**DIRECTORATE OF DISTANCE EDUCATION**

**INTEGRAL UNIVERSITY, LUCKNOW**

**SUBJECT NAME: PSYCHOLOGICAL FOUNDATION OF EDUCATION**

**SUBJECT CODE: MAE 103 Paper Code: PFE/M**

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1. **MEANING DEFINITION AND SIGNIFICANCE OF EDUCATIONAL PSYCHOLOGY**

* MEANING AND DEFINITION OF EDUCATIONAL PSYCHOLOGY
* NATURE OF EDUCATIONAL PSYCHOLOGY
* SCOPE OF EDUCTIONAL PSYCHOLOGY
* SIGNIFICANCE OF EDUCATIONAL PSYCHOLOGY TO TEACHERS
* IMPORTANCE OF EDUCATIONAL PSYCHOLOGY TO DIFFERENT SECTIONS
* IMPORTANCE OF EDUCATIONAL PSYCHOLOGY TO PARENTS.

1. **HUMAN GROWTH AND DEVELOPMENT: SIGNIFICANCE, CHARACTERISTICS AND PRINCIPLES/STAGES – EDUCATIONAL IMPLICATIONS**

* SIGNIFICANCE OF CHILD DEVELOPMENT
* SOME PROMINENT EDUCATORS AND THINKERS ON THE DEVELOPMENT AND EDUCATION OF CHILDREN
* MEANING OF HUMAN DEVELOPMENT
* DISTINCTION BETWEEN GROWTH AND DEVELOPMENT
* CHARACTERISTICS AND PRINCIPLES OF DEVELOPMENT
* EDUCATIONAL IMPLICATIONS OF THE PRINCIPLES OF DEVELOPMENT
* INTERRELATIONSHIPS AND INTERDEPENDENCE OF VARIOUS PATTERNS OF DEVELOPMENT DIFFERENT STAGES OF DEVELOPEMNT AND IMPLICATIONS.

1. **HEREDITY (NATURE) AND ENVIRONMENT (NATURE): DEVELOPMENT AND EDUCATIONAL IMPLICATIONS**

* INTRODUCTION, MEANING OF HEREDITY
* PRINCIPLES OF HEREDITY: HOW HEREDITY OPERATES
* CHART SHOWING THE CONTRIBUTION OF HEREDITY ON PERSONALITY DEVELOPMENT
* ENVIRONMENT
* HEREDITARIANS’ ARGUMENTS AND STUDIES
* CRITICISM OF HEREDITARIANS’ POINT OF VIEW
* ENVIRONMENTALISTS’ POINT OF VIEW
* SOME STUDIES OF ENVIRONMENT
* RELATIVE CONTRIBUTIUON OF HEREDITY AND ENVIRONMENT ON GROWTH AND DEVELOPMENT
* INFLUENCE OF HEREDITY AND ENVIRONMENT
* EDUCATIONAL IMPLICATIONS OF THE ROLE OF HEREDITY AND ENVIRONMENT.

1. **INDIVIDUAL DIFFERENCES: TYPES AND EDUCATIONAL IMPLICATIONS**

* SIGNIFICANCE OF INDIVIDUAL DIFFERENCES AMONG CHILDREN
* TYPES OF INDIVIDUAL DIFFERENCES
* INDIVIDUAL DIFFERENCES: READINESS
* EDUCATIONAL IMPLICATIONS OF INDIVIDUAL DIFFERENCES
* MEETING NEED OF INDIVIDUAL DIFFERENCES: TEACHING STRATEGIES AND CLASS-ROOM MEASURES
* GENERAL GUIDELINES FOR MEETING INDIVIDUAL DIFFERENES.

1. **PHYSICAL DEVELOPMENT PATTERN AND EDUCATIONAL IMPLICATIONS**

* GENERAL PHYSICAL DEVELOPMENT PATTERN
* CHARACTERISTICS OF PHYSICAL DEVELOPMENT PATTERN AND NEEDS OF CHILDREN
* GROWTH AND DEVELOPMENT RATE
* GROWTH AND DEVELOPMENT CURVE: CHARACTERISTICS AND STAGES
* COMMON CAUSES OF DELAYED MOTOR AND PHYSICAL DEVELOPMENT
* FACTORS AFFECTING THE PATTERN OF PHYSICAL GROWTH AND DEVELOPMENT
* SUMMARY: IMPORTANT CHARACTERISTICS OF PHYSICAL DVELOPMENT PATTERN
* EDUCATIONAL IMPLICATIONS OF THE PHYSICAL DEVELOPMENT OF THE CHILDEN FOR THE TEACHER
* ORGANISATION NOF PYSICAL DEVELOPMENT PROGRAMME.

1. **SOCIAL DEVELOPMENT PATTERN AND EDUCATIONAL IMPLICATIONS**

* MEANING OF SOCIAL DEVELOPMENT PATTERN
* CHARACTERISTICS OF SOCIAL DEVELOPMENT PATTERN
* SOCIAL DEVELOPMENT PATTERN OF VARIOUS STAGES
* FACTORS AFFECTING THE SOCIAL DEVELOPMENT OF THE CHILD
* HINDRANCES IN THE SOCIAL DEVELOPMENT OF THE CHILD
* ROLE OF THE SCHOOL IN THE SOCIAL DEVELOPMENT OF THE CHILD
* TEACHER’S ROLE IN THE SOCIAL DEVELOPMENT OF THE CHILD.

1. **EMOTIONAL DEVELOPMENT PATTERN AND EDUCATIONAL IMPLICATIONS**

* SIGNIFICANCE OF EMOTIONAL DEVELOPMENT PATTERN
* MEANING OF EMOTIONAL DEVELOPMENT
* CHIEF CHARACTERISTICS OF EMOTIONS
* POSITIVE AND NEGATIVE EFFECTS OF EMOTIONS
* CLASSIFICATION OF EMOTIONAL PATTERN
* COMPARISON BETWEEN THE EMOTIONAL PATTERN OF CHILDHOOD AND ADULTHOOD
* FACTORS AT HOME AND SCHOOL WHICH DISTURB THE EMOTIONAL DEVELOPMENT OF CHILDREN TRAINING
* SUBLIMATIING AND MODIFYING EMOTIONS
* ROLE OF THE SCHOOL AND THE TEACHER IN THE EMOTIONAL DEVELOPMENT OF THE CHILD.

1. **COGNITIVE DEVELOPMENT PATTERN AND EDUCATIONAL IMPLICATIONS: PIAGET’S THEORY**

* MEANING OF COGNITIVE OR MENTAL OR INTELLECTUAL DEVELOPMENT
* PROCESS OF COGNITIVE DEVELOPMENTPATTERN
* FACTORS AFFECTING COGNITIVE DEVELOPMENT PATTERN
* COGNITIVE DEVELOPMENT CURVE
* JEAN PIAGET’S THEORY OF COGNITIVE DEVELOPMENT PATTERN (MENTAL OR INTELLECTUAL DEVELOPMENT)
* EDUCATIONAL IMPLICATIONS OF PIAGET’S THEORY OF COGNITIVE DEVELOPMENT AND THE ROLE OF THE SCHOOL AND TEACHER.

1. **ADOLESCENCE: MEANING, CHARACTERISTICS, PROBLEMS AND EDUCATIONAL IMPLICATIONS**

* MEANING AND DEFINITION OF ADOLESCENCE
* GENERAL CHARACERISTICS OF THE PERIOD OF ADOLESCENCE
* SPECIFIC NEED OF ADOLESCENCE WITH SPECIAL REFERENCE TO INDIAN ADOLESCENTS
* PHYSICAL NEEDS OF THE ADOLESCENTS AND THEIR SATISFACTION
* EMOTIONAL DEVELOPMENTAL NEEDS AND THEIR SATISFACTION
* EDUCATIONAL IMPLICATIONS OF SATISFYING THE EMOTIONAL AND PSYCHOLOGICAL NEEDS OF THE ADOLESCENTS
* SOCIAL DEVELOPMENT NEEDS OF THE ADOLESCENTS AND THEIR SATISFACTION
* INTELLECTUAL/MENTAL NEEDS OF THE ADOLESCENTS AND THEIR SATISFACTION
* MORAL DEVELOPMENT OR SATISFACTION OF THE MORAL NEEDS OF THE ADOLESCENTS
* MAJOR INTERESTS
* GOALS AND VALUES OF INDIAN ADOLESCENTS
* IMPORTANT PROBLEMS AND ISSUES INVOLVED IN THE PROPER DEVELOPMENT OF INDIAN ADOLESCENTS

1. **LEARNING: TYPES AND FACTORS OF LEARNING**

* MEANING OF LEARNING: DEFINITION
* CHARACTERISTICS AND GOALS
* MAJOR DOMAINS OF LEARNING
* LEARNING PROCESS
* GENERAL PRINCIPLES OF EFFECTIVE LEARNING
* ELEMENTS IN THE TEACHING-LEARNING PROCESS: IMPLICATIONS OF LEARNING FOR THE CLASSROOM TEACHER
* KINDS/TYPES OF LEARNING: PRIME AND CONCOMITANT LEARNING, MAKING LEARNING EFFECTIVE: ROLE OF THE SCHOOL AND THE TEACHERS.

1. **MOTIVATION**

* MEANING OF MOTIVATION
* PROCESS AND IMPORTANCE OF MOTIVATION
* MASLOW’S NEED – THEORY OF MOTIVATION
* TECHNIQUES OF ENHANCING LEARNER’S MOTIVATION.

1. **MEMORY AND FOREGETTING**

* SIGNIFICANCE OF MEMORY
* MEANING OF MEMORY
* DEFINITION OF MEMORY
* MEMORY SYSTEM
* KINDS AND TYPES OF MEMORY
* FACTORS CONTRIBUTING TO GOOD MEMORY
* SIGNS OF GOOD MEMORY
* METHODS OF MEASUREMENT OF RETENTION
* GENERAL CHARACTERISTICS OF CHILDREN’S MEMORY AND ADULT’S MEMORY
* ECONOMICAL OF MEMORISING
* THE WHOLE METHOD AND PART METHOD
* FORGETTING
* NATURE AND CHARACTERISTICS OF FORGETTING
* CURVES OF FORGETTING
* TYPES OF FORGETTING
* CAUSES AND MINIMISING FORGETFULNESS.

1. **INTELLIGENCE**

* MEANING OF INTELLIGENCE
* OPERATIONAL DEFINITION AND MEANING OF INTELLIGENCE
* INTELLIGENCE AND SCHOLARS OF ANCIENT INDIA
* KINDS OF INTELLIGENCE AND A FEW GENERALISATIONS
* DEVELOPMENT OF INTELLIGENCE AND MENTAL TESTING
* MEASUREMENT OF INTELLIGENCE
* BASIC CONCEPTS INVOLVED IN INTELLIGENCE AND INTELLIGENCE TESTING
* CLASSIFICATION OF INDIVIDUAL ON THE BASIC OF I.Q.
* IMPORTANT USES OF INTELLIGENCE TESTS IN EVALUATION.

1. **PERSONALITY**

* COMPLEX NATURE OF PERSONALITY AND DEFINITIONS OF PERSONALITY
* CHARACTERISTICS AND NATURE OF PERSONALITY
* BEHAVIOURAL PATTERNS OF PERSONALITY
* MARKS OF BALANCED DEVELOPMENT OF PERSONALITY
* DEVELOPMENT OF PERSONALITY: BIOLOGICAL AND SOCIO-CULTURAL DETERMINANTS
* BARRIERS IN THE DEVELOPMENT OF INTEGRATED PERSONALITY
* INTEGRATION OF PERSONALITY AND THE ROLE OF THE SCHOOL.

1. **SUGGESTIVE GUIDELINES FOR TEACHERS FOR THE OPTIMUM DEVELOPMENT AND EDUCATION OF THE STUDENTS**