



Childhood and Development of Children

Theory Papers in Child Studies

Statement of purpose:

- The papers on Child Studies are visualized as the first systematic introduction of the ETE student teacher to the study of childhood and children.
- These papers are necessarily established as the foundation upon which subsequent education papers and practicum related to school experience program and internship would be based on.

Running threads through the curriculum

- Critical engagement with constructivist and cultural-context perspectives in development
- Both psychological and sociological- cultural positions are brought in every unit
- The papers are therefore formulated with inclusion as the recurring theme in each of the units. The special needs are understood as range and variability and cultural variations within in each theme.
- The implications for each aspect of development have been included with each unit

Objectives

- How young children develop- To understand how different perspectives/ theories contribute to an overall understanding of development and the child as a socio-cultural universal.
- To bring in a sensitive and critical understanding of the different social/ educational/cultural realities at the core of the exploration into childhood. To arrive at an understanding that culture is inextricably linked to development and childhood
- To provide hands on experiences to interact with children, and a training in methods
- To bring the implications of theory into the centre of the study of children; and to provide for opportunities such that the student teacher is able to visualize the linkages with theory

Pedagogy for the paper/s

- The course demands for an active engagement with theory in all units.
- The course also asks for an active engagement with children's issues & childhood through analysis of writings about children, films, biographies, narratives of experiences, personal histories & fiction.
- Classroom discussions, empirical observations and analysis of these should inform pedagogy in these papers.
- An attempt has been made to realize proper linkages vis-à-vis the ground realities and indigenous realities in engagement with theory.

DE 101 Childhood and the Development of Children

- **Student Contact Hours: 140**
- **Maximum Marks: 100**
- **[70 External**
 - **(50 Theory + 20 Practicum)**
 - **+ 30 Internal]**

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Units of Study

- Perspectives in Development
- Physical - Motor Development
- Social and Emotional Development
- Childhood
- Contexts of Socialization

Unit I: Perspectives in Development

- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous ; socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget

Unit 2: Physical - Motor Development

- Growth and maturation
- Gross and fine motor development skills in infancy and preschool children
- Role of parents and teachers in providing opportunities for physical-motor development. For example, play
 - *20 Hrs.* *10 Marks*

Unit IV: Physical - Motor Development

- ~~Physical Motor development~~
 - Concept and Principles, Growth and maturation,
 - Gross and fine motor development skills in infancy & preschool children
 - Developmental Milestone
- Play : rough and tumble play, organized sports
- Discussion on:
 - i. Access / enabling environments
 - ii. Barrier – free environment/ architecture/ transport for physically disabled persons.
- Role of parents & teachers in providing opportunities

Number of hours: 10

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 and the ability to regulate them.
- *25 Hrs.* *12 Marks*

Unit 4: Childhood

- Childhood as a modern construct; childhood in the context of poverty, globalization.
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.
- **15 Hrs. 08 Marks**

Unit 5: Contexts of Socialization

- Concept of socialization: family and adult-child relationships; parenting - Baumrind, child rearing practices
- Dealing with Children : 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 cooperation, 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.
- **20 Hrs. 10 Marks**

Readings & Resources

General readings:

- 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.*
- 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.
- Vasanta, D. (2004) Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
- 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.

■ **Discussion articles:**

- Chaudhary , N and Sharma, N. From home to School
- Gupta, L., Tu Hindu banega ya Musalman Banega
- Kumar, K. The Ill-fitting Mask
- Nambissan, G. Exclusion and Discrimination in Schools: Experiences of Dalit Children .
- Parthasarathi, V. Socialisation, Women and Education:
- Viramma, J. R. & Racine, J-L Viramma, life of an untouchable

Resources:

Books:

- Gatto, J.T. & Moore, T. Dumbing us Down.
- Holt, J. *How Children Learn*

Articles:

- Prakash, S., Bacchon ke bare mein- kuchh betartib notes
- Pratishruti, Hamari Duniya aur bacche
- Sharma, U., Shamshudin

Fiction:

- Premchand, M. Idgah.
- Padmanabhan, S. Chuskit goes to school.
- Madam rides a bus. Villikannan.

Biographies :

- Valmiki, O. Jhoothan.
- Illiah, K. Why I am not a Hindu.
- Kanga, F. Trying to Grow.

Poems:

- I have a sister, my sister is deaf -Jeane Whitehouse Peterson
- Amalkanti – Nirendranath Chakrabarti

Audio Visual Resources :

- Children of heaven
- Dharm.
- Salaam Bombay
- Smile Pinky
- The Blue Umbrella.
- *The Red Balloon*
- The White Balloon.

Practicum(External): Peep into the Child' world: What and How – I

■ Task 1:

08 Hours

■ 04 Marks

■ Students collate about ten newspaper articles that involve issues of parenting and childhood, analyze these and hold discussions.

Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood

- **Task 2:**

25 Hours

12 Marks

- 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 socioeconomic backgrounds. This would allow for a wide range of data which could be subsequently analyzed 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:**

07 Hours

04 Marks

- 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.