growth and development of personality. In the following sections we are going to discuss the topic in detail.

1.3 CONCEPT OF EDUCATIONAL PSYCHOLOGY

Before discussing Educational Psychology, it is necessary to understand the meaning of psychology. The word 'psychology' is derived from the Greek word 'Psyche' and 'Logos' which mean 'soul' and 'study' respectively. So, the word 'psychology' means the 'study of soul'. Various psychologists have defined psychology as the Science of Mind, Science of Consciousness and in a later stage it was McDougall who defined psychology as the Science of Behaviour that " gives us the better understanding and control of the behaviour of the organism as a whole." The changing concept of psychology has been defined by Woodworth in these words: "First psychology lost its soul; then it lost mind; then it lost consciousness; it still has behaviour of a kind."

Educational psychology is an applied branch of Psychology. This branch of Psychology studies the human behaviour in educational situations. The pioneer work in the development of Educational Psychology was done by Herbert, Pestalozzi and Froebel. Educational psychology consists of two words, 'Education' and 'Psychology'. Here, 'Psychology' means the study of human behaviour and 'Education' means the modification of human behaviour. To modify human behaviour,the knowledge of psychology is essential. In the teaching- learning process, for a successful teacher, the knowledge of psychology is important. Because educational psychology helps the teacher to understand the children's behaviour, their interest, their innate capacities and intelligence, will and sentiments, habits and attitudes and other factors which are responsible for the growth and development of the children as well as their behavioral changes.

Educational psychology can be described as "the application of psychology in the field of education." It studies the behaviour of the individual in learning situations and its problems. It utilizes the principles and laws of general psychology to solve the problems that arise in the classroom situations.

Various psychologists have defined educational psychology in different ways. A large number of eminent scholars and scientists have contributed to the development of educational psychology from time to time.

UG ED S2-01
(DSC/DSE)

FOUR YEAR BACHELOR'S DEGREE COURSE
(CBCS in Accordance with NEP 2020)

SEMESTER-II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

EDUCATION

Indira Miri School of Education
KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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UNIT 1 : RELEVANCE OF PSYCHOLOGY IN EDUCATION

UNIT STRUCTURE

1.1 Learning Objectives
1.2 Introduction
1.3 Concept of Educational Psychology
1.3.1 Nature of Educational Psychology
1.3.2 Scope of Educational Psychology
1.4 Importance and Application of Educational Psychology in Teaching Learning Process
1.5 Let Us Sum Up
1.6 Further Reading
1.7 Answers to Check Your Progress
1.8 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the meaning of educational psychology
- identify the nature of educational psychology
- elaborate the scope of educational psychology
- describe the importance and applications of educational psychology in the teaching learning process

1.2 INTRODUCTION

This unit introduces to you the very meaning of psychology and how it is related to education. Here, we are also going to discuss the concept, nature and scope of educational psychology. Again, through this unit, we can determine the importance and application of psychology in teaching learning process. It is through psychology that we can study human behaviour in a scientific way. With the knowledge of psychology a person can easily understand the human mind and the surroundings which have important bearing on the mind. The knowledge of psychology is vital for the

COURSE INTRODUCTION (COURSE 2)

COURSE INTRODUCTION

In the Degree First Semester Course, we have already discussed the basic concept and importance of education, its theoretical background and its various principles, scope and the life sketch of educational philosophy of the great thinkers and educationists in the field of education in Course 1. For the Second Semester Degree Programme in the subject Education, we have to go through the course i.e. Psychological Foundation of Education. This course comprises of 15 units.

In this course, the *First Unit* deal with the relevance of psychology in education. The *Second Unit* deals with the methods of Educational Psychology. The *Third Unit* deals with the meaning and concept of growth and development, its relationship as well as various principles of development in learning processes. The *Fourth Unit* discuss the characteristics, problems and the educational importance of the stages of the early childhood and the *Fifth Unit deals with* the later childhood stage. The *Sixth Unit* discuss the adolesecence stage in details. The *Seventh Unit* deals with the characteristics and factors related to Juvenile delinquency. The *Eight Unit* explains the education for exceptional children, their needs and objectives. the *Ninth Unit* explains the meaning and nature of learning, laws and methods of learning and the *tenth Unit* deals with the different theories of learning. The *Eleventh Unit* deals with the meaning and nature of memory, its various types, the marks of good memory, factors of memory and the economic methods of the process of memorization. Besides these, in this unit,there are also discussed the characteristics and the various causes of forgetting.The *Twelfth Unit* explains the concept and differences of intelligence and creativity, classifications of intelligence and various theories of intelligence. The *Thirteenth Unit* deals with the nature, characteristics and definitions of personality as well as the genetic and cultural factors of personality. The *Fourteenth Unit* explains the theories of personality and lastly the *Fifteenth Unit deals* with one of the important aspects of psychology that is mental health and hygiene and various adjustment mechanisms.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PPROGRESS” given at the end of each unit.

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