

Learner and Learning

Programme(s) in which it is offered: Integrated B.A. B.Ed., and B.Sc. B.Ed.

| | |
|---|---------------------------------------|
| Course Category: Core | Schedule of Offering: Even |
| Course Credit Structure: 4 | Course Code: EG514 |
| Total Number of Hours: 60 | Contact Hours Per Week: 4 |
| Lecture: 3 Credits, 45 Hours | Tutorial: 1 Credit, 15 Hours |
| Practical: 0 Credits, 0 Hours | Medium of Instruction: English |
| Date of Revision: | Skill Focus: Employability |
| Short Name of the Course: LL | Course Stream : NA |
| Grading Method: Pass/Fail, Regular | Repeatable: Non Repeatable |
| Course Level: Beginner | |

Course Description

This course is offered as a Professional Education Course for Integrated B.A.B.Ed. and B.Sc.B.Ed. students. It is focused on highlighting the psychological foundations of the Teaching and the Learning process. The students acquire the basic understanding of application of psychological theories in the teaching and learning processes.

Course Introduction

This course intends to acquaint the students with the basic concepts of educational psychology. This course synthesizes aspects of developmental and educational psychology so as to prepare the student – teachers to be able to work in schools understanding the elements of child psychology like personality, intelligence, creativity and also factors affecting learning like motivation, achievement motivation, etc.

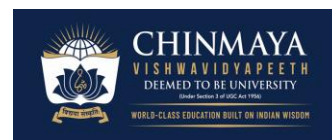
Course Objectives

The objectives of the course are:-

1. Comprehend the relationship between psychology and education
2. Analyse the patterns of different aspects of human development and its effects on education
3. Understand the concepts related to learning and apply them in classroom situations

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4. Synthesise various concepts related to learning and apply them in classroom situations
5. Understand and analyse the personality of learners
6. Apply the theories of intelligence and creativity and in classroom situations

Course Outcomes

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

1. Examine the relationship between Psychology and Education
2. Analyze the impact of educational psychology on the processes of teaching and learning
3. Analyze the stages of development of learners
4. Illustrate the concepts related to learning and apply them in classroom situations
5. Analyze the personality of learners
6. Explain the theories of intelligence and creativity and apply them in classroom situations.

PO-CO Mapping

This explains how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO).

PO-CO Mapping Matrix

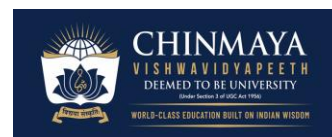
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---------------|-----|-----|-----|-----|-----|-----|
| CO1 | | | | | | |
| CO2 | | | | | | |
| CO3 | | | | | | |
| CO4 | | | | | | |
| CO5 | | | | | | |

Pedagogy

This course employs Lecture cum discussion, PowerPoint presentations, Library works, reading of related articles on education, Assignment, Seminar, etc. All the students will have to present some area related to psychology as a seminar and submit an assignment. Each student is expected to take part actively in daily discussions which will be assessed for class participation marks.

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Suggested Reading:

1. Aggarwal, J. C. (2001). *Essentials of educational psychology*. New Delhi: Vikas Publishing House.
2. Bhatia, H.R. (1968). *Elements of educational psychology*. (3rd Ed.). Calcutta: Orient Longman.
3. Bhatnagar, S. (2001). *Advanced educational psychology*. Meerut: R. Lal Book Depot.
4. Bower, G. & Hillgard, R. E. (1986): *Theories of learning*. New Delhi: Prentice Hall of India.
5. Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.
6. Sharma, R.A. (2001). *Fundamentals of educational psychology*. Meerut: R. Lal Book Depot.

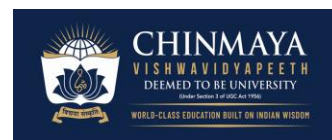
Evaluation Pattern

Evaluation Matrix

| | Component Type | Weightage Percentage | Total Marks | Tentative Dates | Course Outcome Mapping |
|--|----------------|--------------------------------|-------------|--|------------------------|
| Continuous Internal Assessment (CIA) Components | Mid-term Exam | 33% of CIA Marks | 20 | 10 th week | 1, 2 & 3 |
| | Participation | 17% of CIA Marks | 10 | Daily | 1, 2, 3, 4, 5, 6 |
| | Presentation | 33% of CIA Marks | 20 | 8 th and 12 th weeks | 3, 4, |
| | Assignment | 17% of CIA Marks | 10 | 13 th week | 5, 6 |
| | CIA Marks | 100 % (To be converted to 60%) | 60 | | |
| | ESE | | 40% | 40 | End of the Semester |

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Module Sessions

Module I: Psychology of Human development (18 Hours)

Psychology – definitions, nature, scope and significance; relation between psychology and education; major schools of psychology; methods of psychology: principles of growth and development; stages of development; developmental characteristics with special reference to childhood and adolescence; developmental task and hazards; theories of development: - Piaget's cognitive development theory, Erikson's psycho-social development theory and Kohlberg's moral development theory.

Readings:

- a) Aggarwal J. C. (2004) *Psychology of learning and development*. New Delhi: Shipra Publishers,
- b) Ausubel, D. F. & Robinson, F. S. (1984). *An introduction of educational psychology*. N Y: Holt Renhart Winston , Inc
- c) Cronbach, L. C. (2003). *Educational psychology* (2nd Ed). NY: Applitee Century-Crafts,
- d) Crow, L D and Crow, A. (1998). *Educational psychology*. N Y: The Macmillan & Co.
- e) Mangal, S. K. (2014). *Essentials of educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- f) Sharma, R. N. & Sharma, R. K. (2003) *Advanced Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
- g) Woolfolk A. R. (1995) *Educational Psychology*, (6th Ed). Boston: Allyn & Bacon.

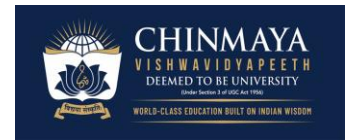
Activities:

- a) Video Presentation on various aspects of growth and development

Module II: Factors influencing Learning process (18 Hours)

Learning: meaning, definition and characteristics; factors affecting learning; learner, method and task variables; learning curve; plateau in learning; learner preferences in learning; transfer of learning; motivation - concept, theories types, strategies and educational implications; achievement motivation; hierarchy of needs - Abraham Maslow; cognitive processes in learning - sensation and perception, concept formation and illusion; cognitive functions -thinking, reasoning, problem solving and metacognition.

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Readings:

- a) Anderson, R. C. (1965). *Readings in the Psychology of Cognition* (Ed. Anderson, R. C. and Ausubel, D.P.). USA: Holt, Rinehart and Winston Inc.
- b) Gagne, R. M.(1977). *The conditions of learning*. (3rd Ed). New York, Holt, Rinehart and Winston.
- c) Piaget, J. and Inhelder, B. (1969). *The psychology of the child*. Translated from the French by Weaver, H., New York: Basic Books Inc.
- d) Sharma, R. N. & Sharma, R. K. (2003) *Advanced Educational Psychology*. New Delhi: Atlantic Publishers & Distributors
- e) Woolfolk A. R. (1995) *Educational Psychology*,(6th Ed). Boston: Allyn & Bacon.

Activities:

- a) Presentation and group discussion on various psychological concept discussed in this unit

Module III: Personality (12 Hours)

Personality - Meaning, Definition, and educational implications; Approaches to personality: Psycho-analytic theory, major type theories and trait theories; characteristics of mature personality; Assessment of personality; Subjective, Objective and Projective techniques with illustration; Adjustment mechanism.

Readings:

- a) Allport, G.W. (1960). *Personality: A Psychological Interpretation*. New York. Henry Holt and Company.
- b) Mangal S.K. (2014). *Essentials of Educational Psychology*. PHI Learning Pvt Ltd. New Delhi.

Activities:

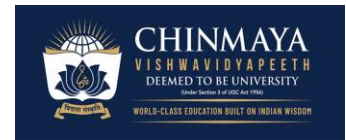
- a) Assessment of personality (Lab work)

Module IV: Intelligence and Creativity (12 Hours)

Intelligence - Meaning and nature; Theories of Intelligence – two factor, group factor, multi factor, Guilford's structure of intellect model; Multiple intelligences; Emotional intelligence; Social Intelligence. Spiritual Intelligence; Measurement of Intelligence – verbal, nonverbal

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and performance tests; Creativity – meaning, and nature; process of creativity, measurement of creativity; Identification of creative learner; Teacher's role in fostering creativity among students

Readings:

- a) Binet, A., & Simon, T. (1911). *A method of measuring the development of the intelligence of young children*. Lincoln, IL: Courier Co.
- b) Flynn, J. R. (2009). *What is Intelligence? Beyond the Flynn Effect*. Cambridge, UK: Cambridge University Press.
- c) Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- d) Gardner, H. (1987). *The theory of multiple intelligences*. New York: Basic Books.
- e) Mangal S.K. (2014). *Essentials of Educational Psychology*. PHI Learning Pvt Ltd. New Delhi.

Activities:

- a) Assessment of Intelligence (Lab work)
- b) Assignment on different intelligence tests