

UNIVERSITY OF DELHI

CNC-II/093/1(23)/2022-23/

Dated: 14.03.2023

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 38-1/ (38-1-9) dated 08.12.2022]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-II of Department of Education under Faculty of Education based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION

Category II

BA (Prog) with Education as Major

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	0	• Class Pass XII th	NIL

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

(16 Hours)

- 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

(16 Hours)

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 (13 Hours)

- 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 तुम ने क्या पूछा?, अनुवाद पूर्वायाशिक कुशवाहा, मध्य प्रदेश : एकलव्य प्रकाशन (पाठ 4, पृष्ठ 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 (pp 381-390)]
- 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)

Key words

Human Development

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

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	0	• Class XII th Pass	NIL

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.