

<p style="text-align: center;"><b>SCHOOL OF EDUCATION</b>  <b>CENTRAL UNIVERSITY OF KASHMIR</b>  <b>EDUC103: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I</b>  <b>CURRICULUM TRANSACTIONAL STRATEGY (CTS)</b>  <i>Prepared by: Dr. Ismail Thamarasseri, Asst. Prof. (Education), Central University of Kashmir</i></p>					
<i>Course Code</i>	<i>Title of the Course</i>	<i>Type of Course</i>	<i>Credits</i>	<i>Max. Marks CIA</i>	<i>Max. Marks External</i>
EDUC103	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I	C	4	40	60

<b>Unit I</b>	<b>Topic</b>	<b>Method</b>	<b>No. of classes needed</b>
<b>Education and Psychology</b>	Concept of Education and Psychology	Lecture, PPT, Discussion	2
	Relationship of Education and Psychology	Lecture, PPT, Discussion	2
	Concept and functions of Educational Psychology	Lecture, PPT, Discussion	2
	Individual Diversities- Nature versus Nurture and Universal versus Contextual	Lecture, PPT, Discussion	2
	Implications of Human Diversity for organizing Educational Programmes	Lecture, PPT, Discussion	2

### **Learning Outcomes**

1. To develop appreciation and understanding about the Concepts of Psychology and Educational Psychology and implications of human diversity for organizing educational programmes.

### **Activities**

1. Preparation of assignment;
2. Preparation of PPT for presentation in the class;

### **Points for discussion**

1. An acceptable definition of psychology. Explain the major terms in the definition
2. "Without knowledge of Educational Psychology cannot be a good teacher." Discussion on the statement.
3. Define Educational Psychology.
4. The functions of educational psychology? How it is beneficial for prospective teachers?

5. Discuss the relationship between Education and Psychology.
6. Appreciate the value of educational psychology for a teacher.
7. Highlight the importance of educational psychology in teaching learning process.
8. Appreciate the role of psychology as an important domain of education.

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8. [http://epltt.coe.uga.edu/index.php?title=Social\\_Constructivism](http://epltt.coe.uga.edu/index.php?title=Social_Constructivism)
9. <http://psychology.about.com/od/findex/g/fully-functioning-person.htm>
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12. <http://www.fountainmagazine.com/Issue/detail/constructivism-in-Piaget-and-Vygotsky>
13. <http://www.learningandteaching.info/learning/humanist.htm>
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Unit II	Topic	Method	No. of Classes Needed
<b>Growth &amp; Development</b>	Infancy: With special reference to: Physical, Socio-emotional, Language, Cognitive and Moral aspects and their Educational Implications	Lecture, PPT, Discussion	3
	Childhood: With special reference to: Physical, Socio-emotional, Language, Cognitive and Moral aspects and their Educational Implications	Lecture, PPT, Discussion	3
	Adolescence: With special reference to: Physical, Socio-emotional, Language, Cognitive and Moral aspects and their Educational Implications	Lecture, PPT, Discussion	3

### Learning Outcomes

1. To develop understanding about different aspects of human development from infancy to adolescence.

### Activities

1. Preparation of assignment;
2. Preparation of PPT for presentation in the class;

### Points for the discussion:

1. "Cognitive development of an individual is the result of his successful attempt for equilibration". Discuss the statement in terms of the key concept formulated by Piaget.
2. "Language is a complex system and unique to Human Beings". Discussion.
3. Discuss briefly the relative role of nature and nurture in growth and development.
4. Discuss the Emotional characteristics of different stages of development of an individual with special emphasis on secondary school stage.
5. Sketch the social development of a child from birth to age two.
6. Suggest one curricular and one co-curricular activity that could help adolescents society specific development needs. Give reasons why you think, they would be helpful for the purpose.

7. Discussion on the developmental tasks of Indian adolescents? How can a teacher help the adolescents to overcome the difficulties of this stage.
8. Discussion on the importance of *Gang life* in the social development of children?

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Unit III	Topic	Method	No. of classes needed
Approaches to Learning-I	Meaning & Concept of Learning, factor influencing Learning	Lecture, Discussion/ Video/Film	3
	Behaviouristic Approach; Thorndike, Pavlov and Skinner	Lecture, Discussion/ Video/Film	4
	Neo-behaviouristic Approach; Albert Bandura	Lecture, Discussion/ Video/Film	4

### Learning Outcomes

- To develop understanding about Behaviouristic and Neo-behaviouristic Approaches to Learning

### Activities

- Preparation of assignment;
- Preparation of PPT for presentation in the class;
- Preparation of report of Field Visits/trips Mental Hospitals and special schools

### Points for discussion:

- Discuss the role of 'readiness' in effective learning. Bring out the role of maturation and environment in readiness.
- Discuss the significance of interests in the learning process.
- Discuss the idea 'transfer learning' suggest instructional strategies for its realization.
- Discuss the factors influencing learning. Explain?
- Discuss the meaningfulness of the material make learning easy?
- Discuss briefly the theory of Identical Elements .
- In what ways does Transfer of Learning, useful for teachers? Discuss
- Give the meaning of 'concept' and describe the ways of developing concepts.
- Discuss the Classical Conditioning?
- Discuss the educational implication of experimental neurosis?
- Distinguish between stimulus generalisation and stimulus discrimination.
- How extinction differ from spontaneous recovery in classical conditioning?
- Describe briefly the relevance of classical conditioning in education?
- Explain Parlov's experiment with classroom implications
- Comment on revised Law of Effect.
- Define Law of Readiness
- How Law of Exercise is useful for teachers?
- Explain the principles of learning based on Thorndike's experiment.
- Describe briefly the supplementary laws of learning

20. Explain Thorndike's theory of learning with special emphasis on classroom implications
21. Define Operant Conditioning.
22. Distinguish punishment from Negative reinforcement
23. Differentiate between punishment and omission training
24. Discuss how Operant Conditioning is useful for PSI.
25. Explain shaping with an example.
26. Suggest an instructional programme based on operant conditioning theory of B.F. Skinner and explain it.
27. Explain Instrumental Conditioning theory of B.F. Skinner with special emphasis on classroom implication.
28. What according to Bandura are the characteristics of human beings? Discuss.
29. Differentiate between Observational learning and Enactive learning?
30. Explain the various steps in the vicarious learning process?
31. List out the educational implications of social learning theory?

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Unit IV	Topic	Method	No. of classes needed
<b>Intelligence</b>	Concept of Intelligence: its Evolution and Measurement	Lecture, Discussion/PPT	2
	Psychometric Approaches; Spearman, Thurstone and Guilford	Lecture, Discussion/PPT	2
	Information Processing Approaches; Robert Sternberg's Triarchic Theory of Intelligence	Lecture, Discussion/PPT	2
	Gardner's Multiple intelligence Theory	Film / Documentary	2
	Emotional Intelligence, Social Intelligence, Spiritual Intelligence	Lecture, Discussion/PPT	2

## Learning outcomes

To develop an appropriate understanding and understanding about Intelligence in terms of its concept, measurement, evolution and theories.

## Activities

1. Preparation of assignment;
2. Preparation of PPT for presentation in the class;
3. Preparation of report of Field Visits/trips Rehabilitation centres/ Juvenile Jails and special schools

## Points for discussion

1. List different types of intelligence according to Howard Gardner.
2. Discuss which intelligences do you feel are most highly developed in teachers in general?
3. Is intelligence a single or multiple entity? Discuss.
4. Is IQ determined by heredity or environment? Discuss.
5. Is IQ fixed or changeable? Discuss.



6. If a child who celebrated his 10<sup>th</sup> birthday can successfully take a test of intelligence standardised for 12 year old. What is his IQ?
7. Discuss Gardner's theory of multiple intelligence.
8. Differentiate between multiple intelligence and traditional intelligence.
9. What are the educational implications of multiple intelligence?
10. Critically evaluate our school curriculum in the light of multiple intelligence.
11. How are your areas of intelligence nurtured as a child and as an adult?
12. Are there any difference between intelligence used in your personal and professional life? Justify your answer.
13. Define creativity.
14. How will you enhance divergent thinking to foster creativity?
15. List the characteristics of creative students.
16. How will you identify creative thinking?
17. Briefly explain stages in creativity?
18. What do you understand by the term -Synecticsø
19. Suggest a problem for brainstorming that can be used in your subject.
20. Explain the characteristics of creativity. Explain the steps in creativity
21. Define creativity. Explain the stages of creativity and steps to fostering creativity.
22. Define Emotional Intelligence. What do you mean by EQ? Differentiate between EQ and IQ
23. List the components of Emotional Intelligence according to Daniel Goleman.
24. Explain importance of Emotional Intelligence for success in career and life
25. Explain Goleman's theory of Emotional Intelligence. Explain the characteristics of an emotionally intelligent person
26. Illustrate Goleman's contribution to Emotional Intelligence and its educational implications.
27. What is Gardner's definition of intelligence and what criteria he use to determine whether or not a specific talent or ability is in fact an intelligence?
28. If implemented in to our classroom, how will the theory of multiple intelligence affect the ways in which you evaluate your students?
29. Do you feel the theory of multiple intelligence has influenced the way in which the teacher present material to their students? If so why do you believe to be true?
30. Why all individuals cannot perform equally in a profession? Discuss.

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