

## Core II

## Psychological Foundations of Education

### Course Outcomes (COs):

On completion of the course, the students will be able to:

- Understand the concept of educational psychology
- Know different methods of educational psychology to understand learners
- Explain the different stages of growth and development

### UNIT-I: Educational Psychology in Developmental Perspective

#### Learning Outcome

- ✓ *Explain concept of educational psychology and its relationship with psychology.*
- ✓ *Describe various methods to understand learners.*
- ✓ *Understand concepts of growth and development of child and adolescence, and underlined general principles of growth and development.*
- ✓ *Describe the typical characteristics of growth and development during childhood and adolescence.*
- ✓ *Explain theory of cognitive development and its educational implications.*
- Concept, nature, scope and relevance of educational psychology.
- Methods to understand learners: Observation, Experimentation and Case Study.
- Concept and difference between growth and development. Principles of growth and development.
- Characteristics of development during childhood and adolescence in different areas: Physical, Cognitive, Social and Emotional.

### UNIT-II: Intelligence, Creativity and Individual difference

#### Learning Outcome

- ✓ *State different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.*
- ✓ *Understand concept and nature of intelligence.*
- ✓ *Develop insight into the theories and measurement of intelligence and creativity.*
- Individual difference: concept, nature, factors and role of education
- Intelligence: concept and nature of intelligence, concept of IQ, theories of intelligence- Two factor theories, Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.
- Measurement of intelligence: individual and group test, verbal, non-verbal test
- Creativity: meaning, nature and stages of creative thinking, strategies for fostering creativity

### **UNIT-III: Learning and Motivation**

#### **Learning Outcome**

- ✓ *Develop critical ideas on various theories of learning and processes of learning with their educational implications.*
- ✓ *Explain concept of motivation and theories of personality.*
- Learning: Concept, nature and factors of learning.
- Learning and Maturation. Factors affecting learning.
- Theories of learning and its educational implications: Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning.
- Motivation: concepts, types, and techniques of motivation.

### **UNIT-IV: Personality and Mental health**

#### **Learning Outcome**

- ✓ Critically examine relevance of learning about mental health, and adjustment mechanisms.
- List of characteristics of individual differences
- Find out the concept of intelligence
- Examine the relevance of learning about mental health and adjustment mechanism
- Personality: Concept and nature of personality. Relevance of studying personality for learning.
- Theories of personality: Type theory and Trait theory with implications. Assessment of personality: Subjective, objective and projective techniques.
- Mental health: Concept, mental health of teacher, factors affecting mental health and role of teacher.
- Adjustment mechanism: Concept and Types.

#### **Sample Question**

1. What is behavior? [ 1 mark]
2. Mention any two educational implications of case study. [2 Marks] [Within 50 Words]
3. Describe the steps of creativity. [3 Marks] [Within 300 words]
4. Explain the factors affecting mental health of the learner? [8 marks] [Within 500 to 800 words]

#### **Practicum: 30 Marks (Any one of the following)**

- 1) Administration and interpretation of any psychological test relating to intelligence, creativity, and personality and preparation of a report and submission.
  - 2) Case Study of a problem child / a slow learner/ a disadvantaged child and preparation and submission of report.
  - 3) Analysis of the common behavioral problems observed in the classroom. Suggesting the ways to address them, Preparation and submission of report.
- (N.B.: The report will be evaluated by both the Internal and External examiners.)

**Mode of Course Transaction:**

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

**Text books:**

- ✓ Aggarwal, J.C. (2014). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt Ltd.
- ✓ Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.
- ✓ Woolfolk, A. (2015). *Educational psychology (9<sup>th</sup> Ed.)*. New Delhi: Pearson Publication

**Suggested books:**

- ✓ Arnett, J. (2007). *Adolescence and emerging adulthood: A cultural approach*. (3rd Edn.). Upper Saddle River, N.J.: Pearson.
- ✓ Berk, Laura E. (2011). *Child development (9th Edn.)*. New Delhi: Prentice Hall of India.
- ✓ Chaube S.P. & Chaube A. (nd). *Foundations of Education, 2nd Edition* Vikas Publishing
- ✓ Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York: Van Nostrand
- ✓ Hurlock, E. B. (1980). *Developmental psychology: All span approach*. New York: McGraw Hill Book.
- ✓ Hurlock, E.B. (1980). *Child development (6th Edn.)*. Tokyo: McGraw-Hill, Kogakusha Ltd.
- ✓ Hurlock, E.B. (2007). *Child growth and development*. New York: McGraw Hill.
- ✓ Kail, Robert V (2011). *Children and their development (6th Edition)*. Englewood Cliffs, N.J: Prentice Hall.
- ✓ Stephens, J. M.; Evans, E. D. (1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston