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

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

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

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

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

5.1: Trial & Error (Thordonike); 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:

7. Dececco; J.P.(1979) The psychology of Learning and Instruction ; Prentice-Hall of India, Pvt, Ltd, New Delhi.
10. Kakkar, S.B (1989): Educational Psychology & Guidance, Indian Publication, Nil! Road, Ambala Cantt.