

DISCIPLINE SPECIFIC ELECTIVE COURSE – 10 (DSE-10): CHILDHOOD, INDIGENOUS KNOWLEDGE AND CULTURE

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Childhood, Indigenous Knowledge and Culture (DSE 10)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. This course unpacks the links between childhood, culture and indigenous knowledge by focusing on concepts that different peoples use to represent their worlds.
2. It focuses on conceptions of childhood and adolescence in different cultures, with a particular focus on India
3. It fosters the understanding that the conceptions of childhood and adolescence and knowledge are rooted in culture.
4. It examines folk knowledge and practices, with a focus on child-rearing, socialisation and education in different cultures. These include folk stories, songs, traditional toys and games, and beliefs about parenting and health.
5. It is aimed at perspective building on life and knowledge as intrinsically rooted in culture. The practicum, academic readings and classroom discussions are located in diverse cultural contexts.

Learning Outcomes

After completion of the course students will be able to:

1. Understand the concepts of childhood and adolescence

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2. Investigate worldviews from different cultural locations, indigenous and cross-cultural
3. Recognise and appreciate that there are different ways of being in the world and that socialisation and education often privilege one world-view over another.
4. Build an understanding of play as a distinctive feature of childhood.
5. Locate the nature of play, its materiality in cultural moorings.
6. Illustrate the cultural locations of childhood and its implication for education.

Total Hours: 45

Unit 1: Childhood and Adolescence: A Perspective (08 hours)

- Childhood and adolescence as social, cultural, and political constructs
- Socio-historical perspectives on childhood in India

Unit II: The Cultural World of Childhood (12 hours)

- Childhood in folk culture: songs and stories
- Play, its nature and materiality: traditional toys
- Culture as dynamic and continuous: childhood in popular culture

Unit III: Childhood in India (10 hours)

- Socialisation in the Indian Cultural context: Indigenous approaches
- Beliefs about parenting and socialisation in different Indian cultures
- Examination of traditional toys and games in India

Unit IV: An Understanding of Indigenous Knowledges (15 hours)

- Childhood and adolescence in tribal cultures
- Child care and education in cross-cultural contexts
- Implications of indigenous knowledge on education

Practicum/ Suggested Projects / Assignments (Any Two)

1. An analysis of folk tales/ songs. Include the worldviews, identification of frames (bonds, threats, actions and motivations), motifs and cultural markers.
2. Interview a toy-maker who makes traditional and indigenous toys. Find out about the mechanics of the toy, its popularity, how did they learn their craft, the continuity of their craft in contemporary times.
3. Interview three parents from your neighbourhood community to find out their beliefs about parenting, socialisation, well-being of their children. Include questions about

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- practices related to the themes: disciplining and indulgence, food and feeding habits, health, how they deal with child's illness, medicinal systems
4. Document two traditional games that children play. Maintain a record of children playing them
 5. Interview three adolescent girls about their experiences of growing up. Prepare a report on differential socialisation of girls and boys
 6. Choose any three advertisements, posters that include children in families and communities. Analyse the themes, frames, direct and indirect messages
 7. Talk to any early childhood educators. Find out their beliefs about children and childhood. An illustrative example: Do they believe all children are divine? What are the possible reasons for their beliefs?
 8. Undertake a comparative analysis of parenting beliefs in different cultures. You may use newspaper reports (for instance, between India and Norway; source: Indian Express newspaper article titled Don't dismiss it as fiction, I lived this story by Sagarika Chakraborty, May 22, 2023) or books (for instance, between India and China; source: The battle hymn of the tiger mother) or any textual source.

Essential/ Recommended Readings

- Chatterjee, G. (1999). *Nursery Rhymes and Socialization*. In T. S. Saraswathi (Ed.), Culture, socialization and human development: Theory, research and applications in India (pp. 62-84). SAGE.
- Gulati, N. (2020). Childhood in India: A Socio-Historical Trajectory. In N. Ranganathan (Ed.), *Understanding Childhood and Adolescence*. SAGE.
- Ilaiah, K. (2007). Turning the pot, tilling the land: Dignity of labour in our times. Navayana.
- Mead, M. (1930). *Growing up in New Guinea*. Penguin.
- Mishra, R. C., Sinha, D., & Berry, J. W. (1996). *Ecology, acculturation and psychological adaptation: A study of adivasis in Bihar*. Sage Publications, Inc.
- Oke, M., Khattar, A., Pant, P., & Saraswathi, T. S. (1999). A Profile of Children's Play in Urban India. *Childhood*, 6(2), 207-219. <https://doi.org/10.1177/0907568299006002004>
- Pattnaik, D. (2014) Feasting and fasting in Hindu India. In J. Valsiner, S. Anandalakshmy & N. Chaudhary (Eds.), *Cultural realities of being: Abstract ideas within everyday lives*. Routledge.
- Raman, V. (2000). Politics of childhood: Perspectives from the south. *Economic and Political Weekly* 35(46), 4055-4064.
- Saraswathi, T. S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India* (pp. 213-232). SAGE.
- Sinha, D. (1982). *Socialisation of the young child*. Concept Publications.

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- Subramaniam, C. N. (2021). Play and education: Some points to ponder. Learning Curve, (10), 3-7. Retrieved from <https://publications.azimpremjiuniversity.edu.in/2913/>
- Trawick, M. (1990). Notes on love in a Tamil family. University of California Press.
- Uberoi, P. (2006). Freedom and destiny: Gender, family, and popular culture in India. Oxford University Press.

Advanced Readings:

- Froerer, P. (2011). Children's moral reasoning about illness in Chhattisgarh, central India. *Childhood: a Global Journal of Child Research*, 18(3), 367-383.
- Göncü, A., Tuermer, U., Jain, J., & Johnson, D. (1999). Children's play as cultural activity. In A. Göncü (Ed.), *Children's engagement in the world: Sociocultural perspectives* (pp. 148-170). Cambridge University Press.
- Greenfield, P. M., Maynard, A. E., & Childs, C. P. (2003). Historical change, cultural learning and cognitive representation in Zinacantec Maya children. *Cognitive Development*, 18(4), 455 - 487.
- LeVine, R. A. (2004). Challenging expert knowledge: Findings from an African study of infant care and development. In U. P. Gielen & J. L. Roopnarine (Eds.), *Childhood and adolescence: Cross-cultural perspectives and applications* (2nd ed.). Praeger/ABC-CLIO.
- Mawere, M. (2015). Indigenous knowledge and public education in Sub-Saharan Africa. *Africa Spectrum*, 50(2), 57-71.
- Sarangapani, P. M. (2003). Indigenising Curriculum: Questions posed by Baiga Vidya. *Comparative Education*, 39(2), 199-209.
- Saraswathi, T. S., & Pai, S. (1997). Socialisation in the Indian context. In H. S. R. Kao & D. Sinha (Eds.), *Asian perspectives on psychology* (pp. 74-92). Sage Publications.
- Seymour, S. C. (1999). *Women, family, and childcare in India: A world in transition*. Cambridge University Press.
- Sharma, D. (2003). Infancy and childhood in India: A review. In D. Sharma (Ed.), *Childhood, family and socio-cultural change in India: Reinterpreting the inner world* (pp. 13-47). Oxford University Press.
- Shweder, R. A. (Ed.). (2009). *The child: An encyclopaedic companion*. University of Chicago Press.
- Subramaniam, C. N. (n.d.). Sovereignty, Pleasure, Illusion and Play. Retrieved from <https://practiceconnect.azimpremjiuniversity.edu.in/sovereignty-pleasure-illusion-andplay-part-i/>
- Verrier Elwin. (1947). *The Muria and their Ghotul*. Oxford University Press. Retrieved from https://ignca.gov.in/Asi_data/12790.pdf

Resources

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- Banam: an embodiment of the Santhal soul. (n.d.). IGNCA. Retrieved from [https://indianculture.gov.in/node/2720381#book5/undefined]
- Hembrom, R. (2013). We come from the Geese. Kolkata: Adivaani. [available in Hindi, हमारे पूर्वज हंस थे]
- Joy, S. (2021, XXX). 10 traditional Indian toys that are good for play and the planet. Retrieved from [https://ca.style.yahoo.com/10-traditional-indian-toys-that-are-good-for-play-and-the-planet-112527097.html]
- Khanna, S. (1983). Dynamic Folk Toys. New Delhi: Government of India.
- Modak, S. (n.d.). Traditional Toys of India: Practice of Culture and Profession. Retrieved from [https://www.caleidoscope.in/art-culture/traditional-toys-of-india-2]
- Patton, N. J. (2017). A girl swallowed by a tree. Kolkata: Adivaani
- Ramanujan, A. K. (1991). Folktales from India: A Selection of Oral Tales from Twenty-two Languages. New York: Pantheon Books.
- Role of Indigenous and Traditional Toys. (n.d.). NCERT. Retrieved from [https://itpd.ncert.gov.in/pluginfile.php/1536457/mod_resource/content/3/12_9_eng_role_of_indigenous_traditional_toys.pdf]
- Shweder, R. A. (Ed.). (2009). The Child: An Encyclopedic Companion. Chicago: University of Chicago Press. [different entries may be accessed for different indigenous and cross cultural sources]
- Wolf-Sampath, G. (2018). Churki-Burki book of Rhyme. New Delhi: Tara Books.

Web resources: <https://indianculture.gov.in/>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words

Childhood, Adolescence, Indigenous approaches, tribal cultures, cross-cultural contexts

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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