Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

[Attach additional pages as necessary.]

1. Title of the Course: Understanding Childhood
2. Name of the School/ Centre proposing the course: School of Undergraduate Studies

3. Programme(s) which this course can be a part of: BA Honours Programmes
4. Level at which the course can be offered: Undergraduate level

5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc) Not Applicable

6. Proposed date (semester) of launch: Already launched

7. Course team (coordinator, team members etc): Viond, Anshumita Pande
8. Rationale for the course :
9. Write the categories applicable for the course from those given below:

   Core for Psychology, Elective for
   others……………………………………………………………………………………………
   …

10. Brief (max. 250 words) course description: The human develops through multiple complex processes starting even before birth. Studying the lives of children throws light on the processes and contexts within which these transformations take place. The course introduces students to critical reflection of constructs and issues around children, childhood and families in historical and socio-cultural contexts. Global economic and social changes have impacted status of education and health care, structure of labour markets raising militarization and degradation of natural environments. Hence, study of narratives of children's lives not as victims but also as those who possess agency to remake the spaces they cohabit with emphasis on the socialization of children in India would be examined. This section draws upon the theoretical work of Bronfenbrenner, Vygotsky, Erikson and Bowlby. One primary requirement of the human self is moral regulation. The course introduces students to the theories of Kohlberg and Gilligan as

they present alternative stories of the development of morality. A final section of the course familiarizes students with the rights of children and childhood at the margins.

11. Specific requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc) None
12. Course details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Course Objectives:

1. To enable students understand the category of childhood as a contested terrain influenced by historical and socio-cultural context.
2. To enable the students understand through childhood ethnography that how a focus on children's lives can provide a means to reassess our ideas about education, work, violence and suffering.
3. To engage students critically reflect on the experiences of parenthoods, and debate as well as reflect upon various issues that emerges in understanding the experience of the infant in a family setup. The students would come to have an appreciation of the world of a child - outside and inside – with different frames – as a social category, having its own relationship with the margins.

4. To develop a theoretical understanding around cognitive development in children and the relevance of art, playing and morality from a cognitive as well as psychoanalytic perspective that allows one to begin to question and thus deconstruct and reconstruct the relationship between childhood and society.

Course Outline:

Unit 1: The construct of childhood

 The child occupies a significant place in contemporary Psychology. This unit will discuss the historical views of childhood and children. It would attempt to arrive at an understanding around interdisciplinary interpretations views on childhood. It would focus on contextual and cultural differences in the lived experience of children in varied familiar contexts. This would also necessitate an exploration around articulating childhood memories and experiences, and exploring the limitations and potentials of listening, communicating and relating to one's own self.

 Reading list:

 Corsaro W.A (2011) The Sociology of Childhood by, Sage, New Delhi, Third edition,. Pp 67-115.

Saraswathi, T.S (1999) Culture, socialization and human development , Sage, New Delhi,.
Chapter 2 – children and adults: reading an autobiography, pp 45-61 and also pp 30-44.

Unit 2 : Childhood in India

In this module students will be familiarized with the lives of children in various contexts within India and highlight the criticality of the (mis)perception that childhood is a homogenous entity and the dialogue and engagement with differently abled children. The unit will be taught through student presentations of childhood ethnographic accounts of various case studies in the books titled Childhoods in South Asia (edited Deepak Kumar Behera, Pearson, 2007) covering the following chapters:

Venkateswar S, Robbed of childhood: child labour and domestic service in south asia

Mishra A, Everyday life in a slum in Delhi: views of the children

Pfeffer G. F, Childhood and motherhood: among Punjabi urban sweepers

Dyson, J. Respite and rupees: the impact of new market economy, new market opportunity on everyday lives of children and young people in the Indian Himalayas

Skoda U, Ritual 'selling' and throwing away of children: temporary identifications in a converging tribal and caste society

Behera D K, The impact of drought on indigenous children: the case of kalahandi district in Orissa

Trawick, M. Young female combatants in LTTE: the case study of child soldiers

Reading list:

Behera, D.K (2007) Childhoods in South Asia ,Pearson,

Weiner, M (1991) The child and the State in India: Child Labour and Education Policy in Comparative Perspective, Princeton University Press

Ramachandran, V. Children and Education, *Seminar*

James. A & Prout, A (1997) Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood, Routledge Falmer. Chapter 7- street children: deconstructing a construct. pp145 – 162. Chapter 9 – childhood and the policy makers: a comparative perspective on the globalisation of childhood, pp 190-216.

Ramachandran, V (2004) Gender and Social Equity in Primary Education: Hierarchies of Access, Sage, New Delhi. Pp 32-89.

Documentary: Smile Pinky (2008), Born into Brothels (2004)

Movies: Sparsh (1980), Salaam Bombay (1988),

Unit 3: Prenatal Development and family in cultural context

The major developments in the fetus that take place before birth will be the focus of this module. The possibility of developmental disorders that arise during this stage will also be discussed. The focus of the module would also be in understanding various aspects of planning and preparing for parenthood, new born, growth and development, physical care; as well as critically examining notions of sex selection, abortion, sperm donation, contraception, adoption, pregnancies, fatherhood and motherhood, single parenting.

This unit will also discuss the concept of family, early experiences and social development through theoretical models of Bronfenbrenner and Bowlby. The theories of attachment, cultural variations of attachment, maternal/ paternal sensitivities, maternal enthrallment, mothering and mirroring impact of short term and long term deprivations and privation, other attachments (siblings, peer relationships, gender relations) and the impact of parenting style will be emphasized within a cultural framework.

Reading list:

Hurlock, E.B (2003) Child growth and development, Tata Mc Graw-Hill. Unit 1 & Unit 2 pp 2-46, 48-86,116-130.

Kagitcibasi, C. (2007) Family Self and Human Development Across Cultures, Theory and Applications, London. LEA.

Kakar, S (1978) The Inner World:A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi.

Winnicott , D.W (1966) The Maturational Process and the Facilitating Environment, International University Press, New York. pp 37-72.

Richard, G (2005) Psychology the Science of Human Behavior, Hodder Arnold United Kingdom. Chapter 32, pp 541 - 565.

Movie: Vicky donor (2012)

Unit 4 Cognitive development

This unit would focus on elementary cognitive processes of perception, sensation and attention to explore the notion of child as a scientist/ problem solver to child as apprentice through the theoretical perspectives of Piaget and Vygotsky.

Reading list:

Cole, M & Cole, S (1989) The Development of Children, Scientific American Books, New York

Richard, G (2005) Psychology the Science of Human Behavior, Hodder Arnold United Kingdom. Chapter 34, pp 581 - 600

Laxshmy, S.A, Chaudhary.N, Sharma, N (2008) Researching families and children, Sage New Delhi . pp 87-108 *(on responsive engagement as method)*

Siegler, R.S.(1986) Children's Thinking, Prentice- Hall Englewood Cliffs

Ginsburg, H.P. & S.Opper (1988) Piaget's Theory of Intellectual Development: An Introduction, Prentice-Hall, Englewood Cliffs .

Vygotsky, l.S. (1978) Mind in Society, Harvard University Press, Cambridge .

Unit 5: The world of Art and play

This unit would focus on observing children at play to understand the nature and its relationship of play to linguistic and social development and therapy. Why do children play?' Is there a relationship between playing and reality? Students will learn about the relevance of play in children's lives from both the cognitive and psychoanalytical perspectives.

Reading list:
Vygotsky, L.S. (1978) Mind in Society,Harvard University Press, Cambridge.

Sykes,Marjorie (2009) The Story of Nai Taleem, NCERT, New Delhi

Guldberg, H (2009) Reclaiming childhood ,Routledge Taylors and Francis Group, London. Chapter 5: Play: What is it good for? pp 73-91

Deviprasad (1998) Art the basis of education, National Book Trust, New Delhi

Erikson, Erik,H (1972) Play and Development, W.W,Norton, New York.

Winnicott,D.W. (1989) . Notes on Play and Squiggle Game *in* Psycho-Analytic explorations, Ed . Winnicott, C, Shepherd and Davis, Harvard University Press, Cambridge. pp 59-63 & pp 299-317.

Documentary: The Little Terrorist (2004)

Film: Life is Beautiful (1997)

Unit 6: Emergence of morality in Child's relations and communication
This unit would begin in trying the understand the different levels of the adult child communication patterns and the relationships that emerge through reading children literature, stories, popular comics and fiction. This then would attempt to see the relationship between moral reasoning and moral behavior.

Telling the right from the wrong, good from bad, the development of morality is a central organizer of the child's world enabling him/ her to judge others and themselves. The frame work of moral development will be introduced through the theories of Kohlberg, Gilligan, Piaget.

Reading list:

Premchand (2009) Idgah , Delhi Sahitya Prakashan

Antoine de Saint Exupery (1995) .The Little Prince. Wordsworth edition

Hans Christian Andersen and Bernadette (2008).The Ugly Ducking, National Book Trust, New Delhi

Documentary: Babies (2010), Children of pyre (2008)

Movie: Children of Heaven (1997), Gods must be crazy (part 1) (1980)

Reading list:

Donaldson, M. (1979) Children's Minds,W.W. Norton and company.

Goswami, U. (2008) Cognitive Development. The learning brain. Taylor and Francis.

Kakar, S(1978). The child in Indian tradition. In The Inner World . Delhi ; OUP.

Winnicott, D W.(1992) Baby as a Person. In The Child and the Outside World. Tavistock Publications

Winnicott, DW. Notes on Play. In Collected Papers. Tavistock Publications.

Gilligan, C.(1993) In a Different Voice. Rhode Island; Harvard university Press

13. Assessment methodology: Assessment will be made of 2 components, the written dissertation (70%, oral examination 30%) The end term assessment will carry a 30% weightage each with the rest of the 70% distributed among a different assessment situations. Different modalities of assessment may include storytelling, field observations, presentations, reflective writing in the form of term papers, film or book reviews etc. _____

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14. Proposed enrolment ceiling (max. number of students to be admitted): _ 40 students_____

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: NA.

Signature(s) of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal for course entitled ………………………………………….was discussed by the Board of Studies in its ……………………meeting held on…………………………and has been approved in the present form.

Signature of the Dean of the School