

Meaning, Scope, Nature, Contribution and Importance (Functions) of Educational Psychology and Role of Teacher

(A) SCOPE OF EDUCATIONAL PSYCHOLOGY

The nature, scope, problems, areas, fields or boundaries of any branch of science (Educational Psychology) depends upon definition, concepts and tools of that subject. Until we are clear about the definition, concepts and tools of a particular subject, we cannot think of the nature, scope, problems, areas, fields or boundaries of that subject. So let us first of all define educational psychology.

Meaning of Educational Psychology :

Educational Psychology is comprised of two words "education" and "psychology". Psychology is a science of behaviour and experience, and education is the modification of behaviour. Modern education aims at the harmonious development of the personality of the child. It is the task of the schools and the teachers to create such situations where the personality can be developed freely and fully. This is the modern meaning of education. But this modern meaning of education is dependent on the knowledge of psychology. Thus educational psychology is the psychology applied to educational problems. Some other definitions (views) of educational psychology are as below :

1. **Trow's view :** "Educational psychology is the study of the psychological aspects of educational situations."

2. **Kolesnik's view :** "Educational psychology is the application of the findings and the theories of psychology in the field of education."

3. **Skinner's view :** "Educational psychology is that branch of science which deals with teaching and learning." According to him, teaching and learning are the most important problems, areas or fields of educational psychology. He further says that "Educational psychology covers the entire range and behaviour of the personality related to education."

4. **Stephen's view :** "Educational psychology is the systematic study of educational growth and development. According to him whatever is concerned with systematic study of educational growth and development can be included in the scope of educational psychology."

5. **Good's view :** Carter V. Good in the '*Dictionary of Education*' writes, "Educational psychology is the investigation of psychological problems involved in education, together with the practical application of psychological principles of education."

6. **Judd's view :** "Educational psychology may be defined as a science which describes and at the same time explains the changes that take place in the individuals as they pass through the various stages of development or it deals with many conditions."

7. **View of Crow and Crow:** "Educational psychology describes and explains the learning experiences of an individual from birth through old age."

8. **Peel's view point :** "Educational psychology is the science of education that helps teacher to understand the development of his pupils, the range and limits of their capacities, the processes by which they learn and their social relationship." According to Peel, "Educational psychology broadly deals with the nature of learning, the growth of human personality, the differences between individuals and the study of the person in relation to society."

9. **David Anasuble's view :** "Educational psychology is the special branch of psychology concerned with the nature, conditions, outcomes and evaluation of school learning and retention."

10. **Anderson's view** : "While general psychology is a pure science, educational psychology is its application in the field of education with the aim of socialising an individual and modifying his behaviour."

11. **Encyclopaedia of Educational Research** : "Educational psychology is the study of the learner and the learning-teaching process in its various branches directed towards helping the child come to terms with society with a maximum security and satisfaction."

It can be concluded that *educational psychology is a positive science, applied science, practical science, educational science, social science, specific science, developing science. It can best be defined as the study of the learner, and the learning process in relation to educational environment or learning situations. It studies the experiences and behaviours of the learners in relation to educational environment which is mainly provided by the teacher for the purpose of bringing about desired changes. Therefore, educational psychology becomes a psychology of teaching and learning.* Teaching and learning are the main processes of education and the learner is a key figure in the process.

Note : For explanation of this best definition of educational psychology read 'Conclusion' of Scope of Educational Psychology from page 10 to 11.

✓ Scope of Educational Psychology (Subject-matter or Areas Included in Scope of Educational Psychology) :

We have noted that different authors have given different definitions of educational psychology. Hence nothing definite can be said about the scope of educational psychology. Moreover, educational psychology is a new and growing science with indefinite regions and unexposed concepts. Many researches are still taking place in the field of educational psychology and it is just possible that many new concepts, laws and principles of educational psychology may be derived. It means the scope, areas, problems, fields or boundaries of educational psychology are "uncertain and changing". Any how the following areas, fields or probelms can be included in the scope of educational psychology :

1. **Behaviour** : Educational psychology studies the behaviour of the learner in learning situations. It studies the psychological as well as the physiological behaviour of the learner. Psychological basis of behaviour are instincts, emotions, sentiments, suggestion, sympathy, imitation and play etc. Physiological basis of behaviour are nervous system and glands etc. Educational psychology studies all these psychological and physiological basis of behaviour.

2. **Individual differences** : Educational psychology studies individual differences and suggests ways and means to provide education to all types of pupils. No two individuals are alike. Individuals differ physically and psychologically. Individual differences are caused due to differences in capacities and capabilities, potentialities and propensities, abilities and intelligence, attitudes and aptitudes, interests and sentiments, temperaments and traits, age and sex etc. It must be noted that individual differences are mainly caused by heredity and environment. Hence, educational psychology studies all these areas.

3. **Development stages** : Educational psychology studies the nature of growth and development and general characteristics of physical, mental, emotional and social development at the various stages i.e., at the stage of infancy, late childhood and adolescence.

4. **Learner's study** : Learner is the core and apex of educational psychology. It enquires how various modifications can be brought about in the behaviour of the learner, how and when do physical, social, emotional and language development occur in learners, and how do various instincts make their appearance.

5. **Learning** : Educational psychology also studies nature and process of learning, laws and methods of learning as well as factors of learning. Interest, attention, motivation, memory, habits and transfer of training play very significant role in learning. Hence, all these topics are included in the scope of educational psychology.

6. **Personality and intelligence** : Educational psychology also studies nature, development and assessment of personality and intelligence. *Adjustment problems* with special reference to gifted, backward, handicapped, problem and delinquent children are also studied in educational psychology.

7. Measurement and evaluation : Measurement and evaluation is another important field of educational psychology. It gives new and new techniques and tests for measuring intelligence, personality, aptitudes, interests and achievements etc. It is educational statistics which helps us in measurement and evaluation.

8. Guidance and counselling : It is only after successfully study of educational psychology that a teacher can discharge his duties successfully. The teacher has to guide and counsel the students at every stage. Rousseau was of the opinion that a child is like a book whose every page has to be studied by the teacher. The impact of the saying is that the teacher should, give educational and psychological guidance and counselling of the pupils.

9. Group dynamics and group behaviour : Educational psychology studies group dynamics and group behaviour in classroom teaching-learning. It studies importance and effect of group on the individual. It also considers how an individual can modify the group life. It emphasises the role of groups in the education of children. It is on this basis that now in the school, the formation of healthy groups and providing of a healthy environment is considered most desirable and essential.

10. Research : Educational psychology deals with the latest techniques of experimentation and research. We can control, direct and predict the behaviour of students on the basis of research studies in classroom teaching. The teacher can take up action research which he can easily carry for his personal satisfaction and immediate solution for his difficulties.

Conclusion : Scope of educational psychology revolves around six focal points of areas :

1. The Learner : By the word 'Learner' we mean the pupils or the students who individually or collectively, comprise the class-room group, the person on whose behalf the programme exists or operates. In this area, educational psychology studies the following aspects of the learner :

- (1) Growth and development i.e., his physical, intellectual, emotional and social development.
- (2) Intelligence, aptitudes and personality.
- (3) Influence of social agencies like family, school, peer groups, society, state on the personality.
- (4) Mental hygiene and adjustment.
- (5) Individual differences.

2. The Learning Process : By "Learning Process" we mean what goes on when pupils learn. In the words of Lindgren, learning process is the process by which pupils acquire changes in their behaviour, improve performance, reorganise their thinking, or discover new ways of behaving and new concepts and information. In this area, educational psychology studies the following aspects :

- (1) Nature of learning process including theories of learning.
- (2) Laws and methods of effective learning.
- (3) Factors influencing learning process including :

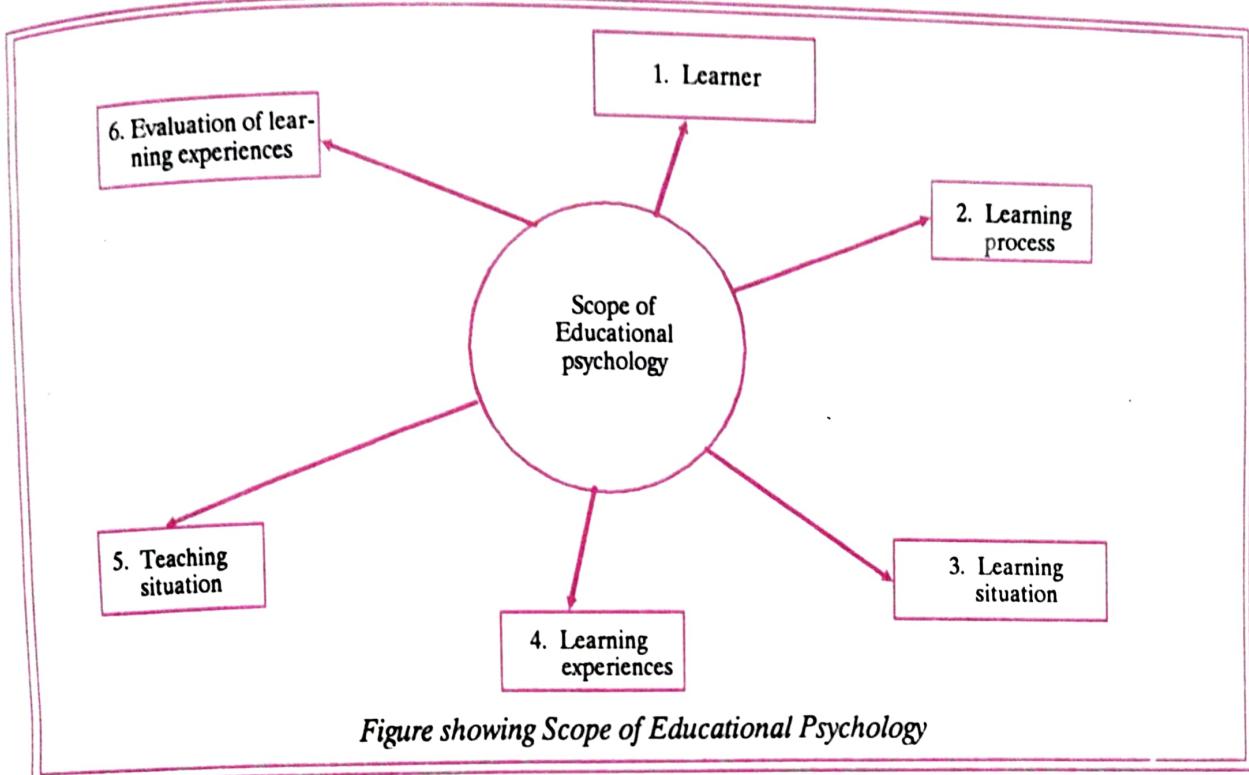
(a) Motivation, (b) Habits, (c) Attention and interest, (d) Thinking and reasoning, (e) Problem solving and creativity, (f) Memory and forgetting, (g) Transfer of training, (h) Learning of skills, (i) Concept formation and attitudes. Hence, all these topics are included in scope of educational psychology.

3. The Learning Situation : By "Learning Situation" we mean the factors which affect the learning and the learning process. In the learning situation, educational psychology studies the following :

- (1) Classroom management and discipline.
- (2) Techniques including motivational techniques and aids which facilitate learning in the class-room.
- (3) Evaluation techniques and practices including educational statistics.
- (4) Methods of teaching exceptional children including gifted, backward, delinquent, problem and handicapped (physically, mentally, emotionally and socially handicapped) children.
- (5) Guidance and counselling.

4. Teaching situation : Effectiveness of educational psychology becomes relevant only when its methods and findings become a part of educational practices in the teaching-learning situation.

5. **Learning experiences :** It includes providing activities and subjects according to the maturity level of the students.
6. **Evaluation of learning experiences :** In recent years, evaluation of learning experiences has assumed greater significance in the subject-matter of psychology.



Expert Views about Scope of Educational Psychology :

Some expert views which highlight the scope or subject-matter of educational psychology are as under :

1. **View of Douglas and Holland :** "The subject-matter (scope) of educational psychology is the nature, mental life, and the behaviour of the individual undergoing the process of education."
2. **View of Crow and Crow :** "The subject-matter (scope) of educational psychology is concerned with the conditions that affect learning."
3. **View of Garrison and Others :** "The subject-matter (scope) of educational psychology is designed (1) to enhance and enrich the lives of the learners, and (2) to furnish teachers with the knowledge and understanding that will help them institute improvements in the quality of instruction."
4. **View of G. Lester Anderson :** The subject-matter (scope) of educational psychology can be placed under the following broad groups :
 - (1) An introductory section including nature and methods of educational psychology.
 - (2) The nature of personality and adjustment problems of both normal and handicapped children.
 - (3) The growth and development of children and adolescents.
 - (4) The nature of learning and its specialised aspects such as motivation and transfer of learning.
 - (5) The tools of research and evaluation.

Scope of Educational Psychology

according to Educational Psychology Association of the American Division includes the study of :

- (1) Human growth and development.
- (2) Learning.
- (3) Personality and adjustment.
- (4) Measurement, evaluation and statistics.
- (5) Techniques and Methods of educational psychology.

6. Scope of Educational Psychology of B.Ed. Course as Determined by the University Grants Commission (UGC) :

Unit I : Nature of psychology and learners :

- (a) Psychology : Its meaning, nature, methods and scope ; functions of educational psychology.
- (b) Stages of human development ; stage, specific characteristics and developmental tasks.
- (c) Adolescence in Indian context – characteristics and problems of adolescents ; their needs and aspirations.
- (d) Guiding and counselling adolescents.

Unit II : Learning and motivation :

- (a) Nature of learning ; learning theories – Behaviourists (Skinner's). Information Processing, (Roger's) and Humanistic (Maslow's).
- (b) Factors influencing learning and teaching process ; learner related ; teacher related ; process related and content related.

(c) Motivation – nature, types ; techniques of enhancing learner's motivation.

Unit III : Intelligence :

- (a) Nature and characteristics of intelligence and its development.
- (b) Theories of intelligence ; two factor theory – Multifactor Theory (PMA i.e., Primary Mental Abilities) and SI (Structure of Intellect) Model.
- (c) Measuring Intelligence – Verbal, Non-verbal and Performance tests (one representative of group test and individual test of each).

Unit IV : Exceptional children :

- (a) Concept of exceptional children – types and characteristics of each type including children with learning disabilities.
- (b) Individual differences – nature ; accommodating individual differences in the classroom.
- (c) Learner-centred techniques for teaching exceptional children.

Unit V : Personality :

Personality – Definition, meaning and nature ; development of personality ; type and trait theories of personality.

Practicum :

- (1) Observing the behaviour of an early, mid-adolescent and describing her/his characteristics and problems.
- (2) Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance.
- (3) A case study of an exceptional child and suggesting how to provide for this particular child education.

'When to Teach', 'What to Teach' and 'How to Teach' questions of Educational Psychology :
Educational psychologists are concerned with the answers of these questions :

1. When to teach ? : This question refers to the developmental processes that gradually mature as the child grows up.

2. What to teach ? The problem of 'What to teach' is because of its close relationship with the process of maturation. Certain types of learning can be useful to the child only when he has matured sufficiently in certain faculties. We cannot think of teaching mathematics to a three year old child, though he may be taught to count simple things.

3. How to teach ? : The problem of 'how to teach' is equally important because there are ways and means of teaching which can make the education of a child more effective, meaningful and useful.

(B) NATURE OF EDUCATIONAL PSYCHOLOGY

The following points highlight the nature of educational psychology :

1. **Positive science** : Educational psychology is a positive science and not a normative science.
2. **Behavioural science** : It is a science of behaviour of the learner and the learning process in the learning situation.
3. **Applied Science** : Educational psychology is one of the applied branches of psychology. It is the application of psychological principles to the field of education.
4. **Practical science** : Educational psychology is utilitarian and practical in nature. The teacher makes use of the knowledge of educational psychology at every step. Effective teaching is impossible without the knowledge of educational psychology.
5. **Experimental science** : Educational psychology is an experimental science because it makes use of the experimental method (scientific method). It emphasises research for truth. It studies the facts of behaviour and laws governing them. It uses the method of scientific enquiry and scientific research. Experimental method is most highly developed, and most reliable, valid and accurate method of studying learner's behaviour. It provides a procedure for testing and verifying the validity of our hypothesis and predictions. It consists of objective observation of actions performed under pre-arranged, rigid and controlled conditions. On the basis of these observations certain conclusions are drawn. Various educational problems relating to teaching, learning process, exceptional children, discipline and school management have been and are being understood by using this method. Thus educational psychology is an experimental science of human behaviour.
6. **Educational science** : Educational psychology is an educational science. It is a science of education which studies the behaviour of the learner in educational situations. In words of Peel, "Educational psychology is the science of education."
7. **Social science** : Educational psychology is a social science. Though educational psychology studies the learner from the educational point of view, its results are applicable to all the learners, or atleast to a group of learners in social situations. Thus educational psychology has social implications.
8. **Specific science** : Educational psychology studies those facts and principles of behaviour which are of specific significance and utility for the process of learning and teaching.
9. **Developing science** : The science of educational psychology is a growing and developing due to constant researches in this field. New facts about the learner and the learning process in the learning situations are coming to the forefront on account of researches in this field.
10. **Exactness** : Educational psychology is not as exact as laws of physical and natural sciences as human nature is not same.
11. **Academic discipline** : *G. Lester Anderson* is of the view that educational psychology is an academic discipline. The following points have been suggested about educational psychology as an academic discipline :
 - (i) **Human behaviour** : Educational psychology is focussed upon the learner's behaviour.
 - (ii) **Body of facts** : Educational psychology is a body of facts or information that has resulted from observation, experimentation and investigation.
 - (iii) **Principles** : Results of educational psychology can be summarised or generalised into principles or theories.
 - (iv) **Methodology** : Educational psychology has developed a methodology by which investigations are made, information is discovered, hypothesis and theories are tested.
 - (v) **Solution of educational problems** : The methodology is useful in arriving at the solution of educational problems.
 - (vi) **Substance** : The information, the knowledge, the principles, the methodology, constituting the substance of educational psychology, provide a base for educational theory or practice.

12. Scientific approach : Educational psychology uses scientific approach. Educational psychology is a science and the nature of educational psychology is scientific because of the following reasons :

(i) **Scientific method :** Educational psychology uses the scientific method.

(ii) **Factual :** Educational psychology is empirical and factual. Its conclusions are objective.

(iii) **Universality :** Principles of educational psychology are universal. For example, learning is influenced by individual, task and method factors, has been found to have universal validity.

(iv) **Validity :** Principles of educational psychology are valid. These principles have achieved complete validity through continuous verification and reverification in various parts of the world, under varying conditions.

(v) **Cause and effect relationship :** Educational psychology studies cause and effect relationship.

(vi) **Prediction :** After establishing cause and effect relationship, educational psychology can predict the behaviour and development of the learner. Prediction can be made about learner's future in education and in professional life by analysing his intelligence, aptitudes, interests and talents.

Thus, we find that educational psychology is a science as it has all the essential elements of science like scientific method, factuality, universality, validity, discovery of cause and effect relationship, and prediction.

Nature of Educational Psychology according to Encyclopaedia of Educational Research :

The Encyclopaedia of Educational Research has defined the nature of educational psychology in these words, "Educational psychology is concerned with the human factor in learning. It is a field in which concepts derived from experimental work in psychological laboratories are applied to education. It is also a field in which experimentation is carried out to test the applicability of such concepts to education."

Nature of Educational Psychology according to David Anasuble : David Anasuble states the nature of educational psychology in these words, "Educational psychology is the special branch of psychology which is concerned with the nature, conditions, outcomes and evaluation of school learning and retention."

Difference between Educational Psychology and General Psychology :

Nature and scope of educational psychology can also be studied in the light of difference between Educational Psychology and General Psychology. To a man in the street, educational psychology is the application of general rules and principles of general psychology to education. But this is a narrow concept. These are in brief the following points of difference between Educational Psychology and General Psychology :

1. Application and experimentation : Educational psychology is not merely the application of general rules to education but it applies experimentally the rules and principles of general psychology, whereas general psychology deals with general rules and principles.

2. Educational versus general environment : Educational psychology is concerned with the activities of the child in relation to educational environment, whereas general psychology studies the activities of the child in relation to environment in general.

3. Academic versus professional outlook : The outlook of educational psychologist is that of professional type, whereas the outlook of general psychologist is that of academic type.

4. Nature versus changes : Educational psychology deals with the changes in the nature of the child, whereas general psychology deals with the nature of the child.

5. Implications : Educational psychology deals with the implications of the principles formed by general psychology, whereas general psychology is a body of general rules.

6. Human beings versus animals : Educational psychology deals with the human beings, whereas general psychology deals with the human beings as well as animals.

7. Emphasis : In educational psychology, emphasis is on learning process and factors. In general psychology, other aspects of behaviour are also emphasised.

Aims and Objectives of Educational Psychology :

Another angle from which nature and scope of educational psychology can be studied is the angle of aims and objectives of educational psychology. Aims and objectives of educational psychology can be understood in relation to educational philosophy. *Skinner* points out that educational philosophy answers primarily questions of *what and why*. But the questions of *how and when* are dealt by educational psychology. For example, what is the meaning of human life ? What is the meaning of the world ? What is knowledge ? What is the aim of education ? What shall we teach ? Why should we teach ? All these questions of what and why relate to philosophy of education. On the other hand, how the meaning of human life and world could be taught and explained ? When is it proper to teach ? How can the aims of education be achieved ? When is it possible to introduce the teaching of particular subject ? All these questions are answered by educational psychology. In other words, we can say that some of the aims and objectives of educational psychology are :

- (1) To understand the learner.
- (2) To understand the learning process.
- (3) To understand and explain the manner in which the processes may be facilitated by the teacher.
- (4) To help the teacher to set up appropriate learning situations according to interests, aptitudes, developmental stages and mental level of the pupils.
- (5) To help the teacher in defining, planning and organising or providing guidance programmes.
- (6). To help the teacher in planning out the proper evaluation techniques and to make an assessment of interests, aptitudes, achievements, personality and intelligence of the pupils.

To sum up, aims and objectives of educational psychology may be stated as the development of wholesome personality and continuous educational growth and development.

Anderson's View : *G. Lester Anderson* has divided the aims of educational psychology into two categories :

(1) **General aim :** The general aim of educational psychology is to provide a body of organised facts and generalisations that will enable the teacher to realise increasingly both cultural and professional objectives.

(2) **Specific aims :** An analysis of general aim reveals many specific aims. Some of the more important of these specific aims, or results that may be expected from the study of this subject, are the following :

1. **To develop a conviction and realisation of the extent that growth can be promoted, learning acquired, social behaviour improved and personality adjustment effected.**

2. **To assist in defining and formulating educational objectives** and standards in terms of desirable behaviour pattern that should be the goal of all teaching efforts. If the teacher knows what the desired outcome should be, he can frame an appropriate curriculum and formulate teaching methods in order to achieve those objectives.

3. **To help in developing an impartial but sympathetic attitude towards pupils.**

4. **To assist in achieving a better understanding** of the nature and importance of social relationships, and the methods of developing in children such modes of social behaviour as getting well along with others, participation in group efforts, co-operation, etc.

5. **To provide a body of facts and principles that** can be used in solving the problems of teaching ; how the material of instructions can best be selected, organised and graded, how the learning process can be so guided that the material and methods do not obstruct learning ; and how the entire process can be directed so that what is learnt functions not only here and now, but anywhere and at any time, in school or outside it.

6. **To give the teacher a better perspective** for judging both the results of his own teaching and the educational practices of others. Educational psychology helps in providing a better background for understanding the processes of teaching and its intricacies, the importance of objectives, a knowledge of

usable material, reliable and valid ways of evaluating results, etc. Educational psychology helps in developing a scientific and problem solving attitude towards the problems of education. It also aids in training the teacher to think psychologically about problems of human conduct and education.

7. To furnish the teacher with necessary facts and techniques for analysing behaviour of his own as well as of his pupils so that normal adjustment may be facilitated and growth of personality accomplished.

8. To assist in setting up, defining and maintaining progressive teaching procedures, guidance programmes and functional forms of organisation and administration.

Limitations of Educational Psychology :

To study the limitations of educational psychology is one of the most important ways of ascertaining the nature and scope of educational psychology. Some of the limitations of educational psychology are as follows :

1. **New and complex science** : Educational psychology is a new and complex science. Hence we have not made much advancement in this field. Moreover, it is not yet highly integrated science. Like other sciences, it has a vast number of facts but it has not been able to integrate the multitude of facts into any closed knit pattern.

2. **Complexity of psychological phenomena** : Another difficulty is found in the fact that psychological phenomena are more complex and harder to study than the phenomena of physical science.

3. **Problem of individual differences** : There is a problem of individual differences. Memory, perception, reasoning and learning capacity are not same in all people and we have to use many times "other things being equal", which is quite unscientific in spirit.

4. **Lacks exactness** : Laws of educational psychology are not exact as the laws of physical and natural sciences as human nature is not the same.

5. **Difficulty in applying laboratory findings** : We cannot apply the results of physical laboratories on school pupils or in classroom situation. Physical laboratories quite often use animals and these results cannot be applied to school children and college or university students.

6. **Changing environment** : Educational environment is always in flux. It changes from place to place and moment to moment.

7. **Conflicting interpretations** : Another limitation or difficulty of educational psychology is conflicting interpretation of conflicting schools which may lead to confusion.

8. **Limitations arising from the nature of teaching** : There are some arts or tasks in which the written or spoken words may be of great value. On the other hand, there are many kinds of arts and tasks in which the learning is not possible by mere instructions. In learning to feel ease at party, we may gain less from the written or spoken words or instructions. It depends more on experience and attitude. Thus it is the limitation of teaching, because mere instructions do not help us in feeling ease at party. Experience and aptitude are also needed. In this way, we say that it is not the knowledge of educational psychology which matters but the aptitude and the experience of the teachers and the learners.

Stephen has also given limitations of educational psychology in his book due to :

- (1) Possible limitations arising from the nature of teaching.
- (2) Possible limitations arising from the nature of science.
- (3) Possible limitations arising from the nature of psychology.

In the light of the above mentioned discussion, we can conclude that the application of psychological principles to education is necessarily a difficult task.

✓ (C) CONTRIBUTION OF PSYCHOLOGY IN THE FIELD OF EDUCATION : THEORY AND PRACTICE (FUNCTIONS AND IMPORTANCE OR SIGNIFICANCE OF EDUCATIONAL PSYCHOLOGY)

Education and psychology are two distinct branches of knowledge but they are closely related. Modern education is based and founded on psychology. The child is imparted education only after

making a thorough study of his interests, aptitudes, potentialities, intelligence and personality. Today education and psychology are complementary to each other. Drever is of the opinion that educational psychology is an essential element of education. Without its help, the problem of education cannot be solved. Both education and psychology are concerned with behaviour. The researches of psychology have a heavy impact on other aspects of education.

Some Expert Views :

- (i) **B.N. Jha's view :** "Education has to depend on psychological findings for what is done and how it is done." He further says that "the process of education is entirely at the mercy of psychology."
- (ii) **View of R.A. Davis :** "Psychology has made a distinct contribution to education through its analysis of pupil's potentialities and differences. It has also contributed directly to a knowledge of pupil's growth and maturation during the school years."
- (iii) **Skinner's view :** "Educational Psychology covers the entire range of behaviour and personality as related to education."

1. Psychology and aims of education : It is educational psychology which helps the educator in the realisation of educational aims and objectives, by helping him to bring out improvement in the quality of instruction by providing him ability and insight into the child's ideas, thoughts, attitudes, aptitudes, interests, developmental stages, emotions, sentiments, habits, character, personality and intelligence. This ability and insight enables the educator to bring about changes in educands (learners) to achieve the desired aim.

2. Psychology and curriculum : Educational psychology offers new viewpoints in the curriculum by emphasising the role of co-curricular activities like sports, games, excursions and trips, exhibitions, museums, dramas, variety programmes, film shows, debates, declamation contests, symposiums, group discussions and other activities of physical, mental, emotional, social and cultural importance in the school. Now co-curricular activities are considered as an important part of education because they are important media for sublimation of instincts and emotions, and for the development of personality. Hence, it is suggested by educational psychology that curriculum should be integrated, flexible, co-related and child-centred. There should be a variety of co-curricular activities in the school.

3. Psychology and text books : Educational psychology has helped the planning of text books. Educational psychology tells the teachers and the educators that text books should be attractive, well illustrated and according to the mental level of the pupils. These may act as good aids to the learners.

4. Psychology and methods of teaching : Educational psychology emphatically states that the students' attitudes, interests, potentialities and propensities should be taken into consideration while teaching them. Learning should be properly motivated by relating it with life, audio-visual aids and following learning by doing. Various methods of teaching like Project Method, Heuristic Method, Montessori Method, Play-way Method are based on sound psychological principles.

(i) Psychology and audio-visual aids : It is the contribution of educational psychology that teachers make use of various types of audio-visual aids in classroom teaching. It has been experimentally proved that use of audio-visual aids makes the learning easy, interesting and effective.

(ii) Psychology and innovations : Educational psychology has made significant contribution by introducing several innovating ideas for improving the process of teaching and learning. Activity-centred teaching, discussion method, play-way method in education, micro-teaching and programmed instruction are some of the important innovations.

5. Psychology and discipline : Educational psychology helps the teachers in solving the problems of discipline in more adequate manner by avoiding repressions, frustrations, worries and anxieties and thus saves the child from maladjustments. Educational psychology tells us the ways of dealing with problem, backward, delinquent, handicapped and gifted children and helps in maintaining discipline. Educational psychology states that discipline should be self-discipline, dynamic, positive and constructive through participation in purposeful activity. Pleasure and pain, reward and punishment, praise and blame should be judiciously used.

6. Psychology and time table : There was a time when Mathematics and English were taught from morning till evening. No consideration was given to the principles of psychology. Now subjects are kept in the time table keeping into consideration their relative importance, difficulty level and fatigue, etc. No two subjects are taught in successive periods.

7. Psychology and school administration : Old authoritative method of administration in school and classroom has been changed by democratic way of life. The administration and teacher are co-operative, sympathetic and democratic. Educational psychology has helped in solving problems of administration by mutual discussion among the various agents of school. It provides a scientific basis for the supervision of instruction.

8. Psychology and evaluation : Educational psychology has provided sound methods of measuring and evaluating the achievement of the pupils objectively. Psychological tools help the teacher to assess the learning outcome of the students. Educational psychology has helped the teachers in suggesting improvements in examination.

9. Psychology and research : Educational psychology has proved useful in the field of research. It has helped in developing tools and devices for making research. We can control, direct and predict the behaviour of students on the basis of research studies in classroom teaching.

10. Psychology and teacher : Teacher is said to be the "Pivot" of educational machinery. The success of any system of education depends on the teacher. Educational psychology states that teacher should have sympathetic and affectionate attitude towards the pupils. He should have genuine interest in the teaching profession and balanced emotional life. He must put himself into the shoes of his students. Moreover, it is educational psychology which helps the teacher to understand the learner, the learning process and the learning situations.

From the above discussion, we can safely conclude that educational psychology plays very important role in adequate and proper understanding of educational problems and situations and at the same time it helps in solving these problems of education in a most comprehensive, suitable, effective and integrated way. In short, educational psychology is developing day by day and alongwith it, the importance of educational psychology is also growing.

Educational psychology being functional in character is very useful to all sections of society engaged in pursuing different dimensions at all levels of education i.e., formal, non-formal and informal.

Educational psychology is of great importance to parents, teachers, guidance workers, career masters and psychoanalysts, etc.

(D) ROLE OF TEACHER OR UTILITY OF EDUCATIONAL PSYCHOLOGY FOR TEACHER (CONTRIBUTION OR FUNCTIONS OF EDUCATIONAL PSYCHOLOGY IN THE FIELD OF EDUCATION)

Another approach for understanding contribution or functions of educational psychology or importance of knowledge of educational psychology for the teacher has been emphasised by many educationists and psychologists. It can be given as under :

(i) **Quintilian**, a Roman educator remarks that to train good orators the teacher should know the nature of the child.

(ii) **Thomas Fuller** pointed out that the successful teacher should read the nature of his pupils and much as he should read the books.

(iii) **John Adam** insisted that the teacher should know *John* as well as *Latin*.

(iv) **Pestalozzi** wanted to psychologise education. He went upto the extent that the main concern of teacher should the mind of the pupil and hence scheme of education must be based on an accurate knowledge of mental processes.

Since the knowledge of nature of the child, pupil, John or the mind of pupil is educational psychology, the teacher must have the knowledge of educational psychology.

(v) In the words of Mr. Joad, "Teaching is not everybody's cup of tea." Teaching is an art. Every Tom-Dick-Harry cannot teach. Knowledge of educational psychology is very useful and indispensable for the teacher because it gives knowledge to the teacher in the following fields :

1. Knowledge of innate nature : The child has got natural urges, instincts, potentialities and propensities. These innate qualities are the "*Prime movers*" of his behaviour. The teacher who knows psychology can make his teaching very successful while keeping in view innate nature of the child. On the other hand, the teacher who is not well versed with the knowledge of psychology will prove an utter failure.

2. Knowledge of individual differences : No two individuals are alike. Individuals differ in age, capacities, capabilities, propensities, potentialities, abilities, aptitudes, achievements, interests, motives and many other traits. There are gifted children on the one extreme and handicapped children on the other. All of them should not be taught in the same manner. This is possible only if the teacher knows the psychology of the child.

3. Knowledge of behaviour : Educational psychology assists the teacher in knowing the behaviour of the child at different stages of development. It also helps the teacher in understanding the physiological and psychological basis of behaviour, i.e., nervous system, glands, instincts, emotions, sentiments, motives, play, intelligence, heredity and environment etc. The teacher who knows educational psychology fully not only in theory but also in practice can sublimate the various instincts and emotions, develop good, positive and desirable sentiments, appeal to the innate tendencies and motives of the child and hence can make his lesson more interesting and effective. On the other hand, the teacher who is devoid of the knowledge of educational psychology cannot make his teaching interesting, effective and successful.

4. Knowledge of learning : Knowledge of educational psychology helps the teacher in analysing the different aspects of the learning, i.e., the process of learning, methods of learning, laws of learning and factors of learning. It helps the teacher in arousing attention, interest and motivation of the students with the help of various audio-visual aids. On the other hand, the teacher who does not have knowledge of educational psychology cannot analyse the various aspects of learning and he may not arouse attention, interest and motivation of the students. Hence, he cannot make his lesson successful, interesting and effective.

5. Knowledge of unconscious mind : The knowledge of educational psychology is very useful for the teacher because it helps him in knowing the unconscious mind of the students and it is the unconscious mind which forms a major portion of the mind and hence it plays very important role in the development of the personality of the individual. The teacher who has the knowledge of unconscious mind of the students can help them in their personality development.

6. Knowledge of mental hygiene : Mental hygiene is the backbone of balanced personality. The teacher who is endowed with the knowledge of educational psychology will try to maintain the mental hygiene of his pupils in the positive side by following various principles of mental hygiene. He will try to remove tensions, frustrations, conflicts, complexes, anxieties and worries of the students by creating healthy and suitable atmosphere. On the other hand, the teacher who does not have the knowledge of educational psychology may not be successful in maintaining the mental hygiene of the pupils and hence they may become frustrated and maladjusted pupils.

7. Knowledge and one's own job : Educational psychology helps the teacher in understanding his own job. It provides an insight into the problems which the teacher has to face in his profession. It helps in developing a scientific and problem solving attitude towards the problems of education.

8. Knowledge of guidance : Educational psychology helps the teacher in giving guidance to the pupils by having an understanding of interests, abilities, aptitudes, achievements, problems, educational and vocational plans of the pupils.

9. Improvement in teacher-taught relationship : Basically, the teacher-taught relationship is psychological. Educational psychology helps the teacher and the head of an institution in maintaining cordial relations with their students. It helps the teachers in treating their pupils with sympathy and understanding. He assist and co-operates in the student's participation in group activities.

10. Experimentation and research : Knowledge of educational psychology encourages the teacher to make experiments in the field of education. By his research, he can bring new facts to light and improve teaching and education.

11. Measurement and evaluation : Educational psychology helps a teacher in knowing sound methods of measuring and evaluating the achievement of the pupils. He can use various psychological tests and techniques for understanding interests, abilities, aptitudes, achievements and other aspects of personality of the pupils. Educational psychology not only helps the teacher to evaluate the pupils through the medium of tests and other techniques but also helps him to judge his own ability as a teacher.

12. Improvement in curriculum : Educational psychology has led to important improvement in the curriculum. It has laid stress on co-curricular activities like games, scouting, picnics, dancing, camps, variety programmes etc. To be active and effective, the curriculum must be based upon psychological foundations. Psychological principles are used in formulating curriculum for different stages. Needs of the students, their motives and values, their developmental characteristics, learning patterns and needs of the society are to be incorporated in the curriculum. The modern curriculum includes needs of the individual and society so that maximum transfer may occur from school to social situations.

13. Improvement in teaching methods : Educational psychology has brought a revolution in modern educational methods. Teaching has become more scientific, easier and goal-directed. Educational psychology gives information of the teacher about the process of learning, effective methods of teaching and learning, important factors which help or impede the process of learning, and allows him to make use of this information in his teaching. It is the contribution of educational psychology that teachers make use of various types of audio-visual aids in classroom teaching. Educational psychology has helped the teachers in introducing several innovations like activity-centred teaching, discussion method, micro-teaching and programmed instruction. Psychology tells that unless the teacher creates interest in learning a thing among the pupils, he can never teach them effectively that topic or subject or activity. Thus, in practice, various methods of teaching have been developed.

14. Improvement in discipline : Educational psychology helps the teacher in maintaining discipline by avoiding repressions, frustrations and anxieties and thus saves the child from maladjustments. Educational psychology tells the teacher that discipline should be self-discipline, dynamic, positive and constructive through participation in purposeful- activity. Pleasure and pain, reward and punishment, praise and blame should be judiciously used. If the teacher is unaware of the principles of educational psychology, he may be unable to solve the problems of his students and thereby fail to induce order and discipline among them. Generally speaking, order and discipline in the class depend upon the extent of which the rules and regulations applying in the situation are psychological and the extent to which the teacher makes use of psychological devices.

Kelley's View :

Educational psychology is helpful in the following ways :

1. Knowledge of child's nature : Educational psychology provides a knowledge of the nature of the child.

2. Knowledge of growth and development : Educational psychology provides the knowledge of growth and development of children.

3. Understanding of nature and aims of education : Educational psychology gives understanding of the nature, aims and purposes of education.

4. Techniques of teaching and learning : Educational psychology presents the principles and techniques of learning and teaching.

5. Understanding of methods and procedures : Educational psychology gives understanding of the scientific methods and procedures which have been used in arriving at the facts and principles of educational psychology.

6. Understanding importance and control of emotions : It helps in understanding importance and control of emotions.

7. Understanding techniques of training : Educational psychology gives an understanding of the principles and techniques of correct training.

8. Methods of measuring abilities and achievement : Educational psychology gives training in methods of measuring abilities and achievement in school subjects.

9. Adjustment : Educational psychology helps in the better adjustment of children and helps to prevent adjustment.

Summary of Contributions, Functions, Role or Importance of Educational Psychology :

The basic contributions, functions, role or importance of educational psychology can be summarised as under :

1. Who is to learn ? : The child (learner) is to learn and educational psychology helps us to understand the child.

2. Why to learn ? : The child is to learn to adjust himself amicably with the environment (society) so as to derive maximum satisfaction.

3. From whom to learn ? : Basically, the child is to learn from the teacher. The teachers, therefore, in the first instance learn how to make them effective. They must develop their own personality as it has a great bearing on the personality of the child.

4. Where to learn ? : School is among the most important places of learning. Therefore, the school should provide maximum facilities to the pupil.

5. How to learn ? : This calls for child-centred learning. The teacher should adopt such methods which lead to optimum learning.

6. When to learn ? : This raises the issue of motivation. All learning is considered as motivated learning.

7. How to measure the learning outcomes ? : This is concerned with the use of appropriate tools of measurement.

Conclusion :

From the above discussion, we can conclude that the knowledge of educational psychology is very useful and essential for teacher. Without the knowledge of educational psychology teacher is like a rudderless boat sailing aimlessly in the sea depending upon its wings on one man. The knowledge of educational psychology helps the teacher to develop proper attitudes ; assists the teacher to set up appropriate educational situations ; helps the teacher in teaching their pupils sympathetically and impartially and with most suitable methods and techniques ; helps the teacher in understanding his own job and social relationship ; helps him in the organisation of curriculum and proper guidance programme ; helps him in planning out the proper evaluation techniques ; helps him in handling gifted, backward, delinquent and problem children ; helps him in creating interest by using audio-visual aids and reducing fatigue and by encouraging joint participation in the lesson. Ultimately, it helps in the realisation of the aim of education, i.e., the harmonious and balanced development of personality. Hence, we can say that when "the rule of thumb fails, the laws of psychology, and their application can bring fruitful results."

The following view points highlight the contribution, importance or functions of educational psychology for the teachers or role of the teacher :

(i) **Skinner's view :** "The teacher needs psychology to bridge the lives of the young and the aims of education in our democratic society."

(ii) **Kuppuswamy's view :** "Psychology contributes to the development of the teacher by providing him with a set of concepts and principles."

(iii) **View of Garrison and Others :** "We know in advance, if we are psychologists, that certain methods will be wrong, so our psychology saves us from mistakes."

(iv) **View of Blair :** G.M. Blair in '*The Psychological Interpretation of Teaching*' stated the importance of educational psychology to the teacher in these words, "Modern teacher, if he is to succeed with his work should be a specialist who understands children, how they grow, develop, learn and adjust. He should be diagnostician, who can discover special difficulties of children and at the same time possesses the requisite skill for carrying forward the necessary remedial work. He should also be performing important educational and vocational guidance functions. No person untrained in the methods of psychology can possibly fulfill the obligations and tasks which are the responsibilities of the teacher."

(v) **View of Davis :** R.A. Davis in '*Applicability and Applications of Psychology with Particular Reference to Classroom Learning*' pointed out the significance of educational psychology as, "Psychology has made a distinct contribution to education through its analysis of pupil's potentialities and differences as revealed by means of various types of psychological tests. It has also contributed directly to the knowledge of pupil's growth and maturation during the school years."

QUESTIONS

1. State the meaning of educational psychology.
2. Explain the scope of educational psychology.
3. "Scope of educational psychology revolves around the learner and the learning process in the learning situations." Explain.
4. Explain the importance of educational psychology for the teacher.
5. Elucidate the nature of educational psychology.
6. State educational psychology as an academic discipline.
7. Discuss the contribution or functions of educational psychology in the field of education.
8. Discuss the functions or importance of educational psychology for teacher.
9. Discuss the contribution of educational psychology in the field of education and its utility for teacher.
10. Explain the nature and scope of educational psychology with special reference to (a) aims and objectives of educational psychology and (b) Difference between general psychology and educational psychology.
11. Discuss the importance (functions) or utility of educational psychology.
12. State the limitations of educational psychology.