

Mangalore University

MEd

MEH401 - Psychology of Learning and Development

Objectives / Course Outcomes

The students will

- Understand the essentials of General Psychology and their implication to Education.
- Acquire knowledge about the concept; aspects; theories of Human Growth and Development and their significance in the wholesome development of the personality.
- Comprehend all the issues related to learning such as concepts of intelligence; multiple intelligence; attitudes; values and interests.
- Understand the process of cognitive information and measures of its improvement.
- Develop awareness towards Differently Abled Children and the current strategies of educating them.
- Acquaint with the concept and different theories of personality and the contributions of different psychologists towards the personality, adjustment and mental health.
- Gain insight into the concept, significant theories of learning, motivation and learn the measures to motivate the pupils to learn.

Unit 1 : Educational Psychology and Human Development

- 1.1 Educational Psychology: Nature and Scope of Psychology and Educational Psychology, Educational Implications of Educational Psychology.
- 1.2 Human Development - Principles ; Stages of Development ; Developmental tasks ; Problems related to all the stages of life (Prenatal to old age) Educational Measures, Factors Influencing Development – Neurological ; Biological ; Genetics ; Environmental – Implications to Education.
- 1.3 Theories of Development - Piaget's and Bruner's Cognitive Development, Emotional Development, Erikson's Theory of Psycho-Social Development,– Noam Chomsky's Language Development Theory ; Piaget and Kohlberg's Theory of Moral Development – stages and their implications to education.

Unit 2: Psychology of Learning

- 2.1 Learning – concept, Nature, levels of learning (cognitive; affective; psychomotor); Theories on learning - Pavlov's classical conditioning ; Skinner's Operant Conditioning ; Ausubo's Meaningful Reception learning ; Bruner's Discovery Learning ; Bandura's Social Learning Theory ; Vygotsky's Theory of Constructivism.

- 2.2 Motivation – concept, kinds and techniques of motivation ; Theories of Motivation – Maslow’s Need Hierarchy Theory, Skinner’s Reinforcement theory ; Meclleland’s Achievement Motivation and Educational Measures to motivate pupils to learn.
- 2.3 Learning Related Issues - Concepts of Intelligence; Multiple Intelligence; Emotional Intelligence; Intellectual Cognitive Abilities – Thinking; Reasoning; Problem Solving Abilities and Measures of Developing these abilities. Cognitive Information Processing ; Components of memory – Sensory Memory (S.M.) ; Short Term Memory (S.T.M.) ; Long Term Memory (L.T.M.), Methods of Memorisation – Episodic ; Semantic ; Associative Memory – Measures for improving memory.

Unit 3: Personality and Self-Development

- 3.1 Personality - Concept of Personality, Structure and Dynamics of personality ; Concept of Mature Personality; Sthithaprajna; Integrated Personality ; Techniques of Personality Assessment –Projective and Non-projective Techniques.
- 3.2 Theories of Personality - Psycho Analytic Theory of Personality – Freud : Personality Structure; Three Interacting Systems, Levels of consciousness and Psycho sexual stages of personality development and Application to Education; Socio Psycho Analysis Theory of Personality – Karen Horney : Basic Concepts and Principles and Application to Education; Trait and Factor theory of Personality - Cattell : Basic Concepts Principles and Application to Education; Dimension Personality - Eysenck and Guilford : Hierarchical Structure of Personality and Application to Education; Humanistic Approach - Maslow and Carl Rogers : Basic concept of personality and their contribution to personality development and Application to Education.
- 3.3 Self Concept – Self Esteem – Concepts and Strategies for developing them; Concept of Gender – discrimination and education for gender integration. Creativity – Nature, Identification, Fostering and Guiding creative children.

Unit 4: Mental Health, Adjustment and Specially Challenged

- 4.1 Concepts of Mental Health and Hygiene ; Causes for Mental ill health ; Principles of Mental Hygiene ; Educational Measures for maintaining mental health of the teachers and students.
- 4.2 Adjustment – Concept of Adjustment ; Areas ; Models of Adjustment ; Measurement of Adjustment ; Problems of Adjustment – Stress ; Conflicts ; Frustration – Concepts and Educational Implications ; Adjustment Mechanisms – Advantages and Limitations.
- 4.3 Specially Challenged Children - Concept of children with special needs ; Intellectually challenged children - Gifted ; Creative ; Mentally challenged ; Learning disabilities ; Their Identification and Measures for educating them; Physical Challenges – Auditory ; Speech ; Visual and Measures for Educating these children; Inclusive Education – Concept ; Need ; Present Practices and Strategies for its Effective Implementation.

Practicum:

- Administration of psychological tests on areas related to the syllabus and presentation of the process and findings during the seminars organised.
- Review of Research in the areas of the Syllabus and present it with suitable implications to education and their dissertation work.
- Research Review on any one category of differently abled child (permissible categories only).
- A brief case study of an Integrated School.
- Research Review/published articles on Gender related issues. (minimum 3)

Any other related activities:

- Research review on implications of Yoga on Mental and Physical Health.
- Administration of any one adjustment inventories; Attitude; Values; Aptitude, Interest.

References:

- Anitha Sharma, Payal Bhola, Psychology of Teaching and Learning, Garg Offset Printers, New Delhi, 2010.
- Dash and Neena Dash, Fundamentals of Educational Psychology, Atlantic Publisher (P) Ltd, New Delhi, 2012.
- Elizabeth B. Hurlock, Child Growth and Human Development, Tata Mc Graw, Hill Edition, New Delhi, 1978.
- Manivannan M., Understanding Educational Psychology, Neelkamal Publications (P) Ltd, Hyderabad, 2010.
- Mangal S.K., Essentials of Educational Psychology, PWI Learning (P) Ltd, New Delhi, 2012.
- Ramanath Sharma and Rajendara Kumar Sharma, Advanced Educational Psychology, Atlantic Publishers (P) Ltd. New Delhi, 2010.
- Barbe W.B., Psychology and Education of the Gifted, Appleton Century Crofts, New York, 1965.
- Booth T., Potts P.(Ed) Integrating Special Education, Basil Blackwall Publisher, London, 1983.
- Chauhan S.S., Education of Exceptional Children, Indus Publishing Company, New Delhi, 1989.
- Cruickshank W., Johnson G.O., Education of Exceptional Children and Youth, Englewood Cliffs, Prentice Hall, Inc., New Jersey, 1959.
- Culatta R.A., Fundamental of Special Education: What Every Teacher Need to Know, Merrill Prentice Hall Inc, New Jersey, 1999.
- Dandapani S., Advanced Educational Psychology, Anmol Publications Pvt. Ltd., New Delhi, 2000.
- Dehaan and Havighurst, Educating Gifted Children, the University of Chicago Press, Chicago, 1961.
- Nakamura R.M., Healthy Classroom Management, Nelson Thomson Learning, Canada, 2000.
- Freehill M.F., Gifted Children: Their Psychology and Education, Macmillan Company, New York, 1961.

- Haring N.G., Schiefelburch R.L., Methods in Special Education, McGraw Hill, Inc, New York, 1967.
- Hutt M.N., Gibby R.G., the Mentally Retarded Child Development: Education and Treatment, Boston, Allyn and Bacem Inc., 1965.
- James E.J., et al, Visual Impairment in Children and Adolescence, Grune and Stratton Inc., New York, 1977.
- Krik S., Educating Exceptional Children, Oxford and IBH Publishing Co, New Delhi, 1962.
- Kolstoe O.P., Teaching Educable Mentally Retarded Children, H.R. and Winston, New York, 1970.
- Kolstoe O.P., Mental Retardation: View Point, H.R. and Winston, New York, 1972.
- Kundu C.L., Status of Disability in India, Rehabilitation Council of India, New Delhi, 2000.
- Lloyd M.D., Exceptional Children in the Schools, Holt, Rinehart and Winston, Inc., New York, 1973.
- McMichael J.K., Handicap, Stables Press Ltd., London, 1971.
- Milton J.G., Education of the Intellectually Gifted, Charles E. Merrill Books Inc., Ohio, 1965.
- Phillips P.P., Speech and Hearing Problems in the Classroom, Cliffs Notes Inc., USA, 1975.
- Seamus H., Education and Children with Special Needs: From Segregation to Inclusion, Sage Publications, New Delhi, 2002.
- Smith, D.D. Luckasson R., Introduction to Special Education: Teaching in an Age of Challenge, Allyn and Bacon, Boston, 1992.
- Thomas E.J., the Exceptional Child, Charles E. Merrill Books, Inc., USA, 1962.

