



PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code:

Credits: 04

Marks: 100

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
4	-	-	-	4

Introduction

This course exposes learners to the critical understanding of theoretical perspectives of development and implications for in teaching learning process. Through close observation of children in their natural environments would situate the theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the cognitive and information processing.

Objectives

After completing the course teacher educators will be able to

- Explain the psychological principles and their application in specific context of education and special education.
- Explain the principles and their implication for growth and development.
- Critically analyse the process from the point of view of cognitive psychology.
- Explain role of motivation in learning, learning processes and theories of personality.
- Apply psychological aspects to teaching - learning situations.

Student Learning Outcome

- Students will be able to apply the principles and methods of psychology in the teaching learning situation
- Students will have a comprehensive understanding on the different methods and theories of development and apply in classroom teaching
- Students will acquire knowledge and understanding on the application and significance of different cognitive and information processing process
- Students will comprehend and apply the theoretical aspects of learning and motivation in teaching learning situation
- Students will develop a detailed understanding on the psychological aspects of classroom teaching

Unit 1: Overview Educational Psychology

- 1.1 Nature and scope of educational psychology
- 1.2 Principles of educational psychology
- 1.3 Methods of Educational Psychology
 - 1.3.1 Observation

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- 1.3.2 Experimental method
- 1.3.3 Correlational
- 1.3.4 Clinical
- 1.3.5 Case Study
- 1.4 Applications of educational psychology to person with disabilities
- 1.5 Contemporary trends

Unit 2: Understanding the Development of the Learner

- 2.1 Concept of Growth and Development
- 2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
- 2.3 Physical, social, emotional, moral development, play and language development
- 2.4 Cognitive Development: Piaget, Vygotsky and Kohlberg
- 2.5 Factors affecting Growth and Development

Unit 3: Cognition and Information Processing

- 3.1 Sensation, Perception and Attention
- 3.2 Memory - Nature and types, factors affecting memory
- 3.3 Thinking: Concept Formation, Reasoning, Problem solving
- 3.4 Intelligence: Nature, types, theories and assessment
 - 3.4.1 Creativity
- 3.5 Individual differences and its educational implications for children with disabilities

Unit 4: Motivation, Learning and Personality

- 4.1 Concept, definition and theories of Motivation
- 4.2 Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
- 4.3 Concept, definition and principles of personality development
- 4.4 Personality Theories-
 - 4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
 - 4.4.2 Assessment of Personality
- 4.5 Implications in teaching-learning with reference to children with disabilities

Unit 5: Psychological Aspects of Teaching

- 5.1 Individual differences in cognitive and affective areas and its educational Implications
- 5.2 Classroom climate, group dynamics
- 5.3 Peer tutoring, co-operative learning, self-regulated learning
- 5.4 Teacher effectiveness and competence
- 5.5 Guiding children with disabilities

Course Work/ Assignments/ Practicum

- Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children
- Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
- Analyze any autobiography to explain human development
- Design a behaviour modification plan for a specific child
- Present information on cognitive styles and their effects on learning



Transaction

Lecture Method, Seminar, Group Discussion, Practical and Field work

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	End Term Examination
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Essential readings

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
- Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
- Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
- Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.

Suggested Readings

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.

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- Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). *Psychology of Learning and Instruction*. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). *Psychology of Learning for Instruction*. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). *Child Development*. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). *Models of Teaching*. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) *Educational Psychology in the Classroom*. John Wiley, New York.
- Mildred, C.R.F. (1978). *Infants, Children: Their Development and Learning*. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). *Elements of Child Development*. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). *Basics on Development and Growth of a Child*. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). *Educational Psychology: Theory and Practice* (7th ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). *Psychological Foundations of Learning and Teaching*. Mc Grand Hill, New York.