

Paper (101) 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 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 teacher educators would frame tasks according to the units of study.

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 these courses is to equip the student-teacher with the background knowledge that 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 and conceptual clarity and perspective 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 understanding 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 encourage interaction with children, and training in methods of child study.

Units of Study

Unit 1: Perspectives in Development

Introduction to Growth and Development: Concept, Principles and Educational implications of principles of growth and development, Factor Effecting Growth and development, Development as continuing through the life span.

Stages of development with special reference to Childhood stage, Dimensions of Individual development - Physical, Cognitive, Language, Social; Humanistic Psychology

- Gathering data about children from different contexts: Observations; Interviews; Reflective Journals about children; Anecdotal Records; Case Study.

Unit 2: Physical - Motor and Cognitive Development

Growth and Maturation

Gross and fine motor development skills in infancy and childhood period

Role of parents and teachers in providing opportunities for physical-motor development.

Intelligence: Meaning, Concept of IQ, Theories (Spearman, Thurstone, Howard Gardner's theory of multiple intelligence) and its Measurement, Concept of Emotional Intelligence.

Unit 3: Social and Emotional Development

Personality development: Meaning, Characteristics, types and factor effecting personality; Freud's Psychoanalytic theory; Psycho-social development Theory by Erikson; Attachment Theory by Bowlby.

Social Learning theory of Bandura and Gender development: Gender Theories and meaning of gender roles

Emotional Development and mental hygiene: Development of emotions and the ability to regulate them.

Unit 4: Notion of Childhood

Childhood as a modern construct: Role of poverty and globalization in constructing childhood.

- Individual differences within the notion of childhood.

Unit 5: Contexts of Socialization

Concept of socialization: Meaning, Process, Factor Effecting process of Socialization; Role of family, school and community in the socialization of the child; Child rearing practices.

Separation from parents: children in crèches and orphanages

Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.

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 interpretation of collated observations, systematic data.

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 Child Studies 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.
5. Bandura, A. (1977). *Social Learning Theory*. Cliff, N.J.; Prentice Hall.

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
4. ਤੇਸਕੋਕੁ ਰੋਯਾਨਾਗੀ, (1996). *ਤੋ ਾ ਚਾਨ*, (ਅਨਵਾਦਕ: ਪਵਾਯਾ ਿ ਿ ਕ ਕੁ ਸ਼ਵਾਹਾ). ਨੇਸ਼ਨਲ ਬਕੁ ਟ: ਨੜ ਿਦਾਲੀ
5. ਹੋਟ ਜੌਨ (2008). ਬਚਪਨ ਸੇਪਲਾਯਨ (ਅਨਵਾਦਕ: ਪਵਾਯਾ ਿ ਿ ਕ ਕੁ ਸ਼ਵਾਹਾ). ਏਕਲ%ਯ: ਭੋਪਾਲ ਅ'ਯਾਯ 1: ਬਾ'ਯਾਵ_ਥਾ ਕੀ ਸਮ_ਯਾ, ਅ'ਯਾਯ 2: ਬਾ'ਯਾਵ_ਥਾ ਕੀ ਸੰਥਾ, ਅ'ਯਾਯ 7: ਬ,ਚ-ਕੀ .ਸਤਾਏਂ.
6. ਮੀਨਾਕਸ਼ੀ (2009). ਉੱਚਤਰ ਸਿੱਖਿਆ ਮਨੋਵਿਗਿਆਨ. ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ: ਪਟਿਆਲਾ.
7. ਡਾ. ਬੂਟਾ ਸਿੰਘ ਸੇਖੋਂ ਅਤੇ ਹੋਰ. ਸਿੱਖਿਆ ਮਨੋਵਿਗਿਆਨ. ਟਵੰਟੀ ਫਸਟ ਸੈਂਚਰੀ ਪਬਲੀਕੇਸ਼ਨ, ਪਟਿਆਲਾ.
8. S.S. Chohan. *Advanced Education Psychology*. Vikas Publication House: New Delhi.
9. S.K. Mangal. (2008). *Advanced Education Psychology*. Prentice Hall of India: New Delhi. 2nd edition.
10. S. Freud. (1957). *The history of Psychoanalytic Movement*. Hogarth Press: London.
11. J.P. Guilford (1958). *The nature of Human Intelligence*. McGraw Hill: NY

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 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.

Task 4: Perform any two of the following:

Intelligence Test, Personality Test, Adjustment test, Sociometry

Essential Readings

1. Antoine de Saint-Exupery. (1995) *The Little Prince*. Wordsworth: UK 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?