

# Ambedkar University Delhi

## Course Outline

Winter Semester (January-May 2018)

<b>School:</b>	School of Education Studies
<b>Programme with title:</b>	MA Education (ECCE)
<b>Semester to which offered:</b> (I/ III/ V)	IV semester
<b>Course Title:</b>	Literature and the Young Child
<b>Credits:</b>	4 Credits
<b>Course Code (new):</b>	SES202210
<b>Course Code (old):</b>	
<b>Type of Course:</b>	Elective                      yes
	Cohort                         MA Education (ECCE) and MA Education
<b>Course Coordinator and Team:</b>	Devika Sharma
<b>Email of course coordinator:</b>	devika@aud.ac.in

### Pre-requisites:

**Aim:** The course aims to help students appreciate children's literature and recognise it as one of the potent mediums to reach out to children's life worlds. Students will read various kinds and genres of children's literature, look at the role of libraries, understand various components of a story, and later create their own story for a particular age group of children. In the course, students will examine the portrayal of childhoods in children's literature; engage with reader-response theory; and engage with questions of diversity in children's literature. In this course students will read children's literature catering to children below 10 years of age.

### Brief description of units:

- Unit 1. Childhood and literature
- Unit II: Theoretical foundations of children's literature
- Unit III: Genres in children's literature
- Unit IV: Diversity in children's literature

## References:

- Chatterjee, R.B. & Gupta, N (2009). Introduction. *Reading children: Essays on children's literature*. New Delhi: Orient BlackSwan. p 1-17
- Kumar K (n.d.) Bachpan ki avadharna aur baal sahitya. *Sandarbh*, 81, 51-72.  
[http://www.eklavya.in/pdfs/Sandarbh/Sandarbh\\_81/51-72\\_Childhood\\_Concepts\\_And\\_Children\\_Literature.pdf](http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_81/51-72_Childhood_Concepts_And_Children_Literature.pdf)
- Kumar, K. (n.d.) shiksha aur baal sahitya. *Sandarbh*, 80, 35-48.  
[http://www.eklavya.in/pdfs/Sandarbh/Sandarbh\\_80/35-48\\_Education\\_And\\_Children\\_Literature.pdf](http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_80/35-48_Education_And_Children_Literature.pdf)
- Sensenig, V (2011). Reading first, libraries last: An historical perspective on the absence of libraries in reading education policy. *The journal of education*, 191(3), 9-18.
- Rosenblatt, L (1994). *The reader, the text, the poem: The transactional theory of the literary work*. Southern Illinois University Press.
- Fang, Z. (1996). Illustrations, Text, and the Child Reader: What are pictures in children's storybooks for? *Reading Horizons*, 37(2), 130-142.
- Harris, V. J. (2008). Children's books: Selecting books that children will want to read. *The Reading Teacher*, 61(5), 426-430.
- Tabbert, R. (2002). Approaches to the translation of children's literature: A review of critical studies since 1960. *Target*, 14(2), 303-351.
- Delpit, L. (2006) The silenced dialogue. *Other people's children: Cultural conflict in the classroom*. New York: The New Press. p 21-48
- Gopalkrishnan, A (2011). The essentials and foundations of multicultural children's literature. *Multicultural children's literature: A critical issues approach*. Los Angeles: Sage. pp. 21-48.
- Fox, D. L & Short, K.G (2003). Stories matter: The complexity of cultural authenticity in children's literature. p 3-45.

## Picture books used in the classroom

Haathi ki Hichki, The Runaway Peppercorn, Hansmukh Rakshashas, Wings to Fly, The Sad Book, Handa's Surprise, Hansmukh Rakshas (The Pleasant Rakshasa), Day of Ahmed's Secret, Mother

## Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Attendance cum participation	Whole semester	10%
2	Book talk	January-February	25%
3	Book review	Third week of March	35%
5	End semester project	As per SES calendar	30%