

5. The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
6. Stories of Girlhood. 2001. Samina Mishra
7. Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)

Key words

Human Development

Note: Examination scheme and mode shall be prescribed by the Examination branch, University of Delhi from time to time.

DISCIPLINE SPECIFIC CORE COURSE-4 (DSC-4): Human Learning, Cognition and Schooling

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Human Learning, Cognition and Schooling DSC 4	4	3	1	0	• Class XII th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The paper attempts to build an understanding about the processes of thinking and learning from different theoretical perspectives.
- It enables the student to visualize the linkages between everyday knowledge and theories of learning and cognition.
- It also builds sensitivity, understanding and perspective about how these processes unfold in the context of inclusion and diversity.

Learning outcomes

After completion of the course students will be able to:

- Understand the various aspects of human development.

- Derive relationship among social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in the diverse socio-cultural context
- Develop a critical perspective about social inclusion and its effect on human development
- Illustrate the process of human development and its implication for education.

SYLLABUS OF DSC-4

Unit 1: Understanding Thinking, Learning and Cognition (16 Hours)

- Key cognitive processes: thinking, perception, attention, memory, language and problem solving
- Factors affecting thinking and learning: personal, socio-cultural, media and technology
- Understanding children's' thinking and learning with reference to diverse socio-cultural contexts

Unit 2: Theoretical Perspectives in Thinking, Learning and Cognition (16 Hours)

- Learning and cognition as processes of adaptation and interaction with the environment, situated in Piaget's theory of cognitive development
- Observational learning as explained in the social cognitive theory of Bandura
- Learning as conceptualized in the information processing approach
- Learning as a social process of knowledge construction as discussed by Vygotsky
- Learning as a process associated with the uniqueness of the individual and evolution of self as proposed by Carl Rogers

Unit 3: Exploring Diversity and Inclusion in Learning Processes (13 Hours)

- Concept of diversity and inclusion and associated practices with reference to learning and cognition
- Uniqueness of children and adolescents in terms of intelligence, creativity and motivation
- Children with special needs: issues, challenges and possibilities

Practicum/ Suggested Projects / Assignments (Any Two)

- Take up a learning task and maintain a journal/diary about the processes of thinking, problem- solving and decision –making involved in it.

- Draw up a concept map of any one topic of learning. Describe how the task was useful.
- Interact with children/young adults and identify the cognitive strategies that they use in solving sudoku, crosswords, puzzles and traditional games.
- Undertake some group problem solving task and discuss the various strategies which can be employed to solve them.
- Interact with children with special needs to explore and document the challenges they face during the learning process. Describe the strategies used by the teacher to facilitate their learning.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential Readings

- Balagopalan, S. (2004). Understanding 'inclusion' in Indian School, In Nkomo, M. (eds) Reflection on School Education. Cape Town: Human Science Research Council.
- Kumar, S. (2015). Child Development and Pedagogy. India: Pearson (Chapter 8: Children with Special Needs, pp 136-152, Chapter 10: How Children Think and Learn, 176-192 and Chapter 11: Learning and Motivation, pp 195-210)
- Lefrancois, G. (1999). Psychology applied to teaching. New York: Wadsworth. (Chapter 6: Instruction, learning and forgetting)
- Madan, A. & Sharma, N. (2013). Inclusive Education for Children with Disability: Preparing School to Meet the Challenges. Journal for Inclusive Education, 3(1), 1-22
- Mukunda, K. (2009). What did you ask at school today? New Delhi: Harper Collins Publishers. [Chapter 2: Learning, (pp 22-50)]
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- Piaget, J. (1997) In Mary, Gauvian and Micheal Cole. (ed) Development and Learning. In Readings on the development of Learning (2nd Edition) Chapter 6, Development and Learning. New York: W H Freeman and Company
- SantrockJohn.W (2006) (2nd ed.) Educational Psychology Classroom Update: Preparing for Praxis and Practice. New Delhi: Tata McGraw-Hill [Chapter 9 (pp287-295)]

- Snowman, J. & McCown, R. (2012) Psychology applied to teaching. (13th Edition). Belmont, USA: Wadsworth [Chapter 9: Social-cognitive theory. (pp 281-309)]
- Vygotsky, L.S. (1978) Mind in Society. New York: Harvard University Press. (Chapter 6: Interaction between learning and development pp 79-91)
- Woolfolk, A (2005) Educational psychology (3rd edition) New Delhi: Pearson. [Chapter pp 57-84]
- Thambirajah, M.S. & Ramanujan, L.L. (2016). Essentials of Learning Disabilities and Other Developmental Disorders. India: Sage Publication. (Chapter 11: Special Needs Education, pp 167-179)
- Kaushik, B. (2019). Creating Inclusive Schools: Theory, Process and Practice. India: Sage Publication. [Chapter 3: Children with Diverse Needs, pp 46-86]
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- मुकुंदा, कमलावी° (2013) स्कूल में आज तुमने क्या पूछा?, अनुवाद पूर्वायाज्ञिक कुशवाहा, एकलव्य प्रकाशन (पाठ 2)

Additional Readings

- Bell, M. P. (2009) The case of Mandatory Diversity Education, Academy of Management Learning & Education, 8(4), 597-609.
- Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. (Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions)
- Dweck, C. (2006). Mindsets: The New Psychology of Success, Random House: New York; (2012) (Mindsets: How you can fulfill your potential, Constable and Robinson Limited- Related lectures on youtube)
- Holt, J. (1982/1964). How Children Fail. New York: Perseus books (2009 translation)
- Lefrancois, R. (2000). Psychology for Teaching. USA: Wadsworth
- Pollard, A (2006). Reflective Teaching. NY: Continuum
- Piaget, J. (1945). Play, dreams and imitation in childhood. London: Heinemann.
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Key words

Human, Learning, Cognition

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