

1. Record Nr.	UNINA9910961614103321
Autore	Gupta Amita <1959->
Titolo	Early Childhood Education, Postcolonial Theory, and Teaching Practices in India : Balancing Vygotsky and the Veda / / by A. Gupta
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2006
ISBN	9786611366964 9781281366962 128136696X 9780312376345 0312376340
Edizione	[1st ed. 2006.]
Descrizione fisica	1 online resource (273 p.)
Disciplina	372.210954
Soggetti	Astronomy Educational sociology Teachers - Training of International education Comparative education Sociology Astronomy, Cosmology and Space Sciences Sociology of Education Teaching and Teacher Education International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Based on the author's doctoral research.
Nota di bibliografia	Includes bibliographical references (p. [237]-246) and index.
Nota di contenuto	Cover; Contents; List of Figures; Acknowledgments; Foreword; Preface; 1 Conceptualizing and Setting the Stage; 2 The Sociocultural Context of Education: Core Concepts of the Philosophy Underlying the Worldview of Indians; 3 Educational Systems in India: Past and Present; 4 Aims of Education Contextualized within Urban Indian Society; 5 Image, Role, and Responsibilities of the Early Childhood Teacher in India; 6 Image of the Child: What Is Developmentally and Socially Appropriate for Children Growing Up in Indian Society?

7 Learning to Teach: A Sociocultural-Historical Constructivist Theory of Teaching; 8 Contextualizing and Demystifying the Challenges of Large Class-Size in India; 9 A Socioculturally Constructed Early Childhood Postcolonial Curriculum: The Interfacing of Three Culturally Different Educational Discourses; 10 Aligning Teacher Education and Early Childhood Practice in Urban India: Balancing Vygotsky and the Veda; 11 Reflections on the Process of Postcolonial Research in Early Education; References; Index

Sommario/riassunto

This book presents previously unexamined connections between teaching practices and specific philosophical ideas, locating the prior beliefs and practical knowledge of early childhood practitioners in urban India within the broader social and historical religio-philosophical context.