

PAPER- II (EDN: 02)
Psychology of Teaching and Learning
[100 Instructional Hours – 100 Marks]

Objectives:

This course will enable the student teachers to:

- 1 apply the knowledge of principles of educational psychology and appreciate the need and significance of the study of educational psychology in analyzing, interpreting, understanding and guiding the learner.
- 2 understand the nature and principles of growth and development and give more inputs on different stages of development.
- 3 understand the nature and types of individual differences among children and have the working knowledge of strategies and techniques for helping children.
- 4 understand the nature and process of learning and the factors which facilitate or obstruct the learning process.
- 5 understand different theories of learning.
- 6 understand the nature of group structure and dynamics as relevant to classroom management.
- 7 understand the nature of personality and adjustment and to develop insight into various life skills.
- 8 understand the concept and types of guidance and counseling and importance of guidance services in schools.
- 9 understand the characteristics of children with special needs and help them to provide appropriate education.

Course Content:

Unit I: Introduction to Educational Psychology

10 Hours

- 1.1: Meaning and Nature of Psychology
- 1.2: Meaning, Nature and Scope of Educational Psychology
- 1.3: Methods of Educational Psychology: Introspection; Observation; Experimental and Case Study
- 1.4: Importance of Educational Psychology to the Teacher

Unit II: Development of the Learner**10 Hours**

- 2.1: Concept of Growth, Development and Maturation.
- 2.2: Principles of Growth and Development and their Educational Implications
- 2.3: Factors Influencing Growth and Development
- 2.4: Various Stages of Human Growth and Development, Infancy, Childhood and Adolescence with Reference to Physical, Cognitive, (Piaget), Emotional, Social (Erickson) and Moral (Kohlberg)

Unit III: Individual as a Unique Learner**10 Hours**

- 3.1: Individual Differences: Concept, Types and Areas
- 3.2: Intelligence – Concept and- Definition
 - i. Types – Multiple Intelligence - Gardner
Emotional Intelligence - Goleman
 - ii. Concept of I.Q and types of Intelligence Tests.
 - iii. Measurement of Intelligence (Administration of any one Test)
- 3.3. Aptitude- Concept and Types- Measurement of Aptitude- Differential Aptitude Tests Batteries- uses of Aptitude Tests
- 3.4: Creativity-Concept, Definition and Creativity Process. Fostering Creativity in Schools Children.

Note: Students Teachers should visit Psychology Lab of the college and acquaint with the testing Material of the Lab and write a report.

Unit IV: Process of Learning**10 Hours**

- 4.1: Concept and Definition of Learning.
- 4.2: Factors Influencing Learning- Personal and Environmental.
- 4.3: Transfer of Learning - Concept and Types
- 4.4: Memory and Forgetting - Causes of Forgetting - Effective Methods of Remembering
- 4.5: Motivation – Concept and Types- Maslow’s Need Hierarchy Theory.

Unit V: Theories of Learning and their Educational Implications**10 Hours**

- 5.1: Trial & Error (Thordike); Classical Conditioning (Pavlov) and Operant Conditioning (B.F. Skinner)
- 5.2: Insightful Learning (Gestalt)
- 5.3: Social Learning (Albert Bandura)

5.4: Constructivist Theory (Vygotsky)

5.5: Theory of Instruction (Bruner)

Unit VI: Group Dynamics

10 Hours

6.1: Group Dynamics: Concept and Types

6.2: Sociometry (J.L. Moreno)

6.3: Leadership – types

6.4: Adjustment – Causes of Maladjustment – Defense Mechanisms

6.5: Mental Health of the Teacher and Taught

Unit VII: Development of Personality

10 Hours

7.1: Concept and Nature of Personality

7.2: Assessment of Personality (Projective and Non – Projective Techniques)

7.3: Development of Integrated Personality

7.4: Life Skills Education

Unit VIII: Guidance and Counseling in Education.

10 Hours

8.1: Guidance and Counseling- Concept and Definitions

8.2: Types of Guidance- Educational, Vocational and Personal

8.3: Types of Counseling- Directive, Non-Directive and Eclectic

8.4: Adolescent Health Education

8.5: Importance of Guidance and Counseling in Secondary Schools

8.6: Guiding Parents in Understanding their Children's Unique Needs and Development.

Unit IX: Children with Special Needs

10 Hours

9.1: Special Education: Nature and Scope

9.2: Characteristics, Causes and Education of the following:

a) Mentally Challenged (Mild and Moderate)

b) Visually Impaired

c) Hearing Impaired

d) Physically Challenged (Locomotor)

e) Gifted / Talented

f) Children with Learning Disabilities

9.3: Concept and Importance of Inclusive Education

Unit X: Statistics in Education**10 Hours**

- 10.1: Importance of Statistics
- 10.2: Tabulation of Data and Graphical Representation
- 10.3: Measures of Central Tendency and Variability
- 10.4: Correlation - Rank Correlation
- 10.5: Normal Probability Curve - Characteristics and Uses

References:

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11. Mangal, S.K (2002)-Advanced Educational Psychology, Prentice-Hall of India, Pvt, Ltd, New Delhi.
12. Narayan, Rao S(1990)-Educational Psychology, Wiley Easter Limited, New Delhi.
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