Learner Studies:

**COURSE 001**

**CHILDHOOD AND GROWING UP**

**Max Marks: 100**

**Internal: 20
External: 80**

This course provides an introduction to the study of childhood and adolescence. It aims to sensitize the student teacher towards multiple childhoods and adolescence as constructed in different socio-economic and cultural settings and their implications for education.

The learners will be looked at not merely from the point of view of school, classroom and learning but in a larger social context of childhood and adolescence. This interdisciplinary course draws from psychological, sociological and anthropological studies.

It also offers a critical study of significant theories of child development and their relevance in the Indian context. It would also help build a perspective on issues of marginalization, diversity and stereotyping, inclusion and the concerns of adolescents. The course also seeks to introduce methods for studying children and adolescents.

The pedagogy to be followed in this course consists of the teacher educator enabling or helping student teachers to reflect on their own life worlds and experiences, engaging with significant theoretical perspectives, using tools or methods of study in the context of adolescents or children, interacting with adolescents around them and reading about children and adolescents from diverse contexts.

**OBJECTIVES**

* Enable the student teacher to understand how varied socio-economic and cultural realities lead to different constructions of childhood and adolescence.
* Develop an understanding of how different cultures have different notions of childhood and adolescents and how urbanization, economic change impacts its construction.
* To develop an understanding of children of different age groups through close observation and interaction.
* Study significant theories of human development and analyze them critically for their relevance within the Indian context.
* Understanding the ways in which diverse needs of learners can be presented and understood and thus create a positive attitude towards inclusive education.

**CONTENT AREAS**

**Unit 1: Concept of childhood and adolescence:**

1. Reflecting on one’s own experiences of childhood and adolescence.(Activity mode)
2. What is childhood? How culture and society can shape childhood and youth experiences and how factors such as caste, class, gender, disability, religion, etc. can impact upon a child's or adolescent’s education and identity.
3. How the meaning of childhood has changed over time and still continues to do so.
4. Childhood and adolescents growing up in diverse backgrounds – migrant, slum, tribal, farming communities etc. The living contexts of children within the family, school, neighborhood and community. Case studies on changing Childhood & Adolescence in Chhattisgarh.
5. Children living in difficult circumstances: disturbed families, violence abuse in the family, school and friend circle, conflict zones, displacement, etc.
6. Teacher & parents as counselor to deal with these difficulties.

**Unit 2: Understanding the Development of the Learner**

1. Learner as a developing individual and psycho-social entity; stages of development; Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
2. Theories of Development
	* Piaget’s theory of Cognitive Development
	* Erikson’s theory of Psychosocial Development
	* Kohlberg’s theory of Moral Development
3. Critique of developmental theories from cross-cultural perspectives; their relevance and application to the Indian context as seen by SudhirKakar, Durgnand Sinha and Gilligan.
4. Cross cultural differences in socialization of children and adolescents.

**Unit 3: Adolescence and the Development of Identity:**

1. Adolescence in relation to stereotypes, gender identity
2. Adolescence with reference to economic change and urbanization;
3. Childhood and Adolescence in the eyes of law: property, marriage,labour, education
4. Adolescent issues & Role of the teacher : Peer Pressure, substance abuse, early exposure through media/ internet, conflicts, career orientation, adjustment.
5. Facilitating holistic development: Implications for education (school, teacher,parents) with respect to the adolescence stage

**Unit 4: Promoting Inclusive Education:**

1. Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer.
2. Diversity in learning paths and learning styles and learning needs
3. Children with special needs;
4. Understanding Inclusion.
5. Critical analysis of their educational needs and how a teacher can create an inclusive environment in the classroom for all learners.

**Unit 5: Methods of studying adolescents:**

1. Observation
2. Case profile
3. Interview
4. Introspective narratives by adolescents

**PRACTICUM**

1. Observation of a day in an adolescent’s’ life at school and out of school. Critical observation and analysis of how children play.
2. Understanding childhood and by analyzing how they are depicted in local/regional literature.
3. Presenting a report on child-rearing practices and growing up in Chhattisgarh.
4. Preparing audio visual clippings of interaction among adolescents and small group discussions.
5. Viewing and discussing short documentary films related to growing up.

**READINGS**

1. Cultures Of Adolescence: Educationally Disadvantaged Young Women in An Urban Slum, MeenakshiThapan, Chopra, P. & Jeffrey P, Chapter 10, Educational Regimes in Contemporary India. Sage Publications, New Delhi, 2005.
2. Changing Childhoods in Industrial Chattisgarh, Jonathan Parry, Chapter 13, Chopra, P. & Jeffrey P, Educational Regimes in Contemporary India. Sage Publications, New Delhi, 2005
3. Adult-Child Continuity in India: Is Adolescence a Myth or an Emerging Reality, Saraswathi T.S., Culture, Socialization and Human Development, Sage Publications, New Delhi, 1999.
4. Childhood; what we need to know, Garbarina J., Childhood:1: 3-10, Munksgaard, Denmark, 1993.
5. Telling different tales: Possible childhoods in children’s literature, DeepaSreenivasChildhood18(3) 316–332, Sage, 2011.
6. Living in the Shadow of my Disability: Anita Ghai, The Journal, Vol.I (I) June, 1999
7. Is there an Indian Childhood: Olga Nieuwenhuys, Childhood 2009 16: 147<http://chd.sagepub.com/content/16/2/147>
8. Constructing andReconstructing Childhood:Contemporary Issues in theSociological Study of Childhood*Edited by*Allison James and Alan Prout, Falmer Press, London, 1997.
9. Childhood in a GlobalisingWorldAuthor(s): Krishna KumarSource: Economic and Political Weekly, Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4030-4034Published by: Economic and Political WeeklyStable URL: http://www.jstor.org/stable/4418723
10. The Human Life Cycle: The Traditional Hindu View and the Psychology of Erik Erikson Author(s): SudhirKakar Source: Philosophy East and West, Vol. 18, No. 3 (Jul., 1968), pp. 127-136 Published by: University of Hawai'i Press Stable URL: <http://www.jstor.org/stable/1398255>
11. Developments Child, Image, Nation, Erica Burman. Routledge, London, 2008.
12. Childhood and School in an Indian Village, Sarangapani Padma, Childhood Vol 10(4): 403–418, Sage, London, New Delhi 2003.