NORTH MAHARASHTRA UNIVERSITY, JALGAON.

B.Ed. (General) Course Draft Syllabus.

Course II   (for the Year 1992-93,1993-94,
1994-95)

Psychology of learning and Teaching.

Rationale - Educational Psychology has always Occupied a place of pride in the training course for teachers since many years now. However, if we take a review of the syllabi of (Educational Psychology) of that of Psychological Foundations of Education as it was called earlier. We find that the emphasis has changed time and again.

Educationists were impressed by the concern of Pestalozzi and others about the children under instruction ,and started looking at them as growing and developing human beings and not as more miniatures of adults around in the society. Later on they were impressed by the experiements of learning Psychologists and tried to apply principles, developed through laboratory experiments, in the School Classroom. However, the limitations of there applications became evident very soon and the laboratory was shifted to actual classrooms. Though-controls required for classical experimentation were difficult to apply, the reality touch war so revealing that learning teaching processes started occupying the canter place in the courses and books on Educational Psychology.

It is felt that this new emphasis must be reflected in the course we prrpose to institute in our B.Ed. Curriculum,hence the new title, inclusion of some new topics as well as the reorganization of old ones.

8) Objectives - A course in Psychology of learning & teaching will help the trainee teacher to -

1. Understand the process of learning conditions for learning types of learning & methods of learning.
2. Design learning situations to enable his/her learner to use various styles of learning.
3. Understand different mental procosses & their educational importance.
4. Understand different metnal abilities like intelligence attitude aptitude, creativity etc.

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5. Comprehend the process of development of the learner ingeneral, and that' of later children and adolecence stage in particulary, with its various dimensions and factors a affecting them.

6. Understand the concepts of personality intergrated personally, self concept and mental hygine.

7. Understand the nature of individual difference among childern.

8. Choose and use appropriate psychological tests while gives educational guidance to his/her students.

9. Understand classroom group structure & group dynamics as well as that of the School.

10. Apply the knowledge of principles and techniques to facilitate e optimum learnings and development of his/her students.

SYLLABUS

Course - Psychology of learning teaching

Section I

Unit -1 Need and Aspects of Psychology of learning & teaching

1.1 Need and Aspects

1.14. Nature (From trainee Teacher's point of view)

1.12 Need and Aspects - Learner, Learning Process & Learning Situations

1.2 Contribution to theory and Practice of Education

1.3 Methods of study-) Observation, interview Sociometry learner's behaviour) Experiment, case study.

Unit - 2 Growth and Development of the learner

2.1 Importance of growth & Development in learning

2.2 Factors influencing the development (General, Psychological environmental)

2.3 Stages of development - General characteristics and e aspects of development with reference to childhood and adolscence stage in particular.
i) Physical & Motor

ii) Cognitive (Piaget's view)

iii) Emotional & aesthetic

iv) Social and Moral

Unit - 3 Learner as an individual

3.1 Sigficance of the study of individual differences

3.2 Areas of individual difference
i) Intelligence - Nature, structure, Measurement and testing Individual-group, verbal & Non-Verbal

ii) Aptitude & Attitude—Meaning, development & Testing

iii) Achievement— (Scholastic & skill)

3.3 Educational and Vocational Guidance—Need & functions

Unit - 4 Personality of the learner and adjustment :

4.1 Concept of the Personality

4.2 Development of the Personality — Meaning and characteristics of integrated balanced personality.

4.3 Concept of self concept — Destructive learning situations-self concept as a failure learning escape mechanism from Un-pleasant School situation.

4.4 Mental health — meaning and Educational Importance of mental health. Preventive, constructive and curative function of the School and Teacher.

Unit - 5 Learner with special needs — (General instruction)

5.1 Identifying learners with social needs, difficulties problems arising out of them.
(Physical disabilities, Intellectual deficiency, giftedness low achievement, social emotional disorders i.e. deliquency, trugncy etc.)

5.2 Measures for Overcoming the difficulties and facilitating optimum learning.

Unit - 6 Psychology of the Group

6.1 Meaning and characteristics of group behaviour

6.2 Concept of group dynamism

6.3 Causes of group formation, (suggestion, Sympathy, limitation)

6.4 Concept of Classroom, leadership and its importance

6.5 Training of leadership in Schools.

SECTION II

Unit - 7 Nature and Process of learning

7.1 Concept of learning

7.11 The term applied with wide range of phenomenon

7.12 By product of an organism to satisfy needs

7.13 Comparatively Permanent change in behaviour as the result of reinforcement and prectics.

7.14 Three elements in the learning proces — learner (Learner-Stimuli-responce)

7.15 Learning differs from maturation, performance and temporary changes by fatigue/Alcohol etc.

7.2 Level & Methods of Learning

7.21 Three levels (a) Associatives
(b) Conceptualisation
(c) creative

7.22 Methods of learning (a) observation & limitation
(b) Tribal-Error-Association-
(Thorndike 3 lows)
(c) Conditioning - Classical & operant
(d) Insight

7.23 Gagne's type of learning (six types)
Chains-Discrimination-Concrete Concept-Defined Concept
Rules-Higher order rules.

7.3 Factors affecting the learning

Related to - Individual Conditions - Maturation age, Sex behaviour experience, Intelligence etc.

Task Conditions — Length of material difficulty level of material, meaning faithness

Method conditions — Practice, Knowledge of result etc.

7.4 Motivation & learning
(a) Concept of motivation (Intrinsic & Extrinsic) & functions of motivation
(b) Motivational factors- arousal
expectancy
incentives
punishment
(c) Maslow's hierachy
(d) Techniques for classroom motivation

Unit 8 : Different Mental process -

8.1 Attention & Perception
1. Process of attention & Perception
2. Difference between sensation & perception
3. Principles of perceptual organisation (Gestalt view, figure background)

8.2 Conceptualisation (Concept formation)
   1. Process of concept formation
   2. Types of concepts (Conjunctive, Disjunctivem
                                    Relational)
   3. Concept attainment process with reference to CAM
                                    (Concept attainment model)

8.3 Thinking and Creativity
   1. Process of thinking
   2. Instruments of thinking (Percepts, Images, Concepts,
                                    Symbols formula)
   3. Types of thinking — Perceptual — Imaginative
                                    Inductive — reductive
                                    (Convergent — divergens)
   4. Creativity — General & Scientific, Its Nourishment
   5. Relation of imagination & creativity

Unit 9 : Remembering & forgetting & Transfer of learning

9.1 Rembering & Forgetting
   1) Process of memory — 4 stages (Registration,
                                    Retention, Recall, Recognition)
   2) Long Term/Short Term Memory
   3) Methods of memorisation
   4) Meaning of forgetting
   5) Cause of forgetting (Time, Disuse, Interesterence,
                                    motivated forgetting, severe
                                    injury, guiltyness, shame)

9.2 Transfer of learning
   1. Meaning of transfer
   2. Types of Transfer + ve & — ve
   3. Facilitative conditions and methods of transfer
      (Formal discipline theory, Indentical elements
      theory Generalisation theory)
   4. Educational implication of transfer

Unit 10 : Process of Teaching
   10.1 Concept of teaching — (i) Attempt to effect certain
        desired changes in the behaviour of the learner and
        teaching as a complex process (Skinner's view)
        (ii) Management of instruction. Teaching is interview

10.2 Process of Teaching (Related to the role of the teaching)
   i. Basic Teaching Modal.

Inst. Objective	Instructional Behaviour	Inter Process	Performance assessment

   ii. Teaching a transmission of knowledge – giving facts and information before students think themselves
   iii. Teaching knowledge as a 'structure',teaching the process of inquire or discoveries.
   iv. Teaching as a process of interpersonal warm relationship

Practical work :

   1. Ten Psychological experiments (20 marks each)
   2. Writing ednl. implications of any two (Remained Psy. Experiments) with reference to a chosen unit from special methods. offered.
   3. Survey of a group (i.e.Class) with the reference to learning needs, problems & behavioural pecularities

Practical Work

	Practical 10 Expts.	Apparatus
1. Learning.	To study the process of learning by trial of error.	Mirror,star pattern stop watch.
2. Fatigne	To study the effect of fatigne (Continuous mental work.)	Multiplication test sheet, stop watch.
3. Attention	To study the effect of diversion of attention on work efficiency of the subject.	Letter cancellation Sheets, stop watch.
4. Perception	To study the principles of organization of stimulus.	Figures for perception.
5. Concept Formation	To study the process of concept formation	A pack of cards with different figurs and words stop watch.
6. Memory	To find out the effect of meaning on retention	A list of non-sense syllables, A list of meaning words.

7.	Imagination	To determine the tertility of the subject's imagination	A set of whipple cards,stop watch.
8.	Suggestion	To determine the suggestibility Index of the subject.	A sufficiently large pitcture A set of questions (some of them suggestive) A stop watch.
9.	Intelligence test	To find out the I.Q. of subjects with the help of group verbal Intelligence test.	group nonverbal Verbal Intelligence test stop watch.
10.	Association of ideas	Free association to study the verious laws of association.	A list of stimulus words,stop watch.

PRACTICAL WORK II

Select any one unit from each methods of teaching and write down the educatiomal implication of any two given below.

1. Constructive imagination
2. Attention (Division & Span)
3. Imagery
4. Constrained association.
5. forgetting - Interference.

Reference Books

Author	Title	Publication
1. Chooles Galloway	Psychology for learning & Teaching	Mc Graw Hill Company (1976)
2. H.J. Klaus- mier & Willam Goodwin	Learning Human Abilities	Harper International Fuwin 4th Edition (1971)
3. Wilson Robeck & Michel	Psychological Foundations of learning & Teaching	Mcgraw Hill Group (1969)
4. Goodwin & Klausmier	Facilitating student Learning (an Introduction to Ednl. Psychology	Harper & Row Publishers Newyourk/London (1975)

5. R.C. Shrintholl   Educational Psychology   Addison Wesley Publishing
   Norman A   for Developmental   Co. (1974)
   Shrintholl   Approach

6. Hilgard,   Introduction to   Harcourt Brace Jovanovich
   Atkinson &   Psychology   Inc. New York 16th edition
   Atkinson   (1975)

7. Joel R. Davitz   Psychology of the   McGraw Hill Book Co.(1970)
   &samual Ball   Educational Process

8. John P. Decacco   The Psychology of   Prentice Hall India (1971)
   learning & Instruction

9. Murlidhar Dash   Educational Psychology   Deep & Deep Publishers
   New Delhi -77 (1988)

10. Dr.N.R.   Pragat Shaikshanik   Nutan Prakashan- Pune
    Farasnis   Manasshastra

11. Walia   Foundations of Educa-   Paul Publishers-
    tion Psychology   Jalandhar.

12. Bhatia   Textbook of Educational Macmillan Co. India
    Psychology

13. W.N. Dandekar   Fundamentals of   Kolhapur
    Experimental Psychology

14. H.N. Jagtap   Shaikshanik Va Prayogik Nutan Prakashan, Pune
    Manasshastra

15. Aphale & Bapat   Shikshanache Manas-   Shrividya Prakashan, Pune.
    Shastriya Adhishthan

16. K.V. Kulkarni   Shaikshanik Manasshastra   "   "   "

17. Bigge & Hunt   Psychological Foundation Harper & Row Publishers,
    of Education.   Newyork.

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