

<p>PROFESSOR'S NAME</p>	<p>Dr. Aerum Khan (Course Coordinator)</p> <p>Faculty involved in the course: Dr. Aerum Khan, Prof Jasim Ahmad, Prof. Sara Begum, Dr. Mohd. Tanweer, Dr. Savita Kaushal</p>
<p>DEPARTMENT</p>	<p>IASE, Department of TT and NFE, F/o Education</p>
<p>INSTITUTE</p>	<p>Jamia Millia Islamia, New Delhi 110025</p>
<p>COURSE OUTLINE</p>	<p>Course Outline</p> <p>CHILD DEVELOPMENT, LEARNING AND TEACHING is an essential component of this course which prepares teachers for future generations of our nation. It is important for the teachers to understand their students in a holistic environment in which they live and develop. The teachers should realize that every child has its own identity which needs to be respected. Each child is different from others. Teachers should be able to understand and appreciate the necessities of childhood as well as adolescence. They should also be able to understand and identify the forces that shape the personality of each child. Learning is a very complex phenomenon. Every living creature is following a set procedure in its life. Only Human beings, of all the living creations have Intelligence for using it to understand Nature, Natural Phenomenon and changing their life style accordingly. They even change Natural environment to suit their life style.</p> <p>Philosophers from time immemorial were trying to understand how human beings are able to adjust in different environments? How they Learn? What are the conditions in which Learning takes place? What is the role of other human beings, like parents, siblings, peers and other knowledgeable persons in the society in the learning of an individual? Why same level of learning is not achieved by learners of same age and class? This course will provide answers to these questions and many other related questions and equip the future teacher with a sound knowledge and understanding about learner, learning, teaching and various conditions in which learning takes place. It enables prospective teachers to Learning that encompasses many dimensions like: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning. They will engage critically with theories that reduce learning to behavioural and testable components, which have been influential in education, but which narrowly limited the perspective on education. The centrality of curiosity, interest, active engagement and inquiry in</p>

learning at all levels will be emphasized.
The Objectives of this course are to make the Prospective teachers able to:

- Reflect on and critique notions of learning and teaching from their own experiences, and question the wide belief that teaching is telling (informing/demonstrating) and understand their role in building inclusive, culturally responsive classroom that promotes learners.
- Form strong images of what powerful learning in a classroom can be, its relationship with learners' motivation, and develop analytical tools to understand such learning.
- Engage with the notion of learning as construction of knowledge, that all teaching is directed at learning and the learner is at the heart of the teaching.
- Investigate the differences and connections between learning in school and learning outside school.
- Analyse teaching as a complex profession and examine the values, beliefs, practices, responsibilities in institutional setting.
- Understand Childhood and Adolescence.
- Rationalize the Principles according to which Growth and Development take place.
- Appreciate that despite diversities and differences each individual has same biological, Physiological and Psychological needs for proper development.
- Identify the role of social and communicative media in the development of personality, and use it judiciously.
- Differentiate between cognition and Learning.
- Understand their students with respect to their physical, social, emotional, intellectual needs and the differences they have with respect to their motivation, interests, abilities etc.

This course comprises 6 units which will be divided into multiple modules:

UNIT - I Human Development: Different Stages and their Characteristics

Unit - II Learning and Cognition

Unit - III Intelligence and Learning

Unit - IV Learning and Diversity

Unit V Understanding learner and the learning process

Unit - VI Teacher and Teaching Learning Process

Previous Knowledge Required

- Pre-requisites for Credit Transfer: Student enrolled in B.Ed Course.
- Pre-requisites for general learners only getting course completion certificate: Any one completed 12th Classes.

S. No	Module ID/ Lecture ID	Lecture Title/Topic
1	M1_L1	Introduction to Learner as a Psychosocial Entity.mp4
2	M1_L2	Growth, Development and Maturation.mp4
3	M2_L1	Infancy and Childhood
4	M2_L2	Adolescence
5	M2_L3	Adulthood.mp4
6	M3_L1	Introduction to Physical, Social, and Intellectual Development
7	M3_L2	Introduction to Emotional, Moral, Language development and Interdependence of all aspects of Development
8	M3_L3	Principles of Growth and Development.mp4
9	M4_L1	Piaget's Theory of Cognitive Development
10	M4_L2	Vygotsky's socio-cultural theory of development
11	M5_L1	Adolescence and education
12	M5_L2	Development of Self-concept and Identity.mp4
13	M6_L1	Learning as construction of knowledge
14	M8_L1	Out of School Learning.mp4
15	M8_L2	Learning out of the Classroom.mp4
16	M10_L1	Marzano's Dimensions of Learning.mp4
17	M10_L2	Marzano's Model Showcasing Relationship Among Dimensions of Learning
18	M10_L3	Dimensions of Learning, Bloom's Taxonomy of Thinking Skills
19	M18_L1	The centrality of curiosity, interest, active engagement and inquiry in learning
20	M20_L1	Moral Development Theory of Kohlberg.mp4
21	M21_L1	Theory of Emotional Development or Psychosocial Development by Erickson
22	M22_L1	Pavlov's Learning Theory
23	M22_L2	The Thorndike's Learning Theory
24	M22_L3	Skinner's Learning Theory
25	M23_L1	Role of Teachers in Contemporary School System
26	M24_L1	Agency and Autonomy of Teachers
27	M25_L1	Models of Teaching_ Concept attainment and teaching
28	M26_L1	Teaching as a Profession

29	M12 _L1	The concept of Intelligence
30	M26 _L2	Professional Ethics and Development of Professional Identity of Teachers
31	M12 _L2	Theories of Intelligence
32	M12 _L3	Multiple Intelligence Theory of Gardner
33	M12 _L4	Mental age and IQ
34	M19 _L1	Bruner's Theory
35	M11 _L1	Learning, Unlearning and Relearning
36	M9 _L1	Cognition and Learning
37	M12 _L5	Measurement of Intelligence
38	M14 _L1	Children with Special Needs (CWSN), issues and concerns
39	M16 _L1	Creative and Gifted Children
40	M17 _L1	Multicultural and multilingual education
41	M27 _L1	Kohler's Theory
42	M7 _L1	Socio cultural and cognitive process
43	M13 _L1	Issues and diversities, differences and discrimination
44	M15 _L1	Part 1_ Dealing with marginalized children in the classroom
45	M15 _L1	Part 2_ Dealing with marginalized children in the classroom
46	M15 _L2	Learning Strategies of an Inclusive Classroom

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Brief Profile of Dr. Aerum Khan



Dr. Aerum Khan, Ph.D. (Botany), Ph.D. (Education) is Assistant Professor at IASE, F/o Education, JMI, New Delhi. Earlier she was associated to the Educational Survey Division of NCERT, New Delhi, Assistant Professor in Central Institute of Educational Technology, NCERT, New Delhi, taught in SCERT Delhi, Department of Biosciences, JMI and Department of Botany, SNP College, Azamgarh. She is a Visiting Faculty for SOL- Delhi University, IGNOU and NIOS, and has been an Academic Consultant for the British Council. She has got published more than 50 articles and research papers in the field of Botany and Education in National and International journals, and presented papers in various Seminars and Conferences. She has been the core team member of developing and managing team of the NROER and ePathshala created by CIET, NCERT under the patronage of MHRD, GoI. She is the core member of development team of NCERT for MOOCs for school education on SWAYAM. She has been the Academic Coordinator for the UGC funded project e-PGPathshala for the subject of Education, a joint venture of CIET-NCERT and University of Allahabad. She has developed number of audio/video programs at CIET-NCERT and trained more than 15000 In-service and Pre-service Teachers and Students all over India, through Face to Face and Videoconferencing methods, for Innovative Practices in ICT for improving teaching-learning practices and development of e-content. The first online PG level MOOC in Education created by her and team has been launched by UGC on SWAYAM platform on 1 August 2017, this course is in the fourth cycle now, in addition 2 Online Courses for 11th and 12th classes in Chemistry are also developed by her and team, which are running on SWAYAM platform. She has been the coordinator for SBA and NAS related activities in Science at ESD-NCERT, associated with Azim Premji University, Bengaluru as well a co-faculty for 2 Refresher courses on ARPIT for AMU, Aligarh on SWAYAM. She was nominated by UGC to receive MHRD sponsored training for SWAYAM Course Coordinators at Chennai, jointly conducted by IIT Bombay, IIM Bangalore, NIEPA Delhi and NITTTR Chennai. Coordinating the video recordings for SwayamPrabha Channels videos for B.Ed (2papers) for IIT Madras.

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