



INDEX

DEPARTMENT OF EDUCATION

SEMESTER – II

<u>Sl. No.</u>	<u>Content</u>	<u>Page No.</u>
1	B.A. (Prog.) with Education as Major DISCIPLINE SPECIFIC CORE (DSC) (1) Understanding Human development (2) Human Learning, Cognition and Schooling	02-11
2	B.A. (Prog.) with Education as Non- Major DISCIPLINE SPECIFIC CORE (DSC) (1) Understanding Human Development	12-16

COURSES OFFERED BY DEPARTMENT OF EDUCATION

Category II

(B.A Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): Understanding Human

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		
Understanding Human Development DSC 3	4	3	1	-	• Class XII th Pass	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- This paper attempts to introduce students to theoretical frameworks and perspectives about human development in different socio-cultural contexts.
- It explores notions and experiences of childhood, adolescence and adulthood, situated in the milieu of family, neighborhood, community, educational institutions, workplace and society at large.
- It fosters the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.
- It critically examines crucial developmental theories of human development and their applications from the lens of cross-cultural frames.
- It develops the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

Learning outcomes

After completion of the course students will be able to:

- Understand the various aspects of human development.
- Derive relationship among social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in the diverse sociocultural context
- Develop a critical perspective about social inclusion and its effect on human development
- Illustrate the process of human development and its implication for education.

SYLLABUS OF DSC- 3

Unit I: Conceptualizing Human Development

(4weeks)

- Contextualising human development in Indian society
- Characteristics and features of different stages of human development
- Basic principles of human development.
- Debates in human development: nature v/s nurture, continuity v/s discontinuity, universal v/s contextual
- Role of family, neighbourhood, school, community, and society at large in human development

Unit 2: Perspectives on Human Development

(6 weeks)

Understanding the process of human development in Indian society with reference to:

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development
- Bronfenbrenner's ecological theory of development

Unit 3: Situating Human Development in the Context of Diversity (4 weeks)

- Diversity in the experiences of childhood and adolescence with reference to caste, class, gender, religion, language and region
- Issues and concerns stemming from social interaction: conflicts, prejudices, stereotypes, abuse and violence
- Concept of inclusion: historical background; educational practices for social inclusion

Practicum/ Suggested Projects / Assignments (Any Two)

- Observe and document the developmental patterns in adolescents with reference to identity and factors influencing identity development.

- Engage in self-reflection and document the role of family, education and peer group in their own development.
- Interview five children of any one marginalized community to explore the challenges, issues and concerns with regard to adjustment in school.
- Watch either 'Stanley KaDabba' or 'I am Kalam' (Bollywood Films) and describe how childhood unfolds in them.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Balagopalan, S, (2010). Introduction: Children's Lives and the Indian Context. Journal for the History of Childhood and Youth, 18(3), 291-297.
- Berk, L. E. (2013). Child Development. New Delhi: Prentice Hall of India. [Chapter 1 and 2] (pp 3-9 and pp 42-59)
- Bhogle, S. (1981). Socialisation Among Different Cultures. In D. Sinha (Ed.), Socialisation of the Indian Child. New Delhi: Concept Publishing Company. (pp 3-11)
- Brown, B. B., Larson, R. W. &Saraswathi, T. S. (2002). The World's Youth: Adolescence in Eight Regions of the Globe. NY: Cambridge University Press. [Chapter 4: Adolescence in India]
- Kumar, S. (2015). Child Development and Pedagogy. New Delhi: Pearson. [Chapter 2: Socialization, pp 16-31 and Chapter 3: Cognitive and Moral Development, pp 35-60]
- Mukunda, K. (2009). What did you ask at school today? Noida: Harper ColliPublishers. [Chapter 4: Child Development (pp 71-96)]
- Kamble, S. (2009). Naja Goes to School – and Doesn't. In A. Dangle (Ed. Poisoned Bread: Translations from Modern Marathi Dalit Literature. Orient Blackswan. Retrieved from <http://www.dalitweb.org/?p=542>
- Ranganathan, N. (2000). The Primary School Child. New Delhi: Orient Longman [Chapter 4: Social Development, (pp 57-79)]
- Saraswathi, T. S. (Ed.). (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: Sage Publications. [Chapter 9: Adult-child Continuity in India: Is adolescence a myth or an emerging reality? (pp 213-232)]
- Woolfolk, A. (2017). Educational Psychology (13th Ed.). New Delhi: Pearson. [Chapter 3 (pp 80-126) and Chapter 6 (pp 238-285)]
- Ranganathan, N. &Wadhwa, T. (2017). Guidance and Counselling for Children and Adolescents in School. India: Sage Publication. [Chapter 3: Understanding Children and Adolescents in School (pp. 23-43), Chapter 8: Dealing with Addiction and Abuse (pp. 103-115), Chapter 12: Coping with Stress and Anxiety (151-161)]

Hindi

- कुमार,संदीप (2017)
नैतिक एवं संवेगात्मक विकास में मीडिया की भूमिका, भारतीय आधुनिक शिक्षा, एन सी ई आर टी, 2, 37-44
- मुकुंदा, कमलावी. (2013) स्कूल में आज तुमने क्या पूछा?, अनुवाद पूर्वायाजिक कुशवाहा, मध्य प्रदेश : एकलव्य प्रकाशन (पाठ 4, पृष्ठसं. 73-94)

Additional Readings

- Cole, M., Cole, S.R., & Lightfoot, C. (2004). The Development of Children (6th ed.). New York: Worth Publishers (Chapter 12 pp 429-443)
- Holt, J (1974). Escape from Childhood. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Erikson, E. H. (1963). Childhood and Society. New York: Norton.
- Greene, M. (1993). Diversity and Inclusion: Towards a Curriculum for Human Beings. Teachers College Records, 95(2), 211-221.
- Mishra, A. (2007) Everyday life in a slum in Delhi: views of the children. In Deepak Kumar Behera (ed.) Childhood in South Asia. New Delhi: Longman.
- Slavin, R. E. (2012). Educational Psychology: Theory and Practice. USA: Pearson. [Chapter 12 (pp381-390)]
- Tuli, M. (2012). Belief on Parenting and Childhood in India. Journal of Comparative Family Studies, 43(1), 81-91.
- Vasantha, D. (2004) Childhood, work and schooling: some reflections. Contemporary Education Dialogue 4(2). pp 5-29

Audio Visual Material: Across Units

1. Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
2. Dharm. 2007. Directed by Bhavna Talwar.
3. Salaam Bombay. 1988. Directed by Mira Nair
4. Smile Pinky. 2008. Directed by Megan Mylan
5. The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
6. Stories of Girlhood. 2001. Samina Mishra
7. Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)

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

Human Development

DISCIPLINE SPECIFIC CORE COURSE-4 (DSC-4): Human Learning, Cognition and Schooling

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES 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		
Human Learning , Cognition and Schooling DSC 4	4	3	1	-	<ul style="list-style-type: none"> Class XIIth Pass 	<ul style="list-style-type: none"> No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- The paper attempts to build an understanding about the processes of thinking and learning from different theoretical perspectives.
- It enables the student to visualize the linkages between everyday knowledge and theories of learning and cognition.
- It also builds sensitivity, understanding and perspective about how these processes unfold in the context of inclusion and diversity.

Learning outcomes

After completion of the course students will be able to:

- Understand the various aspects of human development.
- Derive relationship among social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in the diverse socio-cultural context
- Develop a critical perspective about social inclusion and its effect on human development
- Illustrate the process of human development and its implication for education.

SYLLABUS OF DSC-4

Unit 1: Understanding Thinking, Learning and Cognition (4 weeks)

- Key cognitive processes: thinking, perception, attention, memory, language and problem solving
- Factors affecting thinking and learning: personal, socio-cultural, media and technology
- Understanding children's' thinking and learning with reference to diverse socio-cultural contexts

Unit 2: Theoretical Perspectives in Thinking, Learning and Cognition (6 weeks)

- Learning and cognition as processes of adaptation and interaction with the environment, situated in Piaget's theory of cognitive development
- Observational learning as explained in the social cognitive theory of Bandura
- Learning as conceptualized in the information processing approach
- Learning as a social process of knowledge construction as discussed by Vygotsky
- Learning as a process associated with the uniqueness of the individual and evolution of self as proposed by Carl Rogers

Unit 3: Exploring Diversity and Inclusion in Learning Processes (4 weeks)

- Concept of diversity and inclusion and associated practices with reference to learning and cognition
- Uniqueness of children and adolescents in terms of intelligence, creativity and motivation
- Children with special needs: issues, challenges and possibilities

Practicum/ Suggested Projects / Assignments (Any Two)

- Take up a learning task and maintain a journal/diary about the processes of thinking, problem- solving and decision –making involved in it.
- Draw up a concept map of any one topic of learning. Describe how the task was useful.
- Interact with children/young adults and identify the cognitive strategies that they use in solving sudoku, crosswords, puzzles and traditional games.

- Undertake some group problem solving task and discuss the various strategies which can be employed to solve them.
- Interact with children with special needs to explore and document the challenges they face during the learning process. Describe the strategies used by the teacher to facilitate their learning.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/recommended readings

Essential Readings

- Balagopalan, S. (2004). Understanding 'inclusion' in Indian School, In Nkomo, M. (eds) Reflection on School Education. Cape Town: Human Science Research Council.
- Kumar, S. (2015). Child Development and Pedagogy. India: Pearson (Chapter 8: Children with Special Needs, pp 136-152, Chapter 10: How Children Think and Learn, 176-192 and Chapter 11: Learning and Motivation, pp 195-210)
- Lefrancois, G. (1999). Psychology applied to teaching. New York: Wadsworth. (Chapter 6: Instruction, learning and forgetting)
- Madan, A. & Sharma, N. (2013). Inclusive Education for Children with Disability: Preparing School to Meet the Challenges. Journal for Inclusive Education, 3(1), 1-22
- Mukunda, K. (2009). What did you ask at school today? New Delhi: Harper Collins Publishers. [Chapter 2: Learning, (pp 22-50)]
- NCERT (2006). Psychology (Chapter 5: Sensory, Attentional and Perceptual Process, Chapter 7: Human Memory, Chapter 8: Thinking). Delhi: NCERT
- Ogbu, J. U. (1992). Understanding Cultural Diversity and Learning. Educational Research, 21(8), pp 14-24
- Piaget, J. (1997) In Mary, Gauvian and Micheal Cole. (ed) Development and Learning. In Readings on the development of Learning (2nd Edition) Chapter 6, Development and Learning. New York: W H Freeman and Company
- SantrockJohn.W (2006) (2nd ed.) Educational Psychology Classroom Update: Preparing for Praxis and Practice. New Delhi: Tata McGraw-Hill [Chapter 9 (pp287-295)]
- Snowman, J. &McCown, R. (2012) Psychology applied to teaching. (13thEdition). Belmont, USA: Wadsworth [Chapter 9: Social-cognitive theory. (pp 281-309)]

- Vygotsky, L.S. (1978) Mind in Society. New York: Harvard University Press. (Chapter 6: Interaction between learning and development pp 79-91)
- Woolfolk, A (2005) Educational psychology(3rd edition) New Delhi: Pearson.[Chapter pp 57-84]
- Thambirajah, M.S. &Ramanujan, L.L. (2016). Essentials of Learning Disabilities and Other Developmental Disorders. India: Sage Publication. (Chapter 11: Special Needs Education, pp 167-179)
- Kaushik, B. (2019). Creating Inclusive Schools: Theory, Process and Practice. India: Sage Publication. [Chapter 3: Children with Diverse Needs, pp 46-86]
- कुमार, संदीप (2010) शिक्षण -अधिगम प्रक्रियाएँ और निर्मितिवाद, आधुनिक भारतीय शिक्षा, एन सी ई आरटी, 3, 59-65
- मुकुंदा, कमलावी. (2013) स्कूलमेंआजतुमनेक्यापूछा?, अनुवादपूर्वायाज्ञिककुशवाहा, एकलव्यप्रकाशन(पाठ 2)

Additional Readings

- Bell, M. P. (2009) The case of Mandatory Diversity Education, Academy of Management Learning & Education, 8(4), 597-609.
- Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. (Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions)
- Dweck, C. (2006). Mindsets: The New Psychology of Success, Random House: New York; (2012) (Mindsets: How you can fulfill your potential, Constable and Robinson Limited- Related lectures on youtube)
- Holt, J. (1982/1964). How Children Fail. New York: Perseus books (2009 translation)
- Lefrancois, R. (2000). Psychology for Teaching. USA: Wadsworth
- Pollard, A (2006). Reflective Teaching. NY: Continuum
- Piaget, J. (1945). Play, dreams and imitation in childhood. London: Heinemann.
- Piaget, J. (1970). Main trends in psychology. London: George Allen &Unwin.
- Vygotsky, L. S. (1963). Thought and language. Cambridge MA: MIT Press.
- Vygotsky, L. S. (1980). Mind in society: The development of higher psychological processes. USA: Harvard university press.

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

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

Key words

Human, Learning, Cognition

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

Category III

B.A. Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): Understanding Human Development

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		
Understanding Human Development DSC 3	4	3	1	-	<ul style="list-style-type: none"> Class XIIth Pass 	No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- This paper attempts to introduce students to theoretical frameworks and perspectives about human development in different socio-cultural contexts.
- It explores notions and experiences of childhood, adolescence and adulthood, situated in the milieu of family, neighborhood, community, educational institutions, workplace and society at large.
- It fosters the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.
- It critically examines crucial developmental theories of human development and their applications from the lens of cross-cultural frames.
- It develops the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

Learning outcomes

After completion of the course students will be able to:

- Understand the various aspects of human development.

- Derive relationship among social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in the diverse sociocultural context
- Develop a critical perspective about social inclusion and its effect on human development
- Illustrate the process of human development and its implication for education.

SYLLABUS OF DSC- 3

Unit I: Conceptualizing Human Development

(4weeks)

- Contextualising human development in Indian society
- Characteristics and features of different stages of human development
- Basic principles of human development.
- Debates in human development: nature v/s nurture, continuity v/s discontinuity, universal v/s contextual
- Role of family, neighbourhood, school, community, and society at large in human development

Unit 2: Perspectives on Human Development

(6 weeks)

Understanding the process of human development in Indian society with reference to:

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development
- Bronfenbrenner's ecological theory of development

Unit 3: Situating Human Development in the Context of Diversity (4 weeks)

- Diversity in the experiences of childhood and adolescence with reference to caste, class, gender, religion, language and region
- Issues and concerns stemming from social interaction: conflicts, prejudices, stereotypes, abuse and violence
- Concept of inclusion: historical background; educational practices for social inclusion

Practicum/ Suggested Projects / Assignments (Any Two)

- Observe and document the developmental patterns in adolescents with reference

to identity and factors influencing identity development.

- Engage in self-reflection and document the role of family, education and peer group in their own development.
- Interview five children of any one marginalized community to explore the challenges, issues and concerns with regard to adjustment in school.
- Watch either 'Stanley KaDabba' or 'I am Kalam' (Bollywood Films) and describe how childhood unfolds in them.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Balagopalan, S, (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Berk, L. E. (2013). *Child Development*. New Delhi: Prentice Hall of India. [Chapter 1 and 2] (pp 3-9 and pp 42-59)
- Bhogle, S. (1981). Socialisation Among Different Cultures. In D. Sinha (Ed.), *Socialisation of the Indian Child*. New Delhi: Concept Publishing Company. (pp 3-11)
- Brown, B. B., Larson, R. W. & Saraswathi, T. S. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. NY: Cambridge University Press. [Chapter 4: Adolescence in India]
- Kumar, S. (2015). *Child Development and Pedagogy*. New Delhi: Pearson. [Chapter 2: Socialization, pp 16-31 and Chapter 3: Cognitive and Moral Development, pp 35-60]
- Mukunda, K. (2009). *What did you ask at school today?* Noida: Harper ColliPublishers. [Chapter 4: Child Development (pp 71-96)]
- Kamble, S. (2009). Naja Goes to School – and Doesn't. In A. Dangle (Ed.) *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Blackswan. Retrieved from <http://www.dalitweb.org/?p=542>
- Ranganathan, N. (2000). *The Primary School Child*. New Delhi: Orient Longman [Chapter 4: Social Development, (pp 57-79)]
- Saraswathi, T. S. (Ed.). (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage Publications. [Chapter 9: Adult-child Continuity in India: Is adolescence a myth or an emerging reality? (pp 213-232)]
- Woolfolk, A. (2017). *Educational Psychology (13th Ed.)*. New Delhi: Pearson. [Chapter 3 (pp 80-126) and Chapter 6 (pp 238-285)]
- Ranganathan, N. & Wadhwa, T. (2017). *Guidance and Counselling for Children and Adolescents in School*. India: Sage Publication. [Chapter 3: Understanding Children and Adolescents in School (pp. 23-43), Chapter 8: Dealing with Addiction and Abuse (pp. 103-115), Chapter 12: Coping with Stress and Anxiety (151-161)]

Hindi

- कुमार,संदीप (2017)
नैतिक एवं संवेगात्मक विकास में मीडिया की भूमिका, भारतीय आधुनिक शिक्षा, एन सी ई आर टी, 2, 37-44
- मुकुंदा, कमलावी. (2013) स्कूल में आज तुमने क्या पूछा?, अनुवाद पूर्वायाजिक कुशवाहा, मध्य प्रदेश : एकलव्य प्रकाशन (पाठ 4, पृष्ठ सं. 73-94)

Additional Readings

- Cole, M., Cole, S.R., & Lightfoot, C. (2004). The Development of Children (6th ed.). New York: Worth Publishers (Chapter 12 pp 429-443)
- Holt, J (1974). Escape from Childhood. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Erikson, E. H. (1963). Childhood and Society. New York: Norton.
- Greene, M. (1993). Diversity and Inclusion: Towards a Curriculum for Human Beings. Teachers College Records, 95(2), 211-221.
- Mishra, A. (2007) Everyday life in a slum in Delhi: views of the children. In Deepak Kumar Behera (ed.) Childhood in South Asia. New Delhi: Longman.
- Slavin, R. E. (2012). Educational Psychology: Theory and Practice. USA: Pearson. [Chapter 12 (pp381-390)]
- Tuli, M. (2012). Belief on Parenting and Childhood in India. Journal of Comparative Family Studies, 43(1), 81-91.
- Vasantha, D. (2004) Childhood, work and schooling: some reflections. Contemporary Education Dialogue 4(2). pp 5-29

Audio Visual Material: Across Units

1. Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
2. Dharm. 2007. Directed by Bhavna Talwar.
3. Salaam Bombay. 1988. Directed by Mira Nair
4. Smile Pinky. 2008. Directed by Megan Mylan
5. The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
6. Stories of Girlhood. 2001. Samina Mishra
7. Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)

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

Human Development

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