

As per Diploma in Elementary Education (DEEd) New Syllabus Recommended by
West Bengal Primary Education Board & NCTE

CHILD STUDIES

(DEEd Part-1 • CC-01)

Dr. Subir Nag

MSc BEd MA (Edu.) Gold Medalist, PhD,
Diploma in Psychological Counselling
Principal, Satyapriya Roy College of Education, Kolkata
Ex-Reader, St. Xavier's College, Kolkata
Visiting Lecturer, Calcutta University & Presidency College, Kolkata
Ex-WBES, Govt. of West Bengal

Dr. Papiya Upadhyay

Assistant Professor, School of Education
Netaji Subhas Open University, Salt Lake City, Kolkata

Dr. Pranay Pandey

MSc (Computer Science), MA (Education), BEd (Gold Medalist)
MEd (Gold Medalist), PGDGC, MPhil (Education) (Gold Medalist)
Diploma in Inclusive Education, PhD (Education)
Assistant Professor, Dept. of Education, Bhatler College, Dantan
Former Assistant Professor, School of Education, Adamas University



Rita Publication

(Publisher and Book-seller)

25B, Beniatola Lane, Kolkata-700 009
www.ritapublication.com/www.ritapublication.in

SYLLABUS

CC-01: CHILD STUDIES

- Unit-1: Perspectives in Development** **Class-8 Hours**
- Introduction to perspectives in development—Concept of development (meaning, principles and objectives).
 - Development as multidimensional and plural
 - Development through the life span (stages)
 - Developmental ways as continuous and discontinuous.
 - Childhood as modern construct (knowledge-creator) in the context of poverty, globalization and modern culture
 - Commonalities and diversities within the notion of childhood with reference to Indian context
- Unit-2: Physical-Motor Development** **Class-7 Hours**
- Growth and Maturation
 - Gross and fine motor development skills in infancy, pre-school children and elementary children
 - Role of parents and teachers in providing opportunities for physical-motor development, for example, play.
- Unit-3: Social Development** **Class-10 Hours**
- Concept of socialization: Family environment, Parent-child relationships, Child rearing practices
 - Separation of parents: Children in creches, orphanages etc.
 - Schooling: peer influences, Teacher-child relationships, out of school experiences
 - Development of children through socialization process
 - Personality development: Freudian stages of development
 - Psycho-social development: Stages as proposed by Erikson
 - Social theories and Gender development—meaning of gender roles, influences of gender roles, stereotypes and gender in playground
- Unit-4: Self and Moral development** **Class-7 Hours**
- A sense of self: Self-description, self-concept, self-esteem, social comparison, internalization and self-control
 - Moral development: perspectives of Lawrence Kohlberg
- Unit-5: Emotional Development** **Class-8 Hours**
- Development of emotions and ability to regulate them (Love, affection, fear, anger, jealousy etc.)
 - Development of emotions at different stages (pre-school, late childhood and pubertal stages)
 - Development of emotions as continuous and discontinuous
- Unit-6: Learning** **Class- 9 Hours**
- Learning: Concept of learning (meaning, principles and objectives) basic theories of learning
 - Learning: ideas of behaviorism
 - Basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval)
- Unit-7: Cognition** **Class-11 Hours**
- Constructivism: introduction to the concept, Piaget's theory: what is learning, structures and processes of cognitive development, children's thinking, and implications for teaching learning.
 - Vygotsky's theory: introduction, the general genetic law, concept of zone of proximal development tools and symbols in development, implications for teaching.
 - Individual and socio-cultural differences in cognition understanding learning difficulties, terms of exclusion and inclusion and impact.
- Unit-8: Play** **Class-10 Hours**
- Meaning of Play: Characteristics, kinds and types of Play
 - Functions of Play: Linkages with the physical, social, emotional, language, cognitive and motor development of children
 - Cross Cultural & Socio-Economic differences in children's play
 - Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.
- Unit-9: Language** **Class-10 Hours**
- Perspectives in Language development (with reference to how children acquire language at early age) : Skinner, Social Learning Theory of Bandura and Walters
 - The use of Language: Turn taking, interaction, conversations and listening
 - Bilingual or Multilingual children: Implications for teachers, multilingual classrooms, storytelling as a pedagogic tool
- Unit-10: Communication** **Class-10 Hours**
- How do children communicate ?
 - Socio-cultural variations in Language: Accents, difference in communication for a multilingual classroom.

CONTENTS

1. PERSPECTIVES IN DEVELOPMENT	...	1-36
<p>1.1. Introduction to Perspectives in Development 1</p> <p>1.1.1. Meaning and Definition of Development 1</p> <p>1.1.2. Various Perspectives of Growth and Development 2</p> <p>1.1.3. Influence of Nature and Nurture on Development 4</p> <p>1.1.4. Approaches to Study Development 5</p> <p>1.1.5. Characteristics of Development 5</p> <p>1.1.6. Factors Affecting Human Development 5</p> <p>1.1.7. Principles of Development 7</p> <p>1.2. Development as Multidimensional and Plural 9</p> <p>1.3. Development Through the Lifespan (Stages) 9</p> <p>1.3.1. Infancy 12</p> <p>1.3.2. Early Childhood 13</p> <p>1.3.3. Later Childhood 14</p> <p>1.3.4. Adolescence 14</p> <p>1.3.5. Young Adulthood 15</p>	<p>1.3.6. Mature Adulthood 15</p> <p>1.3.7. Aged Adulthood 15</p> <p>1.4. Developmental Ways as Continuous and Discontinuous 15</p> <p>1.5. Childhood as Modern Construct (Knowledge-Creator) in the Context of Poverty, Globalization and Modern Culture 16</p> <p>1.5.1. Constructivism 16</p> <p>1.5.2. Poverty 17</p> <p>1.5.3. Globalization 20</p> <p>1.5.4. Culture 23</p> <p>1.6. Commonalities and Diversities Within the Notion of Childhood with Reference to Indian Context 26</p> <p>1.6.1. Commonalities of Childhood 26</p> <p>1.6.2. Diversities of Childhood 27</p> <p>1.6.3. Childhood in Different Social Classes/Communities 27</p> <ul style="list-style-type: none"> ● Exercise 28 	
DEVELOPMENT	...	37-55
<p>2.1. Growth 37</p> <p>2.1.1. Meaning and Definition of Growth 37</p> <p>2.1.2. Characteristics of Growth 37</p> <p>2.1.3. Relationship between Growth and Development 38</p> <p>2.1.4. Differences between Growth and Development 38</p> <p>2.2. Maturation 39</p> <p>2.2.1. Meaning and Definition of Maturation 39</p> <p>2.2.2. Characteristics of Maturation 40</p> <p>2.2.3. Types of Maturation 41</p> <p>2.2.4. Educational Implications of Maturation 41</p>	<p>2.3. Gross and Fine-motor Development Skills in Infancy, Pre-school Children and Elementary Children 41</p> <p>2.3.1. Physical Development 41</p> <p>2.3.2. Motor Development 43</p> <p style="padding-left: 20px;">(A) Gross Motor Development 43</p> <p style="padding-left: 20px;">(B) Fine Motor Development 45</p> <p>2.4. Role of Parents and Teachers in providing opportunities for Physical-motor Development like Play 48</p> <ul style="list-style-type: none"> ● Exercise 50 	
3. SOCIAL DEVELOPMENT	...	56-91
<p>3.1. Social Development 56</p> <p>3.1.1. Meaning of Social Development 56</p> <p>3.1.2. Characteristics of Social Development 56</p> <p>3.1.3. Factors Affecting Social Development 57</p> <p>3.1.4. Role of Teachers in Social Development 57</p>	<p>3.1.5. Importance of Social Development 58</p> <p>3.2. Concept of Socialization 58</p> <p>3.2.1. Meaning and Definition of Socialization 58</p> <p>3.2.2. Characteristics of Socialization 59</p> <p>3.2.3. Process of Socialization 60</p>	

3.2.4. Elements of Socialization 61
3.2.5. Factors influencing Socialization 62
3.2.6. Role of Teacher in the Process of Socialization 62
3.2.7. Importance of Socialization 63
3.2.8. Family Environment and Socialization 63
3.2.9. Parent-Child Relationships 65
3.2.10. Child Rearing Practices 66
3.3. Separation of Parents 67
3.4. Schooling: Peer Influences, Teacher-Child Relationships, Out of School Experiences 68
3.4.1. Concept of School 68
3.4.2. Peer Influences 70
3.4.3. Teacher-Child Relationships 71
3.4.4. Out of School Experiences 72
3.5. Development of Children through Socialization Process 72
3.6. Personality Development: Freudian Stages of Development 73

3.6.1. Development of Conscious, Pre-conscious and Unconscious Minds 73
3.6.2. Structural Model of Personality 74
3.6.3. Psycho-Sexual Development Theory 74
3.6.4. Concept of Libido 76
3.6.5. Educational Implications of Psycho-Sexual Development 76
3.7. Psycho-Social Development: Stages as proposed by Erikson 77
3.7.1. Erikson's Theory 77
3.7.2. Educational Implications of Psycho-Social Development Theory 79
3.8. Social Theories and Gender Development 80
3.8.1. Meaning of Gender Roles 80
3.8.2. Influences of Gender Roles 81
3.8.3. Gender Stereotype 81
3.8.4. Gender in Playground 81
● Exercise 83

4. SELF AND MORAL DEVELOPMENT

...

92-108

4.1. Sense of Self 92
4.1.1. Self Description 92
4.1.2. Self Concept 93
4.1.3. Self Esteem 96
4.1.4. Self Comparison 97
4.1.5. Internalization 98
4.1.6. Self-control 98

4.2. Moral Development: Perspectives of Lawrence Kohlberg 99
4.2.1. Moral Development: Kohlberg's Theory 100
4.2.2. Educational Implications of Moral Development Theory 102
● Exercise 103

5. EMOTIONAL DEVELOPMENT

...

109-124

5.1. Development of Emotion 109
5.1.1. Meaning and Definition of Emotions 109
5.1.2. Aspects of Emotion 109
5.1.3. Characteristics of Emotion 110
5.1.4. Types of Emotions 111
5.1.5. Role of Emotion on Education 112
5.2. Emotional Development 113
5.2.1. Meaning and Definition of Emotional Development 113
5.2.2. Characteristics of Emotional Development 113
5.2.3. Role of Teachers in Emotional Development 114

5.3. Development of Emotions at Different Stages 114
5.3.1. Development of Emotions during Infancy 114
5.3.2. Development of Emotions during Childhood 116
5.3.3. Development of Emotions during Adolescence 117
5.4. Development of Emotions as Continuous and Discontinuous 119
● Exercise 120

6. LEARNING		...	125-168
6.1. Concept of Learning 125 6.1.1. Meaning and Definition of Learning 125 6.1.2. Objectives of Learning 126 6.1.3. Characteristics of Learning 127 6.1.4. Principles of Learning 128 6.1.5. Importance of Learning 129 6.2. Theories of Learning 129 6.2.1. Thorndike's S-R Theory or Trial and Error Theory 129 6.2.2. Conditioning 134 A. Classical Conditioning Theory of Pavlov 136 B. Operant Conditioning Theory of Skinner 140	6.3. Basic Architecture of Mind 145 6.3.1. Meaning of Memory 145 6.3.2. Types of Memory 146 6.3.3. Phenomenon of Memory 146 6.3.4. Information Processing Approach 148 6.4. Attention 150 6.4.1. Meaning and Definition of Attention 150 6.4.2. Characteristics of Attention 151 6.4.3. Types of Attention 151 6.4.4. Factors or Determinants of Attention 152 6.4.5. Span of Attention 153 6.4.6. Fluctuation of Attention 153 6.4.7. Distraction of Attention 154 6.4.8. Significance of Attention 154 ● Exercise 155		
7. COGNITION		...	169-197
7.1. Concept of Cognition 169 7.2. Constructivism 169 7.2.1. Meaning of Constructivism 169 7.2.2. Characteristics of Constructivist Approach 170 7.2.3. Usefulness of Constructivist Approach 170 7.2.4. Implications of Constructivism for Teaching and Learning 171 7.2.5. Constructivist Approach for Teaching and Learning in Primary Education 172 7.3. Cognitive Constructivism 173 7.3.1. Piaget's Cognitive Constructivist Learning Theory 173	7.3.2. Cognitive Development: Piaget's Theory 175 7.4. Social Constructivism 181 7.5. Gestalt Learning Theory 184 7.6. Individual and Socio-cultural Differences in Cognition 186 7.7. Understanding Learning Difficulties 186 7.7.1. Meaning of Learning Difficulties 186 7.7.2. Classification of Learning Difficulties 186 7.8. Concept of Inclusion and Exclusion 188 7.8.1. Concept of Inclusion 188 7.8.2. Concept of Exclusion 189 ● Exercise 190		
8. PLAY		...	198-210
8.1. Concept of Play 198 8.1.1. Meaning and Definition of Play 198 8.1.2. Characteristics of Play 198 8.1.3. Types of Play 199 8.1.4. Kinds of Play 200 8.1.5. Teacher's Role in Play 202 8.2. Functions of Play: Linkages with Physical, Social, Emotional, Language, Cognitive and Motor Development of Children 203 8.2.1. Physical and Motor Development 203 8.2.2. Socio-emotional Development 203 8.2.3. Language Development 203	8.2.4. Cognitive Development 204 8.2.5. Development of Imagination and Creativity 204 8.3. Cross Cultural and Socio-Economic Differences in Children's Play 204 8.4. Games, Rules of Games and Group Dynamics 205 8.4.1. Concept of Games 205 8.4.2. Rules of Games 205 8.4.3. Group Dynamics 206 8.5. Learn to Negotiate Differences and Resolve Conflict 207 ● Exercise 208		

9. LANGUAGE	...	211-233
9.1. Perspectives in Language Development 211 9.1.1. Meaning and Definition of Language 211 9.1.2. Nature of Language 212 9.1.3. Characteristics of Language 213 9.1.4. Structure of Language 213 9.1.5. Meaning of Language Development 214 9.1.6. Components of Language Development 215 9.1.7. Stages of Language Development 215 9.1.8. Phases of Language Development 217 9.1.9. Factors Affecting Language Development in Children 218 9.1.10. Role of Teacher Regarding Language Development 218 9.2. Theories of Language Development 218	9.2.1. Skinner and Language Development 218 9.2.2. Bandura and Language Development 219 9.3. Use of Language: Turn taking, Interaction, Conversations and Listening 220 9.3.1. Turn-taking 220 9.3.2. Interaction 221 9.3.3. Conversation 221 9.3.4. Listening 222 9.4. Bilingual or Multilingual Children 224 9.5. Multilingual Classrooms 224 9.6. Role of Teachers for Bilingual and Multilingual Children 224 9.7. Storytelling as a Pedagogic Tool 225 <ul style="list-style-type: none"> ● Exercise 227 	
10. COMMUNICATION	...	234-240
10.1. Concept of Communication 234 10.1.1. Meaning and Definition of Communication 234 10.1.2. Why do we Need to Communicate ? 234 10.1.3. How do Children Communicate ? 235	10.2. Socio-cultural Variations in Language 236 10.2.1. Accents 237 10.2.2. Difference in Communication for a Multilingual Classroom 237 <ul style="list-style-type: none"> ● Exercise 238 	