

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 3: Human Development and Diversity

(Semester – I)

Credits: 2

MM: 50 (External 35 Internal 15)

Contact Weeks: 15

Introduction of the Course

This paper explores the idea of human development and diversity from a psycho-social lens and adopts a lifespan approach for the same. The purpose is to enable the student-teachers to understand human development with a specific emphasis on the school stages and the implications of theoretical understanding on the process of learning and teaching. The course also touches upon human development as conceptualized in the Indian tradition. It engages the learners with contemporary issues and challenges and their ramifications. Additionally, by examining human development in the context of diverse backgrounds and experiences, this paper aims to foster a more inclusive perspective on human development. It seeks to develop a critical understanding of diversity and uniqueness. Development and diversity are conceptualized as highly interrelated processes, the understanding of which gets complemented by practical experiences in real contexts and not merely theoretical abstractions. 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 development and diversity.


Learning Outcomes

After the completion of the course student teacher will be able to:

1. Explore the basic concepts and theories of Human Development from a psycho-social lens.
2. Critically examine the contemporary influences on human development.
3. Analyse and reflect on the inter-linkages between human development, diversity, and uniqueness in the Indian context.
4. Demonstrate a sustained commitment to creating more equitable and inclusive educational spaces as teachers.

Number of Units (3)

Weeks 15 = 30 hours


Head/Dean

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Unit 1: Understanding Human Development**(3 weeks = 6 hours)**

- Lifespan Development
- Principles and Debates of Human Development
- Human Development in the Indian tradition - (*Panchkosha Vikas* as an illustrative example)
- Contemporary Influences on Human Development: (Impact of technology-led existence, changing family structures, human conflicts, and emergencies etc.)

Unit: 2 Theoretical Perspectives on Human Development**(9 weeks = 18 hours)**

(The selected theories have to be taught to enable an appreciation of the specific **developmental profiles** of the learner of the foundational, preparatory, middle, and secondary school stage respectively. The Educational Implications emanating from such profiles need emphasizing)

- Jean Piaget's theory of Cognitive Development
- Vygotsky's Sociocultural theory
- Erickson's theory of Psycho-Social Development
- Bronfenbrenner's Bioecological Systems Theory
- Kohlberg's theory of Development of Moral Reasoning and Gilligan's critique of it

Unit: 3 Diversity and Uniqueness in Educational Contexts**(3 weeks = 6 hours)**

- Conceptualizing Diversity and Uniqueness
- Engaging with Diversity: Bias, Othering, Exclusion or Nurturance and Celebration
- Sources of Diversity (with emphasis on the development of an individual within society*)
- Understanding and Addressing Diversity within the classroom
- A whole - school approach to nurturing and celebrating diversity for all stakeholders

(*Understanding Diversity with reference to Socio-economic status, Culture, Geographic location, Religion, Caste, Class, Gender, and Sexual orientation as well as notions of Ability/Disability)

Practicum/ Suggested Projects / Assignments (Any Two)

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1. Interview 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 on connecting with stage theories of development and spelling out the role of teachers and parents in this regard.
2. Choose any one school stage as suggested by NEP-2020. Based on your experiences, develop a profile of a child in the chosen stage w.r.t the multiple domains of development. Revisit your write up after finishing unit-II to compare your initial perceptions of the children of the chosen stage and the developmental profiles that emerge from the theories that you have studied.
3. Observe and interact with adolescents living in different contexts (for eg. rural areas, Dalit household, tribal community, urban slum, urban area, and working and street children). Profile their developmental challenges and the impact of their diverse life-locations on the same. If these students were in your class, how would you design your classroom engagements to both address and celebrate such diversity.
4. Watch any one of the following (The list is only suggestive)
 - a) Kota Factory (web-series)
 - b) Hichki (2018)
 - c) Chalk n Duster (2016)
 - d) I am Kalam (2010)
 - e) Rockford (1999)

Identify an adult-child relationship in your chosen movie/ web-series. How does this relationship support the development of the child? Now look at the adult as a developing human. Which factors support her/his development? How will this movie influence your approach as a teacher, if at all?

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

Essential Readings:

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

- Christodoulou, J.A., Okano, K.H., Gove, A., McBride, C., Raihani, R., Strigel, C., Pérez, L.T. and Chakraborty, A. (2022) 'Diversity and social justice in education' in Vickers, E.A., Pugh, K. and Gupta, L. (eds.) Education and context in Reimagining education: e International Science and Evidence based Education Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. NewDelhi: UNESCO MGIEP.
- Gilligan, C. (1982). *In a different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press.
- Kuther, T. L. (2022). *Lifespan development: Lives in context*. Sage publications.
- Reva Joshee (2003) A Framework for Understanding Diversity in Indian Education, Race Ethnicity and Education, 6:3, 283-297, DOI: [10.1080/1361332032000109646](https://doi.org/10.1080/1361332032000109646)
- Saraswathi, T. S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality?
- Garibay, C. J. (2014). *Diversity in the Classroom: UCLA Diversity & Faculty Development*.
- Verma, S., & Saraswathi, T. S. (2002). Adolescence in India: street urchins or Silicon Valley millionaires. The world's youth: Adolescence in eight regions of the globe, 105-140.
- Woolfolk, A. (2019). *Educational Psychology*. (14th ed.). New Delhi: Pearson Education
- Woolfolk, A., Misra, G. & Jha, A.K. (2012). *Fundamentals of Educational Psychology* (11th ed.). New Delhi: Pearson.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and 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 and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Human Development, Diversity