

DIPLOMA IN ELEMENTARY EDUCATION (D.EL.ED.) – FIRST SEMESTER

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Childhood and the Development of Children	5	100
2	Contemporary Indian Society	5	100
3	Education, Society, Curriculum and Learners	5	100
4	Towards Understanding the Self	5	100
5	Work and Education	2	100
Total		22	

Subject Name: CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

Unit 1: Perspectives in Development

- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous / discontinuous? ; socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Inclusion: introduction and perspective, brief historical background, concept and notions associated with it

Unit 2: Physical - Motor Development

- Growth and maturation
- Gross and fine motor development skills in infancy and preschool children
- Role of parents and teachers in providing opportunities for physical-motor development eg. play

Unit 3: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs
- Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

Unit 4: Childhood

- Childhood as a modern construct; childhood in the context of poverty, globalisation and adult culture

- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.

Unit 5: Contexts of Socialization

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices
- Separation from parents, children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Suggested Readings:

1. Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
2. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
3. Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
4. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
6. Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
7. Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
8. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
9. Kauffman et al (1993), *Exceptional Children*. Allyn & Bacon; 6th Ed edition, Boston, USA.

Subject Name: CONTEMPORARY INDIAN SOCIETY

Unit 1: India: Emergence from the Freedom Struggle

- Impact of colonialism on Indian society, economy and polity
- Anti-colonial struggle and different visions about independent India
- Institutional structures of the Indian nation state: Continuities and Breaks with the colonial apparatus

Unit 2: Constitution of India and Education

- Constitutional vision of independent India: then and now
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Reservation as an egalitarian policy
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighborhood school
- Right to Education Act 2009

Unit 3: Democracy in India

- Institutional Structures: The centre and the State, the Judiciary, Legislature and Executive
- Democracy, Party system and Electoral Politics
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)
- Grassroot social and political movements and Indian democracy
- Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

Unit 4: Indian Economy

- Issues and Debates on Globalization, Liberalization and Privatization of economy
- Meaning and politics of development and its effects
- Development and Environmental concerns
- Agrarian economy: key features, land ownership, landlessness, agricultural production, market and credit
- Unorganised sector and migrant labor (to be studied with the help of a project based on locally done field work)

Unit 5: Some Suggested Projects on Contemporary Indian issues (Any two projects)

- Critical appraisal of Constitutional values as practised in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacement, Land, Human Rights, Communal mobilisation
- Displacement and Development
- Educational debates and movements
- First generation learner in school
- Children with disability and inclusive education
- Role of Media in Democracy
- Understanding childhood in India
- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE act
- Language within school
- Tracing any farm/industrial product to its origin
- Role of state and international political economy in producing and addressing marginalization
- Linguistic and religious diversity of India
- Significance of minority rights
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

Suggested Readings:

1. NCERT (2006) *Social and Political Life-I*. Class VI Textbook. Unit 2 and 3.
2. NCERT (2007) *Social and Political Life-II*. Class VII Textbook, Chapter 1 and 2.
3. NCERT (2008) *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.
4. IGNOU Unit 10 Indian national movement in Block-3 *Emergence of Independent India*. In (FHS) Foundations Course in Humanities and Social Sciences.
5. Kasturi, K. (2008). Of Public Purpose and Private Profit. *Seminar* No. 582, February (Special Economic Zones Issue)
6. *The leaflet thrown in the Central Assembly*, New Delhi-8th April, 1929 <http://www.shahidbhagatsingh.org/index.asp?link=april8>
7. Kashyap, Subhash C. (1992). *Our Parliament*. New Delhi: National Book Trust.
8. Sadgopal, A. (2000). *Shiksha Main Badlav ka Sawal: Samajik Anubhavo se Niti Tak*. Delhi: Granth Shilpi.
9. Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2008. *Vimarsh*, Vol. 1.

Subject Name: EDUCATION, SOCIETY, CURRICULUM AND LEARNERS

Unit 1: Philosophical Understanding of Education

- Exploring, and inquiring into the nature and need of education in human societies
- Relationship between schooling and education, and exploring various educative processes in human societies
- Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Krishnamurthi, Gijubhai, Aurobindo
- Understanding the basic assumptions about human nature, society, learning, and aims of education

Unit 2: Education, Politics and Society

- Prominent characteristics of education in India during colonial rule
- India's Contemporary Education: continuities with and shifts from colonial legacy
- Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion
- Political nature of education
- Teacher and society: A critical appraisal of teacher's status

Unit 3: Learning, Learner and Teaching

- Learning: concept and nature
- Learning, knowledge and skills: different ways of learning
- Meaning of teaching and its relationship with learning and learner
- Socialization and learning: understanding influences and factors that shape learner's identity.
- Learners in Context: Situating learner in the socio political and cultural context
- Constructs of childhood: critical examination of the universal construct of childhood

Unit 4: Knowledge and Curriculum

- Child's construction of knowledge: attaining knowledge through activity and experience
- Body of knowledge and children's construction of knowledge
- Concepts of Belief, Information, Knowledge and Understanding
- Bodies of knowledge: different kinds of knowledge and their validation processes

- Processes and criteria for curriculum selection and construction
- Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

Suggested Readings:

1. Badheka, G. (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.
2. Chanana, K. (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English S. Shukla and K. Kumar (Eds.) *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications, 1985.)
3. Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)
4. Kumar, K. (1988). *What is Worth Teaching*. New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9: Listening to Gandhi (Also Available in Hindi *Shaekshik Gyan aur Varchasav*. New Delhi: Granthshilpi.)
5. Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucious to Dewey*, USA: Routledge.
6. Badheka, G. (1999). *Montessori Paddhati*. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
7. Dewey, J. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).
8. Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
9. Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.
10. Sykes, M. (1988). *The Story of Nai Taleem*, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)
11. Thakur, R. (2004). *Ravindranath ka Shikshadarshan*. Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.

Subject Name: TOWARDS UNDERSTANDING THE SELF

Unit 1: Exploring the Aim of Life

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality. *Workshop Themes*
- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

Unit 2: Discovering one's True Potential

Objectives

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal

Unit 3: Developing Sensitivity

Objectives

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit 4: Peace, Progress and Harmony

Objectives

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

Unit 5: Facilitating Personal Growth: Applications in Teaching

Objectives

- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Suggested Readings:

1. Antoine de Saint-Exupery. (1977). *The Little Prince*. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). *Our Many Selves*. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). *Man's Search for Meaning*. New York: Pocket Books.
4. Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). *Education for Peace*, Position Paper. New Delhi: NCERT.
7. *Walk with Me: A Guide for Inspiring Citizenship Action*. (2006). New Delhi: Pravah Pub.

Readings for Discussion

8. Bach, R. (1994). *Jonathan Livingston Seagull*, London, UK: Harper Collins Publications.
9. Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
10. Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.
11. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. *Economic and Political Weekly*, 63(6), 35-41.
12. Haldar, B. (2006). *A Life Less Ordinary*. New Delhi: Penguin Books. Translated by Urvashi Butalia.
13. Hall, E. and Hall, C. (1988). *Human Relations in Education*. London, UK: Routledge.
14. Joshi, K. (1996). *Education for Character Development*. Dharam Hinduja International Centre for Indic Research.
15. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. *Contemporary Education Dialogue*. 3(2), 1175-195.
16. Kumar, K. (1986). Growing Up Male, *Seminar*, No. 318.
17. *Seminar*, Identity. No. 387, November 1991. New Delhi.
18. UNESCO, (2001). *Learning the Way of Peace: A Teachers' Guide to Peace Education*. New Delhi: United Nations Educational, Scientific and Cultural Organization.

Subject Name: WORK AND EDUCATION