the Latin "creatus" which means to bring into being. Creativity has been defined as the use of one's intellect to produce novelty and meaningful ideas. It refers to creative potential, to creative production and to creative productivity. Normally, the word "creativity" is associated with arts like painting, dancing etc. But creativity does not mean a talent associated with the arts alone.

Creation comes from one's inner self, from the man's conscious mind is creatively, self seeks expression through one's language. It involves manifestation making the invisible visible.

A few definitions of creativity are given below.

#### 1. Barren:

"Creativity may be defined quite

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Simply as the ability to bring something new into existence,

2. J.P Guilford: (1980)

Creativity refers to the ability that are characteristic of creative people. Creative behavior is always novel and exploratory. Thus creativity refers to the abilities of individuals to create or produce results of creative nature.

3. Ausubel (1973):

"Creative achievement reflects a capacity for developing insights, sensitivities and appreciations in an area of intellectual or artistic activity.

4. Torrance:

A process of becoming sensitive to problem, deficiencies, gaps of knowledge, missing elements, disharmonies and so on, identification of difficulties, searching for solution, making guesses

or formulating hypotheses and possibly modifying and resubmitting them and finally communicating results.

#### 5. J.E. Prevedall:

Creativity is the capacity of a person to produce composition, products of ideas which are essentially new or novel and previously known to the producer.

#### 6. Stein:

A process is creative when it results in a novel work that is accepted as tenable, useful or satisfying by a group at a point in time.

Creativity refers to discovering or recognition of something. It is the preservation of what has been acquired or discovered. It refers to seeking verity, it is also refers to thinking for one answer, generally recognized as the correct answer to a given problem. Thus creativity can

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be started as the capacity or ability of an individual to create, discover or produce a new idea or object including the re-arrangement of what known to him earlier.

Creativity also defined as the "quality which leads to the production of some thing new and desirable. The new product may be new for the person who creates it."

While stressing the novelty of the product, the emphasis was shifted to as process. This implies that all children are creative and the creativity is a continuous process taking place in classroom, play ground etc. Creative abilities of a person will be developed with education, training and required opportunities.

Therefore the responsibilities of the parents, teachers and society is more in providing good education, proper care and provision of opportunities to the children so that they can inspire, stimulate and sharpen their creative mind.

A creative process involves a conflict in mind, analyzing the problem, collecting necessary information, formation of a hypothesis, getting ideas and thoughts, verifying the ideas, communications and finally realization.

## Intelligence And Creativity

1. Unusualness of the response
2. Appropriateness of the response.
3. Transfer of material or idea to overcome conventional constraints.

According to Guilford, creativity is the

- (1) Ability to go beyond the immediate solution
- (2) Ability to redefine with problem or some part of it.
- (3) Ability to change or having new approach to the problems.
- (4) Ability to cope with the ideas the unusual.

## Characteristics Of Creativity

All the above and many other definitions reveal the following characteristics of Creativity.

- (1) It should be original.
- (2) It should be useful
- (3) It should be socially accepted
- (4) It includes new combinations of old components
- (5) Creativity leads to talents.
- (6) It has always new and novel approach

Creativity is associated with high intelligence. It is not the only condition, as many intelligent people are certainly not creative.