



Title: Psychological Foundations of Education (Major)

Credit 4+2

Course Code: UGEDU22J301

Course Objective:

1. To enable the students to understand the meaning of Psychology
2. To make them understand theories of learning and its educational implications
3. To develop the understanding of Educational Psychology
4. To enable the students to understand the various theories and tests of intelligence.
5. To make student learning about the concept and theories of Personality

Learning Outcome:

On the completion of this course, the students shall be able to

1. Explain the concept, types of learning
2. Describe different learning theories and their educational implications
3. Expound the concept Psychology and Educational Psychology
4. Elucidate the concept of theories and tests of intelligence
5. Describe the concept and theories of personality

Unit I: Introduction to Educational Psychology

- a) Concept and Meaning of Psychology
- b) Nature and Scope of Educational Psychology
- c) Applications of Educational Psychology in the Teaching and Learning

Unit II: Understanding Learning

- a) Meaning, Definitions and Types of Learning
- b) Trial and Error Theory -Thorndike
- c) Classical Theory – P. Pavlov
- d) Operating Conditioning- Skinner
- e) Social Learning Theory – Bandura

(with special references to educational implications)

Unit III: Intelligence and Its Tests

- a) Concept of Intelligence & I.Q. and Theories
 - i. Two Factor Theory (Spearman)
 - ii. Multi Factor Theory (Thorndike)
 - iii. Group Factor Theory (Turnstone)
- b) Detailed Description of the following tests
 - i. Simon - Binet Scale (Verbal Intelligence Test)
 - ii. Cattell's Culture Fair Test (Non-verbal)
 - iii. Bhatia Battery Performance Test

Unit-IV: Personality and its Theories:

- a) Nature of Personality, Meaning and Definitions
- b) Personality Characteristics.
- c) Theories of Personality:
 - i. Type Theory - William Sheldon & Carl Gustav Jung
 - ii. Trait Theory - G.W. Allport
 - iii. Psycho-Analytical - Sigmund Freud

(with special reference to educational Implications)

Unit V: (Practicum) Students shall be evaluated on the basis of any two assignments given below:

- Visit to schools and observation of classroom learning practices.
- Understanding of learning from children's perspective and preparation of report.
- Practical implication of Bandura's theory with day-to-day life experiences.

Unit VI (Practicum)

- Book review on any book prescribed in syllabus or recommended by teacher in charge
- Students will present a Seminar Paper on any topic in the syllabus
- Mode of Practicum: PPT/Assignment/Work Field/Viva/ Written Examination

References:

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- > **Baron, R. A. (1987).** Psychology. Dolling Kindersley. Pvt. Ltd.
- > **Chauhan, S. S. (1998).** Advanced Educational Psychology. New Delhi: Vikas Pub. I louse Pvt. Ltd.
- > **Dandapani, S. (2010).** Advanced Educational Psychology. New Delhi: Anmol Pub. Pvt. Ltd.
- > **Lindzcy, G., Hull, O.S (2012).** Theories of Personality. London: Wiley India Pvt. Ltd.
- > **Mangal, S. K. (2015).** Advanced Educational Psychology. New Delhi:
- > **Mattoo, M. I. (2019).** Psychological Foundations of Education. New Delhi: Discovery Publishers. Parvecn, A. (2011) Fundamentals of Education. Srinagar: Info-world.
- > **Shameem, S & others (2018):** Modern Text Book on Education. New Delhi: Anshal Publishers.
- > **Weiten, Wayne & Lloyd. Margaret, A. (1994).** Psychology Applied to Modern Life. Brooks: Cole Publishing Company Inc.
- > **Woolfolk, A, E. (1995).** Educational Psychology. Boston: Allyn and Bacon.
- > **Zastrow, Charles and Ashman. K. k. (1997).** Understanding Human behavior and the Social Environment. Chicago: nelson- Hall Publishers.