CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

Maximum Marks: 100
Theory: 70
(External: 50 Internal: 20)
Practicum: 30

Design of the Course
- Five theory units and three field-based practicum units.
- Practicum to go in tandem with the theory course so that field-based data forms the basis of reflection on the theory. Readings for each task in the practicum are also suggested to facilitate theory-praxis linkages. The practicum tasks are suggestive and not prescriptive. It is hoped that the teachereducators would frame tasks according to the units of study.
- Specific readings suggested for use in discussion groups enabling reflective reading of each text.

Rationale and Aim
The two courses on Child Studies are visualized as the first systematic introduction of the ETE student-teacher to the study of childhood and children. These courses are necessarily the foundation upon which subsequent courses and practicum related to school internship would be based.

The purpose of this course is to equip the student-teacher with the background knowledge that he/she needs to develop an understanding of the elementary school child and his/her socio-cultural contexts. This background includes a critical engagement with theories, as well as socio-cultural issues in the world of children and childhood. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.

Specific Objectives
- To review general conceptions about child and childhood (specifically with reference to the Indian social context); develop a sensitive and critical under standing of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

UNITS OF STUDY

UNIT 1:   Perspectives in Development

- Introduction to development: Concept and introduction to perspectives in development. humanistic psychology and developmental theory.
- Principles of growth and development: Heredity and environment as factors affecting child development.
- Gathering data about children from different contexts: naturalistic observations; interviews. reflective journals about children: anecdotal records and narratives.

UNIT 2:   Physical - Motor Development

- Growth and maturation.
- Gross and fine motor development skills in infancy and pre-school children.
- Role of parents and teachers in providing opportunities for physical-motor development eg: Play. run. jump.

UNIT 3:   Social and Emotional Development

- Personality development: Freud- Psycho-Social development. Erikson- influence of early childhood experiences on later personality. Attachment - Bowlby. Ainsworth.
- Social theories and gender development. meaning of gender roles: influences on gender roles. stereotypes. gender in the playground.
- Development of emotions: Functions of emotions and the ability to regulate them.

UNITS 4:   Childhood

- Childhood in the modern world. How poverty. globalization and adult culture affect the child.
- Commonalities and diversities within the notion of childhood. How multiple child hoods are constructed with particular reference to the Indian context.

UNITS 5:   Contexts of Socialization

- Concept of Socialization: family and parent-child relationships; parenting. child rearing practices.
- Separation from parents. children in crèches; children in orphanages.
- Schooling: Peer influences. school culture. relationships with teachers. teacher expectations and school achievement: being out of school, overage learner
- Relationships with peers: friendships and gender. competition and co-operation. competition and conflict. aggression and bullying from early childhood to adolescence.
- Social. economic and cultural differences in socialization: learning and behavioural difficulties: implications for inclusion.

Mode of Transaction
- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities, exercises/ investigations: analysis and interpretation of collated observations

Essential Readings
1. Papalia. D. E.et.al. (2008) *Human Development*. McGraw Hill Higher Education: New York. Part 1 to Part 5, covering physical and psychosocial development from infancy to middle childhood. Ten chapters. *Omit sections in Chapters 5, 7, 9 relating to cognitive development; these will be read in the second year ChildStudies course.*
2. Saraswathi. T.S. (ed) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
3. Vasanta, D. (2004) Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*. Vol. 2(1), 5-29.
4. Mukunda, K. V. (2009) *What Did You Ask at School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development. 79-96.

Readings for Discussion
1. Aries. P. (1965) *Centuries of Childhood-A social history of the family life*. Random House Inc: New York. Chapter 1: The Ages of Life. Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
2. Harris. M. and Butterworth. G. (2002) *Developmental Psychology: a student's handbook*. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.
3. Kauffman et al (1993), *Exceptional Children*. Allyn & Bacon: Boston, USA. 6th edition

Advanced Readings
1. Kakkar, Sudhir (1978). *Indian Childhood: Cultural Ideas, And Social Reality*.Oxford: New Delhi.
2. Nambissan. Geetha (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children: *Working paper series* vol. 01, (01), Indian Institute of Dalit Studies and UNICEF: Delhi.
3. Kakkar Sudhir (1991) *The Inner World: A Psycho-analytic Study of Childhood and Society in India*. Oxford University Press: Delhi.

4. Sandra, L. Bem (1987).Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society. in M.R. Walsh, (ed). *The Psychology of Women*. Harvard University Press: Cambridge. pp 206-226.
5. Weiner, Myron. (1991) *The State and the Child in India: Child Labour and Education Policy in Comparative Perspective*. Princeton University Press: Princeton.
6. Balagopalan Sarda (2008) Memories of Tomorrow: Children, Labor and The Panacea of Formal Schooling. *Journal of the History of Childhood and Youth*. Johns Hopkins University Press.

Practicum: Peep into the Child' world: What and How - I

Task 1: Students collate about ten newspaper articles that involve issues of parenting and childhood, analyse these and hold discussions.

Task 2: Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood.

The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study him/her. The teacher educator could organize the class in such a manner that different students profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analysed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learner: first- generation learners, street children and slum children; children with special needs. Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3: Students watch a movie (for instance: Salaam Bombay) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

Essential Readings for Practicum
1. Antoine de Saint-Exupery. (1995). The Little Prince. UK: Wordsworth Edition. Translated by Irene Testot-ferry (available in Hindi)
2. Balagopalan, Sarda. (2002). Constructing indigenous childhoods: colonialism, vocational education and the working child. Childhood. Vol. 9.
3. Ginsburg, Herbert P. (1997). Entering the Child's Mind: the clinical interview in psychological research and practice. Cambridge University Press. Chapter 1: The need to move beyond standardized methods. Chapter 2: What is the clinical interview? Chapter 3: What happens in the clinical interview? and Appendix

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