

B.Ed. Two Year Programme

F.2: Human Development, Diversity and Learning

Maximum Marks: 100

Vision

This course will facilitate an understanding of the processes of development and learning and some of the major perspectives and theories underlying them. It will also enable conceptualization and appreciation of human diversity and the challenges emanating from it in institutions and society. The course aims at promoting an appreciation of the role of context and culture on development and learning and highlighting the holistic, yet unique nature of the growing child. The interdependence of all aspects of development – physical, cognitive, emotional, moral, and social, will be emphasized. The psychosocial difficulties, problems and challenges which children experience in their development and learning, particularly in the context of diversity, will also find articulation. Emphasis will be given to creating inter-linkages between theory, research and applications, particularly facilitating the development of insights for pedagogy and assessment. Development, diversity and learning are conceptualized as highly interrelated processes, the understanding of which gets complemented by practical experiences in real contexts and not merely theoretical abstractions. The course, thus, carries a rich practicum focus. In order that the theory-practice interface becomes more meaningful, it is proposed that the course be taught keeping in mind the basic organic unity between learning, diversity and development. The Indian socio-cultural perspective would form the context in which teaching, practicum, and course transaction are located.

Objectives

To facilitate a comprehensive understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts.

To foster the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.

To critically examine key universal constructs in developmental psychology and educational psychology and their applications from the lens of cross-cultural frames.

To embed the classroom discussions, perspective building and practicum tasks in inclusive education.

To develop the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

Unit 1: Human Development

- Concept, Issues and Debates in Human Development.
Growth, Maturation and Development
Growth Curve and its implications for the Human Development Life-span
Basic Principles of Development
Debates: Nature v/s Nurture, Continuity v/s Discontinuity, Universal v/s Contextual
- Detailed study of the theories of Piaget, Vygotsky, Erikson, Bronfenbrenner, Kohlberg and Gilligan with special reference to Childhood and Adolescence in India.
- Educational Implications of the above theories for facilitating the development and uniqueness of Children, Adolescents and Young Adults.

Focus should be on locating the understanding of childhood and adolescence in the pluralistic nature of Indian society and in the context of poverty, globalization, and adult culture. Notions of multiple childhoods and adolescences should be emphasized.

Unit 2: Human Diversity

- Nature and Concept of Human Diversity: Variation, Heterogeneity and Celebrating Uniqueness; Social and Cultural Diversity
- Understanding how children differ in the following areas: Intelligence, Creativity, Self-concept and Motivation
- Understanding children and adolescents from diverse contexts: social, cultural, community, religion, caste, class, gender, linguistic and geographic location
- Role of the Teacher and strategies to deal with the differences and diversity
- Understanding diversity in the school in the context of inclusive education with special reference to children with special needs

The focus in this unit should be on developing strategies to deal with their educational, socio-emotional needs and counseling needs. This unit should be taught through a series of field engagements with a debrief on theory.

Unit 3: Human Learning and Cognition

- Exploring developmental and cultural differences in the way children think and learn from different perspectives: Behaviorism, Social Cognition, Cognitive Information Processing, Humanism and Personal and Social Constructivism
- Implications of the above for curriculum development, design of learning activities and classroom processes, pedagogic practices, and creating democratic learning environments that include diverse children's knowledge and social experiences in the classroom.

It is expected that the theoretical concepts drawn from the above stated approaches will serve to understand:

Learning as a natural, biological process of adaptation; an interaction between inherent biological structures and processes and the environment, situating the discussion in the Piagetian perspective; conditioning and imitative/ observational learning as explained in behaviorism and social cognitive theory of Bandura.

Learning as a personal process of meaning making; Personal/ Radical Constructivism.

Learning as a social process of knowledge construction; as a process of negotiating personal knowledge, restructuring it and constructing shared understanding: Social Constructivism-Vygotsky's approach to learning; Situated cognition.

Learning as a process of becoming; Humanistic approach focused on discovery and evolution of self: Maslow and Carl Rogers.

Suggested Framework for Practicum

Objectives

To facilitate the understanding of theoretical concepts and ideas, drawing from the personal and practical field experiences of student teachers.

To develop a contextual and critical understanding of the theories and approaches students have studied, through field engagement.

To promote self reflexivity and the capacity to appreciate the interrelatedness of the processes of development, diversity and learning, through their experiences with children, schools, and communities in real contexts.

Suggested List of Tasks

Documenting and analyzing the self-description/ narratives of children/ and adolescents of two varying developmental stages to understand the development of their self-concept and identity and the factors influencing them.

Organising classroom debates on critical contemporary concerns, such as high parental expectations from children; competitive social ethos and its impact on children; examination pressures on children's psychological health; challenges of integrating children from diverse socio-economic and cultural contexts; peer pressures and the influence of social media. The discussion should focus on whether these are desirable or not, giving reasons in support of the position taken.

Planning a self-reflective task for student teachers which enable them to analyse how parenting practices, family culture and their experiences at school, influenced the development of their conscience.

Observing the peer associations, interactions and games which children of different age groups engage in. Analysing the effect of these on their gender identity, sexuality and societal attitudes with particular focus on diversity related to caste, disability, language and religion.

Interviewing children who are making the transition from primary to secondary and secondary to senior secondary stage to identify the challenges which they face and how they deal with them. Focus should be on connecting with stage theories of development and spelling out the role of teachers and parents in this regard.

Analysing the childhood experiences of student teachers which they believe enhanced or stifled their creativity and based on this, developing strategies for fostering the creative potential of their students.

Interviewing a few children who have recently migrated to Delhi and joined a mainstream school, with a view to identifying the challenges and difficulties that they face. Focus should be on adjustment, peer relations, and classroom dynamics. Based on this, developing a plan of action that will address their special needs.

Observing and interacting with any one class to identify the barriers to inclusive education. Developing a short action plan describing how the class could be made more inclusive. Focus

should be on the physical environment, psycho-social environment, interface with the whole school and networking with outside agencies.

Making student teachers identify, describe and write their initial perceptions of children's thinking and learning and revisit the same based on the theories / approaches which they study and their experiences at school.

Analyzing media influences on children's and adolescents' behaviour, ambitions, aspirations, body image and identity.

Note

Each of the above tasks may be done on student teachers or on school students as the need may be. At least five tasks should be done from the above list.

Suggested Readings

Berk, L. E. (2011). *Child Development*. (8th ed.). New Delhi: Pearson Prentice Hall.

Eggen, P. & Kauchak, D. (1999). *Educational Psychology: Windows on Classrooms*. (4th ed.). New Jersey : Prentice Hall

Farrell, M. (2009). *Foundations of Special Education: An Introduction*. (4th ed.). Wiley Blackwell

Frederickson, N. & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity*. (2nd ed.). New York: McGraw Hill Education Open University Press

Gargiulo, R.M. (2015). *Special Education in Contemporary Society 5e: An Introduction to Exceptionality*. Canada: Sage

Gilligan, C. (1982). *In a different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press.

Hallahan, D.P., Kauffman, J.M. & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education*. (12th ed.). New Jersey: Pearson Education.

Lefrancois, G.R. (1999). *Psychology for Teaching*. (10th ed.). London: Wadsworth Publishing.

Lightfoot, C., Cole, M. & Cole, S. R. (2013). *The Development of Children*. (7th ed.). New York: Worth Publishers.

Ormrod, J.E. (2000). *Educational Psychology: Developing Learners*. (3rd ed.). New Jersey: Prentice Hall

Piaget, J. (1926). *Language and Thought of the Child*. London: Routledge & Kegan Paul.

Piaget, J. (1951). *The Psychology of Intelligence*. London: Routledge & Kegan Paul.

Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.

Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi : Orient Longman

Santrock, J.W. (2007). *Adolescence*. (11th ed.). New Delhi: Tata McGraw-Hill. Saraswathi, T. S., Brown, B. B. and Larson, R. W. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. Cambridge: Cambridge University Press.

- Santrock, J.W. (2010). *Lifespan Development*. (13th ed.). New York: McGraw-Hill Higher education
- Saraswathi, T.S. (Ed). (1999). *Culture, Socialisation and Human Development: Theory, Research and Application in India*. New Delhi: Sage.
- Slavin, R. E. (1997).*Educational Psychology: Theory and Practice*. (5th ed.). New Jersey: Allyn and Bacon.
- Vygotsky.L. (1978).*Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Vygotsky.L. (1986).*Thought and Language*. Cambridge: The MIT Press.
- Way, N. & Chu, J.Y.(Eds) (2004). *Adolescent Boys: Exploring Diverse Cultures of Boyhood*. New York: University Press.
- Woolfolk, A. (2014). *Educational Psychology*. (12th ed.). New Delhi: Pearson Education.
- Woolfolk, A., Misra, G. &Jha, A.K. (2012).*Fundamentals of Educational Psychology*. (11th ed.). New Delhi: Pearson.