

Ambedkar University Delhi

Course Outline

Winter Semester

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|--|---|-----|--------|----------------|
| School: | School of Educational Studies | | | |
| Programme with title: | M.A education | | | |
| Semester to which offered: (II/ IV/ VI) | II semester | | | |
| Course Title: | The Experience of Education: Immersed Reflections | | | |
| Credits: | 4 Credits | | | |
| Course Code (new): | SES 201209 | | | |
| Course Code (old): | | | | |
| Type of Course: | Compulsory | yes | Cohort | M.A. Education |
| | Elective | No | Cohort | |
| Course Coordinator and Team: | Mr. Vinod R | | | |
| Email of Course Coordinator: | vinod@aud.ac.in | | | |
| Pre-requisites: | None | | | |

Aim:

This course will attempt to place experience in the centre stage of educational discourse through the discipline of educational psychology. By using a psychodynamic and socio-political perspective, it will highlight the myriad social and psychological locations to which students and teachers hold their allegiance and through which their experience of education is constantly negotiated and re-negotiated. The journey of inner worlds and their idiosyncratic relationships to theory would necessarily urge course participants to embark on an intensive and reflective sojourn by assuming the experiential position of sometimes, the learner, at other times, of the teacher and practitioner. With this specific understanding, the course would aim at reflecting on experiences of the individual and the group that are and have been critical in the lives of students, teachers and practitioners. . A developmental perspective of personality (Psychodynamic) and the role of humanistic perspective of healthy personality influencing the motivating as well as de-motivating factors would be understood by foregrounding the self of the learner and teacher even as one negotiates through complex relationships and dynamics within one's self, family and community. The main objectives of the course are

- To introduce the psychological imagination of experience to the educational discourse.
- To evolve a critical understanding of various, theories related to learning, motivation and evaluation.
- To understand and critically reflect on the concepts such as Intelligence, morality and success in relation to education.

- To familiarize with construct of personality from psychodynamic perspective.
- To evolve an understanding about the nature of relationships of self, family, community, significance of attachments, facilitating environments, ecological self and its relationship with education.

Brief description of modules/ Main modules: {Unit 1 would be compulsory and any four units from two to six would be taken in detail based on students interest and deliberation through the semester.}

Unit I: Prelude: Understanding and problematising experience

Through the introductory classes, we will try to understand the very definition of experience and its relationship with education. Some issues that would be focused on are:

- Is all experience education?
- Modes of experiencing
- Socio-political mediation of experience
- Plato's allegory of the cave
- Silence and communication
- Temporality of experience
- Being the student
- Being the teacher

Unit II: Experiencing learning and assessment

This unit attempts to understand aspects of various theories, issues and challenges related to learning and assessment. It would introduce certain key theoretical ideas of Jean Piaget, Lev Vygotsky, Albert Bandura and John Holt:

- Definition of learning; Classical and operant conditioning; Observational learning; Cognitive learning theories; socio-cultural context of learning
- Contemporary issues on assessment: standardized testing, affect of grading on students, the challenges and impact of Continuous and Comprehensive Evaluation.

Unit III: Critical understanding of intelligence, morality and success

This unit addresses issues on intelligence and morality to understand success and failure in education system. Thinkers like Howard Gardner, Carol Gilligan, Lawrence Kohlberg, Lisa Delpit It will deal with topics on:

- Theories of multiple intelligence
- Socio-economic aspects, health, social identity, self-esteem, peer group that influence achievement
- Cultural understanding of achievement
- Theories of moral development, prejudices, stereotypes and biases
- Experiencing success and failure: Psychological impact and Sociological understanding

Unit IV: Understanding personality through psychodynamic perspective in Education

This unit would explore theoretical ideas of the thinkers listed below:

- Freudian theory of unconscious, psycho-sexual stages and theory of mind
- Ericksonian theory of psychosocial development
- Adler's notion of striving for superiority and inferiority complex

Unit V: De-motivation and its relevance to understanding educational experience

This unit would address topics on:

- Approaches to motivation: Maslow's hierarchy of needs, Eric Fromm's model of healthy personality
- Sources of de-motivation – age patriarchy, status of profession, procrastination, work load, job security, teacher status, discrimination
- Stress and coping – stressors, ego defence mechanisms

Unit VI: Understanding relationships: Self, family, community and Education

The unit would attempt at theoretical understanding of concepts:

- Bowlby's theory of attachment
- Winnicott's notion of good enough mother, true self and false self
- Deprivation and privation
- Bronfennbrenner's ecological model

References:

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21. Berk, L.E (2003) Child Development, Prentice Hall, New Delhi. Chap 1 pp 3-40, chap 10 pp 417-433.
22. Winnicott, D.W. (1966) The Maturation Processes and the facilitating environment, Studies in the Theory of emotional development, International universities press, New York.
23. Kagitcibasi, C (2007) Family, self, and human development across cultures theory and practice, Lawrence Erlbaum associates Publishers, New Jersey. Pp 133-201.
24. Gilligan, C. (1982) In a Different Voice: Psychological Theory and Women's development, Harvard University Press: MA.
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26. Kumar, Krishna (1989) Social Character of Learning, Sage, New Delhi.
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Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage (%) |
|------|-------------------|---|---------------|
| 1 | Presentations | Mid February | 20 |
| 2 | Mid Semester Exam | Mid March | 30 |
| 3 | Home assignment/ | Second week of April | 20 |
| 4 | End Semester Exam | End Semester week | 30 |