

### 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        | 0                   | • Class Pass XII <sup>th</sup> | 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 तुमने क्या पूछा?, अनुवाद पूर्वायाशिक 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 MajidMajidi. Iran: Miramax Films
2. *Dharm*. 2007. Directed by BhavnaTalwar.
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 as prescribed by the Examination Branch, University of Delhi, from time to time.

  
REGISTRAR