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| **Version-2023** | **Course Title:**  **Psychology of Learners** | **L** | **T** | **P** | **S** | **C** | **CH** |  |
| **SUBJECT CODE- EDO-472** | **OPEN ELECTIVE** | **3** | **0** | **0** | **3** | **3** | **3** |
| **Pre-requisites/ Exposure** | **Students must have basic knowledge of education and Psychology** | | | | | | |
| **Co-requisites** |  | | | | | | |

**UNDERSTANDING LEARNER**

**COURSE OBJECTIVES**

* To enable the student teachers to Understand the learner and his abilities
* To enable the student teachers to Analyze the characteristics and problems of individuals
* To enable the student teachers to Familiarize with administration and interpretation of psychological tests.
* To enable the student teachers to identify Learner with special needs

**COURSE OUTCOMES**

On completion of this course, the students are expected to learn

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| * Understand the learner and his abilities |
| * Understand the process of human development. |
| * Analyze the characteristics and problems of Individuals. |
| **COURSE DESCRIPTION**  The course begins with the understanding the concept of educational psychology as well as how we can use psychology to make our teaching learning process effective which has great impact on our education system. This is widely utilized in all educational spheres. The students are also introduced with different concepts like Individual Difference, Personality, learning and motivation as well as exceptional children’s  **COURSE CONTENT**   * **Unit -1** * **Educational psychology**- concept, nature, scope and importance. Importance of psychology for the teachers. * Growth and development: meaning, difference, principles, Influence of heredity and environment. * **Adolescence:** the concept and its meaning in various perspectives namely physiological, cognitive, sociological and chronological.   **Unit -2**   * **Learning**: Meaning, process and factors affecting learning of an individual, Trial and error theory, classical conditioning theory and insightful learning * **Transfer of Learning**: Meaning, Types and Theories * **Intelligence**: Nature and characteristics, Theories of intelligence, Spearman’s two factor theory, Thorndike’s Theory, Thurstone’s Primary Mental Abilities.   **Unit -3**   * **Motivation:** Meaning, Types and techniques of enhancing learner’s motivation. Maslow’s theory of motivation * **Personality**: Concept, dimensions, features and development of personality; type and trait theories of personality * **Learner with special needs**: Meaning, types: gifted, delinquents, creative, and their educational programmers.  TEXT BOOKS  * **T- 1**- Mangal, S.K., &Mangal, Uma (2010). Essentials of Educational Psychology. New Ltd. * **T-2** Mehra, V. (2004). Educational Psychology. New Delhi: S.S. Publishers. * **T-3 Aggarwal** J.C. (2010) Essentials of Educational Psychology (Innovations in Teaching- Learning), Vikas Publishing Housing PVT LTD: New Delhi, Page No. 1-10.   **T-4** Hall, C.S., Gardener, L. and John, B.C. (2010) Theories of Personality. Delhi: Aggarwal Printing Press.  **T-5** Anastasi, A. and Susana U. (2010) Psychological Testing. New Delhi: PHI Learning Pvt. Ltd.   ****REFERENCE BOOKS****  * **R-1** Abbott, C. (2001). Educational Psychology. UK: Psychology Press. * **R-2** Huang, R., and Kinshuk, Jon K. Price (2014). ICT in Education in Global Context: Heidelberg: Springer.   **R-3** Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing.  **R-4** Gore, M.S. (1984). Education and Modernization in India. Jaipur: Rawat Publishers. |
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**Activities:** Administration and interpretation of any one psychological test (**Intelligence/ motivation/ creativity).**

**Visit to a school and write a report on problems being faced by the students**

**Mode of Evaluation: The performance of students is evaluated as follows:**

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|  | **Theory** | |
| **Components** | **Continuous Internal Assessment (CAE)** | **Semester End Examination (SEE)** |
| **Marks** | **40** | **60** |
| **Total Marks** | **100** | |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

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| --- | --- | --- |
| **Mapping Between COs and POs** | | |
| **SN** | **Course Outcome (CO)** | **Mapped Program Outcome (PO)** |
| 1 | The students will be able to understand the concept, nature and scope of Educational Psychology. | 5 |
| 2 | The students will be able to comprehend different process of human development | 2,5 |
| 3 | Analyze the characteristics and problems of Individuals | 5,6,7 |

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|  |  | **Modern tool usage** | **Ethics** | **Individual and team-work** | **Communication** | **Diverse professional skills** | **Role-player in education system** | **Modernization** | **Social coherence** | **Placement options** | **Excellence in pedagogical skills** | **New options in the areas of research**: | **Eligibility for teaching job** |