



FORMAT FOR COURSE CURRICULUM

Course Title: Childhood and Growing up
Course Code: to be decided later
Credit Units: 4

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
3	1	-	-	4

Level: Under Graduate

Course Objectives:

The objective of this course is to give students an introduction to the study of Childhood, Child development and adolescence and to understand different socio-political realities construct different childhood

Module I :Child/Learner – Aspects and Stages of Development	Weightage (%)
<ul style="list-style-type: none"> • Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships • Childhood as a cultural construct. Who is a child? How a child differs from an adult in different societies? How do adult–child relationships differ in different societies? • Adolescence: Aspirations challenges an problems, and agency to change the world Adolescence and young adulthood experienced differently - changing roles and responsibilities in contemporary Indian society <p style="margin-left: 20px;">///</p>	20
Module II :Theoretical perspective on relation between development and learning	
<ul style="list-style-type: none"> • Historical overview of childhood and adolescence in the Western and the Indian context through relevant literature • Relation between development and learning • Conditioning (Pavlov, Watson, Skinner), • Piaget’s theory: learning and development, structures & processes of cognitive development (schemas, organization, and adaptation), characteristics of thought • Social learning (Bandura), • Socio-Cultural and Situated perspective (Vygotsky, Lave) with emphasis on Cooperative learning 	20
Module III : Societal context of learning	
<ul style="list-style-type: none"> • Socialization and child rearing practices in different cultures; • Individual differences amongst children in social context • Growing up in different contexts- growing up as a boy/girl, in rural/urban India, or in socio-cultural disadvantage. • Adult-child relationships: Attachment and bonding as a process, development of security; issues in parenting, children growing up in single parent families, • Children growing up in orphanages; Experiences of trauma in childhood (conflict; child abuse, 	20

<ul style="list-style-type: none"> violence, single parent). Peer relationships: Development of friendships and close relationships, peer participations in adolescence - clique formation, sharing and cooperation, bullying, aggression; implications for school Socio-cultural perspectives in cognition : tools, symbols and sign systems; language as a unique tool through which culture shapes our thinking 	
Module IV :Understanding Diversity and Inclusion	
<ul style="list-style-type: none"> Religion, Language, Ethnicity and Culture : The school-society interface; Social Exclusion and Inclusion : Ethnic ; linguistic and religious minority communities and contested constructions of citizenship Concept of social stratification Caste , religion , language; region and culture as a basis for discrimination and diversity: issues of inequality Social Mobility - Aspirations, opportunities and challenges of education Social construction of disability and differences; issues of inclusion 	20
Module V :Media and Learning	
<ul style="list-style-type: none"> Media: participation in social networks as a new ground of interaction and socialization for children specially for adolescents Popular literature that young adults are reading in contemporary society Impact of media on development of child 	20

Student learning Outcome :After completion of the course, the students will be able to:

- Identify different aspects of a child's physical, motor, social and emotional development
- Differentiate the significant theoretical frameworks and methodological approaches to child study.
- Analyse the aspirations and challenges of adolescents in different cultures.
- Reflect on how education must address diverse lives of children and young adults
- Recognize areas of individual and social differences among children.

Pedagogy for Course Delivery:

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

Assessment / Examination Scheme:					
Theory L/T (%)		Lab/Practical/Studio (%)			
100%		NA			
Theory Assessment (L&T):					
Continuous Assessment/Internal Assessment					End Term Examination
Component (Drop down)	Class Test	Project	Portfolio	Attendance	
Weightage (%)	10	10	05	05	

Text:

- Anita Woolfolk (2013) Educational Psychology(12 Edition), Pearson

2. Beckett, C. and Taylor, H. (2010) *Human Growth and Development*, Sage Publications, New York.
3. Benjafield, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
4. Brown, J.S., Collins A and Dugrid, P (1989) *Situated Cognition and the Culture of Learning*,
5. Cole, M., (1996). *The Development of Children*. New York: Worth publishers. (see chapter 1, page 1-46 for introduction; chapter 15 & 16, pages 621-664 , 665 -714 for adolescence
6. Crain, W., (2005). *Theories of Development (5th Edition)*. Pearson
7. Denise Pope (2001) *Doing School: How we are Creating a Generation of Stressed Out*,ed.), Upper Saddle River, N.J. Pearson.
8. Goswami, U. (2008) *Cognitive Development: the Learning Brain*. New York: Psychology Press (See chapter 8, The development of memory. Page 250 - 293 for Unit II and chapter 11, Theories of cognitive development. Pages 373- 398 for Unit I)
9. Laura E. Berk(2012). *Child Development(9th Edition)*, Pearson
10. Ranganathan, N. (2000) *The Primary School Child Development and Education*. New Delhi: Orient Longman. (See Chapter 5, Cognitive Development, pages 80-112 for Unit I)
11. Sarangpani, P. in Saraswati, T.S. (ed.) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage. (See Chapter 3: The Child's Construction of Knowledge. for Unit II – Processes of Schooling, pages 103- 105)
12. Houtondji , Paulin J. 2006 *Global Knowledge ; Imbalances and Current Tasks* Mc Graw Hill Publications
13. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
14. Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
15. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Coexistence of Opposites.
16. Vasanta, D. (2004). *Childhood, Work and Schooling: Some Reflections*. Contemporary Education Dialogue, Vol. 2(1), 5-29. 8. Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96

Audio Visual Resources / Films:

- Children of Heaven 1997. Directed by Majid Majidi. Iran: Miramax Films
- Dharm. 2007. Directed by Bhavna Talwar.
- Salaam Bombay 1988 Directed by Mira Nair
- Smile Pinky- 2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- The White Balloon. 1995. Directed by Jafar Panahi. Iranian Film

General Readings:

Autobiographical writings about growing up and experiences of school (Toto Chan, Anne Frank, Kancha Illaih, Valmiki (Jhoothan), Viramma (first chapter) , Frank Toto, Firdaus Kanga)

