

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2017)

Course Code: SES 201105

Title: Understanding Children and Childhood

Type of Course: Foundation course (Compulsory course)

Cohort for which it is compulsory: MA Education, MA Education (ECCE)

Cohort for which it is elective: -----x-----

No of Credits: 4

Semester and Year Offered: 1st Semester (Monsoon Semester 2017)

Course Coordinator and Team: Dr. Sheetal Nagpal (C) & Dr. Prabhat Rai (for MA Education (ECCE)

Dr. Shivani Nag (C) (for MA Education)

Email of course coordinator: sheetal@aud.ac.in

Pre-requisites: None

Aim: This course aims at examining child and adolescent development from diverse disciplines. An introduction to major theoretical frameworks, current issues of concern and debates in child development will provide the context to an overview of the extensive theoretical and empirical work in the different aspects of development – physical, cognitive, language and socio-emotional. Students will also be familiarized with the cultural and contextual concerns that have emerged in recent decades and which pose a challenge to mainstream psychology. A critical perspective will thus be introduced by analysing the universal descriptions of development from a socio-cultural perspective and begin to understand the developmental pathways and the forces that influence the trajectory.

Brief description of modules/ Main modules:

Unit 1 Biocultural foundations of development

This unit draws linkages between the cultural and biological evolution of humans. It discusses human culture, tools of the culture and processes through which it is inherited by children. It also briefly describes ways in which individual's genetic endowment gets expressed in physical and psychological characteristics/ traits.

Unit 2 The study of human development

This unit focuses on the study of the theories, the developmental process and the important milestones in child development. Introduce students to the concept of domains to examine the complex nature of development and simultaneously appreciate the close interrelationships between them.

Unit 3 Infancy and early childhood

This unit will cover the developmental aspects of physical, motor, socio-emotional and cognitive aspects for children between age group 0-2 years.

Unit 4 Middle childhood

This unit focuses on the development of children during middle childhood years, their experiences in the school, their relationships with peers and adults, socialization processes and their sense of self and identity.

Unit 5 Adolescence

This unit focuses on the biological changes that occur during this period and its effects on the child's ability to function. The physical, cognitive and social emotional development of adolescents will be discussed with reference to existing theories and research.

Assessment Details with weights:

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| 1. Class test | 10% | (Mid September) |
| 2. Assignment 1 | 30% | (Mid October) |
| 3. Assignment 2 | 20% | (Early November) |
| 4. Class Participation | 10% | (throughout the semester) |
| 5. Term End Exam | 30% | |

Reading list:

Berk, L.E. (2001). *Development through the life span*. Pearson Education India.

Bisht, S., & Sinha, D. (1981). Socialisation, family and psychological differentiation. In, D. Sinha (Ed.), *Socialisation of the Indian child*. pp. 41 – 54. New Delhi: Concept.

Cole, M. (1985). The zone of proximal development: where culture and cognition create each other. In J. V. Wertsch (Ed.), *Culture, communication, and cognition: Vygotskian perspectives* (pp. 146–61). Cambridge: Cambridge University Press.

Dalal, A., & Misra, G. (2010). The core and context of Indian Psychology. *Psychology and Developing*

Societies, 22(1), 121-155.

Lightfoot, C., Cole, C. M., & Cole, S. R. (2009) *Development of children*. Worth Publishers. Chapters 2 and 3

Kakar, S. (1981). *The inner world: The psychoanalytic study of childhood and society in India*. New Delhi: Oxford.

Rogoff, B., & Gauvain, M. (1986). A method for analysis of patterns illustrated with data on mother-child instructional interaction. In J. Valsiner, (Ed.), *The role of the individual subject in scientific psychology*. (pp. 261 – 290). New York: Plenum.

Saraswathi, T.S. (1999) , *Culture, socialisation and human development*. New Delhi: Sage.

Shonkoff, J.P. and Phillips, D.A. (2000). *From neurons to neighbourhoods: the science of early child development*. Washington, D.C.: National Academy Press

Weisner, T.S. (2002). Ecocultural understanding of children's developmental pathways. 45(4):275-281.

Additional References:

Gopnik, A. (2012). What's wrong with the teenage mind. Retrieved on 10th February, 2012

<http://online.wsj.com/article/SB10001424052970203806504577181351486558984.html>

Gottlieb, A. (2012). Promoting an anthropology of infants: Some personal reflections. Retrieved on 2nd July, 2013 from AnthopoChildren, 2012, 1, Gottlieb:

<http://popups.ulg.ac.be/AnthopoChildren/document.php?id=926>

Verma, S. & Sharma, D. (2003). Cultural continuity amid social change: Adolescents' use of free time in India. In S. Verma and R. W. Larson (Eds.), *Examining adolescent leisure time across cultures*. (pp. 37 – 51). San Francisco: Jossey-Bass.

Sharma, D. (2003). *Childhood, family and socio-cultural change in India. Reinterpreting the inner world*. New Delhi: Oxford University Press.

