# CORE COURSE II

# PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT

**OBJECTIVES:-**

At the end of the course, the student- teachers will be able to

- ➢ acquire the knowledge of the nature and scope of Educational Psychology
- ➢ understand the process of mental development and mental abilities
- ➢ apply psychology in the class room context
- ➢ acquire the knowledge of the process of cognitive, social, moral and emotional developments
- ➢ understand the process of learning and the factors influencing learning
- ➢ acquire the knowledge of intelligence and creativity and their educational implication
- ➢ understand the significance of motivation
- ➢ acquire the knowledge of the determinants of personality
- ➢ understand the importance of mental health and hygiene
- ➢ acquire the knowledge of guidance and counselling and their educational implications

**UNIT – I Nature of Educational Psychology**

Definition of Psychology – Methods of Psychology - Branches of Psychology - Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and teaching- Significance of Educational Psychology to the teacher.

**UNIT – II  Human Growth and Development**

Interaction of Nurture and Nature.  Concept, Distinction among Growth, Development and Maturation.  General Principles of Growth and Development – Characteristics, Dimensions of Development – Physical, Cognitive, Emotional, Social and Moral-  Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence.

**UNIT - III  Cognitive Development**

Cognitive Process,  Attention – Factors relating to attention, Kinds of attention – Inattention, distraction and division of attention – Span of Attention. Sensation and Perception – Factors relating to Perception, Perceptual errors- Concept formation - Nature and Types of Concepts-

Piaget's stages of cognitive development – Bruner's theory - Concept maps –Imagery – Language and Thinking- Reasoning and Problem Solving –Implications to the teacher.

## UNIT - IV  Social, Emotional and Moral Development

Social development – Factors of Social development – Social Maturity – Erikson's stages of Social development -Emotional development – meaning – Positive and Negative emotions – Emotional control and maturity – Place of emotions in life-Significance of Emotional Intelligence-Moral development –  Kohlberg's stages of Moral development.

## UNIT – V  Learning

Nature and importance of learning – Individual differences in learning- Learning Curves- Factors influencing the learning- theories of learning - Conditioning: Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler)- Transfer of Learning-  Learning by Imitation- Levels of Learning: Gagne-  Remembering and Forgetting: Curve of forgetting.

## UNIT – VI  Intelligence and Creativity

Nature of Intelligence -  Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect, Gardner's Multiple Intelligence Theory- Constancy of IQ – Assessment of Intelligence- Uses of Intelligence tests. The Process of Creativity - Creativity and Intelligence – Identification and promotion of Creativity-  Thinking: Convergent and Divergent thinking.

## UNIT – VII   Motivation and Group Dynamics

Motivation and Learning – Kinds of Motives – Theories of Motivation: Maslow's hierarchy of needs-  Role of Rewards and Punishments- Level of Aspiration- Achievement Motivation: Techniques of Developing Achievement motivation– Motivation in the classroom context
Competition and Co-operation – Leadership Traits – Leadership  Styles and Classroom Climate.

## UNIT – VIII   Personality and Assessment

Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic-Assessment of Personality: Projective and Non projective Techniques – Aptitude – concept, types and measurement.

Attitude and interest – concept and measurement - Integrated Personality.

## UNIT – IX  Mental Health and Hygiene

Concept of Mental health and Hygiene – Conflict and Frustration – Unrest – Adjustment and Mal adjustment – Causes of Maladjustment - Defence Mechanisms – Mental Illness. Juvenile Delinquency.  Promotion of Mental health  of  students and teachers.

## UNIT – X   Guidance and Counselling

Nature, Types and Need of Guidance and Counselling – Educational, Vocational and Personal. Identification of Children with Counselling Needs – Counselling Techniques: Individual and Group Techniques – Guidance for the children with Learning Difficulties, Under Achievers and Gifted.

## PRACTICALS :

Experiments and Tests related to the following topics to be conducted on children/ adolescents. Each student teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

| Group A (Related to Adolescence) | Group B (Related to Childhood) |
|---|---|
| 1. Intelligence | 1. Distraction of Attention |
| 2. Learning | 2. Division of Attention |
| 3. Transfer of Training | 3. Creativity |
| 4. Aptitude | 4. Piaget's task |
| 5. Adjustment | 5. Non-Verbal  Intelligence Test |
| 6. Concept Formation | 6. Sociometry |
| 7. Level of Aspiration | 7. Measure of Anger |
| 8. Interest | 8. Emotional Stability |
| 9. Personality Types | 9. Moral Values |
| 10. Attention | 10. Motivation |
| 11. Creativity | 11. Span of Attention |
| 12. Achievement  Motivation | 12. Motor Skills |

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