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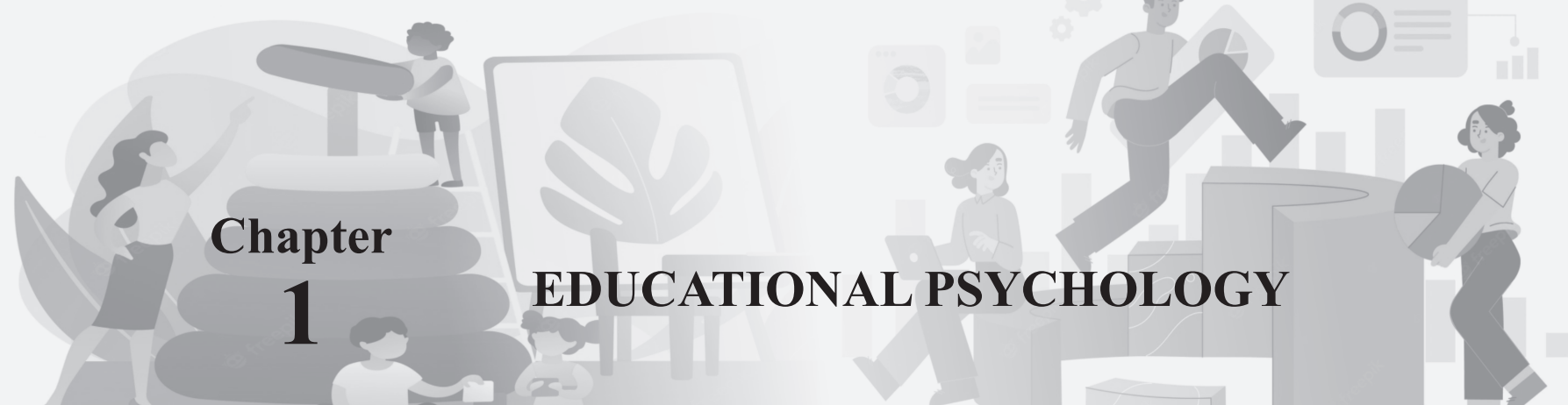- ☑ **2 Practice Sets** included

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Content

EDUCATIONAL PSYCHOLOGY

1. Introduction

- According to the American Psychological Association, Psychology is the study of the mind and behaviour. It is the study of the mind, how it works, and how it affects behaviour.

- There are different types of psychology, such as cognitive, forensic, social, and developmental psychology.

- A person with a condition that affects their mental health may benefitted by assessment and treatment by a psychologist.

- A psychologist may offer treatment that focuses on behavioural adaptations.

- A psychiatrist is a medical doctor who is more likely to focus on medical management of mental health issues.

2. What is Psychology?

- Psychology is the study of behaviour and the mind, or mental processes. It explores both internal cognition and emotions as well as outward, observable behaviours.

- Wilhelm Wundt opened the first experimental psychology lab in Germany in 1879, which was instrumental in psychology becoming its own scientific discipline. As a science, psychology relies on research and experimental testing to understand the causes behind what humans do, feel, think, and say, as well as to predict human behaviour.

- A wide array of topics are encompassed in the study of psychology including the biological foundations of behaviour, neurotransmitters and the brain, human development and diversity, emotions, cognition, intelligence, theories of learning and behaviours, and personality.

- It also covers research methods and statistics, and the ethical standards that accompany them. Finally, psychology is concerned with the causes and diagnoses of mental health disorders, as well as the most effective and evidence-based treatment methods.

- Psychology is both a thriving academic discipline and a vital professional practice. (The British Psychological Society)

- The scientific study of the behaviour of individuals and their mental processes. (American Psychological Association)

3. The Origin of Psychology

- The term "psychology" itself comes from the Greek word "psyche" which means to breath, soul, or mind, and "logos" which means science. What we consider psychology today is a relatively new field of study, but psychology has its origins in ancient cultures and has connections to the fields of philosophy, medicine, and biology.

- Psychology was considered as a branch of "Philosophy" centuries ago.

- To make psychology an independent subject, it began to be defined.

- On the basis of its literal meaning, psychology was first considered by Plato, Aristotle and Descartes as "Science of soul".

- Due to the lack of a clear definition of the word 'soul', the definition became invalid at the end of the 16th century.

- In the 17th century, Italian psychologist Pomponozzi considered psychology to be "the science of the mind". Later this definition also became invalid.

- In the 19th century, psychology was considered the "science of consciousness" by William Wundt, William James, Wives and James Sully etc.

- In the 20th century, psychology was considered the "science of behaviour" and this definition is prevalent till date.

- The main psychologists who believe in the science of behaviour are Watson, Woodworth, Skinner, Thorndike and McDougall.

- William Wundt established the first "psychological laboratory" in 1879 AD at "Leipzig" in Germany, so he is considered as the "father of experimental psychology".

- William McDougall in his book "Outline psychology" has strongly condemned the word "consciousness."

- **Definition of psychology:**
  - ❖ "Psychology is the pure science of behaviour" – Watson.
  - ❖ "Any boy you give me, I'll make him the way I want him to be" – Watson.
  - ❖ "Psychology first gave up its soul, then the mind, then gave up consciousness, and today psychology accepts the nature of the method of behaviour." – Woodworth.

- **Ancient Roots of Psychology:**
  - ❖ The Ebers Papyrus, an Egyptian document from 1550 BCE, is the earliest known medical text and includes information on psychological disorders.
  - ❖ The ancient Greek philosophers Socrates (469–399 BCE), Plato (428–348 BCE), and Aristotle (384–322 BCE) discussed and debated important ideas about the relationship between the body, brain, and mental processes, and the origins of knowledge.
  - ❖ Much of what these philosophers discussed thousands of years ago are still part of debates in psychology today. The Greek physician Hippocrates (460–375 BCE) also speculated about the biological origins of temperament.

- **Birth of Modern Psychology:**
  - In addition to the ancient philosophers and physicians, there have been several influential figures who have contributed to the development of psychology and proposed ideas related to the field.
  - One of these was a philosopher and mathematician René Descartes (1596–1650) who promoted the concept of dualism, the idea that the mind and the body are separate and distinct entities.
  - Significantly, he theorized that the mind and the body communicate with one another. John Locke (1632–1704) was a British philosopher who disagreed with his idea of dualism. He also wrote An Essay Concerning Human Understanding which presented his famous concept of the mind as a tabula rasa, or a "blank slate", at birth.
  - It was during the second half of the 19th century that several key events occurred that led to the birth of modern-day psychology.
  - In 1879, Wilhelm Wundt, founded psychology as an independent experimental field of study. He set up the first laboratory that carried out psychological research exclusively at Leipzig University. Wundt is known as the father of psychology.
  - In 1890, an American philosopher, William James, published a book entitled Principles of Psychology. It was discussed by psychologists worldwide for many decades.
  - In 1890, the American Psychological Association (APA) was founded, under the leadership of G. Stanley Hall.
  - Hermann Ebbinghaus, (1850 1909), who worked at the University of Berlin, was the first psychologist to study memory extensively.
  - Ivan Pavlov, (1849 to 1936), carried out the famous experiment which showed that dogs salivated when they expected food, introducing the concept of "conditioning."
  - The Austrian Sigmund Freud, (1856 to 1939), introduced the field of psychoanalysis, a type of psychotherapy. He used interpretive methods, introspection, and clinical observations to gain understanding of the mind.
  - He focused on resolving unconscious conflict, mental distress, and psychopathology. Freud argued that the unconsciousness was responsible for most of people's thoughts and behaviour, and for mental health problems.
  - E. B Titchener, an American, strongly believed in structuralism, which focuses on the question: "What is consciousness?"
  - William James and John Dewey were strong believers in functionalism, who addressed the "What is consciousness for?"
  - The debate between the functionalists and structuralists led to a rapid growth in interest in psychology in the United States and elsewhere, and the establishment of the first psychology laboratory at Johns Hopkins University, (U.S.)

  The following chart lists some of the most significant moments in the evolution of psychology as we know it.

1848	Phineas Gage was injured when a steel pole went through his eye socket and up through the frontal lobe of his brain. Though he survived the incident, his personality changed drastically, a fact that has provided insight into the relationship between the brain and personality.
1879	Wilhelm Wundt established the first psychology lab in Leipzig, Germany. This became a place for psychology students from around the world to come and learn. Wundt was also the first person to refer himself as a psychologist and is often referred to as the father of psychology.
1883	G. Stanley Hall, a student of Wundt, got a psychology lab established at Johns Hopkins University. He was the first such laboratory in the United States. Hall was also the first American to obtain a Ph.D. in psychology.
1890	William James published the first psychology textbook, The Principles of Psychology.
1890S	Ivan Pavlov conducted experiments with dogs and discovered classical conditioning.
1892	The American Psychological Association (APA) was founded by G. Stanley Hall.
1894	Margaret Floy Washburn was the first woman to receive a psychology Ph.D. in psychology.
1899	Sigmund Freud, the founder of psychoanalysis, published his book The Interpretation of Dreams.
1903	Mary Whiton Calkins became the first woman to be president of the APA.

4. Major Schools of Thought in Psychology

Following are some of the major schools of thought in psychology:

- **Structuralism:** Wundt and Titchener's structuralism was the earliest school of thought, but others soon began to emerge.

- **Functionalism:** The early psychologist and philosopher William James became associated with a school of thought known as functionalism, which focused its attention on the purpose of human consciousness and behaviour.

- **Psychoanalysis:** Soon, these initial schools of thought gave way to several dominant and influential approaches to psychology. Sigmund Freud's psychoanalysis centered on how the unconscious mind impacted human behaviour.

- **Behaviourism:** In 1913 an American psychologist, John B. Watson, founded a new movement that changed the focus of psychology. Behaviour, he argued, is not the result of internal mental processes, but the result of how we respond to the environment. Behaviourism focused on how people learn new behaviour from the environment.

- **Humanism:** Humanists viewed behaviourism and psychoanalytic theory as too dehumanizing. Rather than being victims of the environment or the unconscious, they proposed that humans are innately good and that our own mental processes played an active role in our behaviour. The humanist movement puts high value on the emotions, free will, and a subjective view of experience.

- **Cognitive theory:** Introduced in the 1970s, this is seen as the most recent school of thought in psychology. Cognitive theorists believe that we get information from our environment through our senses and then process the data mentally by organizing, manipulating, remembering, and relating it to the information we have already stored. Cognitive theory is applied to language, memory, learning, perceptual systems, mental disorders, and dreams.

- Now a days, psychologists study all these approaches and choose what appears to be best from each approach for a particular situation.

5. Main branches or fields of psychology

- General Psychology
- Abnormal Psychology
- Comparative Psychology
- Experimental Psychology
- Social Psychology
- Industrial Psychology
- Child Psychology
- Adolescent Psychology
- Adult Psychology
- Developmental Psychology
- Education Psychology
- Diagnostic or Remedial or Clinical Psychology
- Parapsychology (the latest branch)
- Animal Psychology
- Psychology is a broad and diverse field that encompasses the study of human thought, behaviour, development, personality, emotion, motivation, and more. As a result, some different subfields and specialty areas have emerged. Following are some of the major areas of research and application within psychology:

  - **Abnormal psychology** is the study of abnormal behaviour and psychopathology. This specialty area is focused on research and treatment of a variety of mental disorders and is linked to psychotherapy and clinical psychology.

  - **Biological psychology** (biopsychology) studies how biological processes influence the mind and behaviour. This area is closely linked to neuroscience and utilizes tools such as MRI and PET scans to look at brain injury or brain abnormalities.

  - **Clinical psychology** is focused on the assessment, diagnosis, and treatment of mental disorders.

  - **Cognitive psychology** is the study of human thought processes including attention, memory, perception, decision-making, problem-solving, and language acquisition.

  - **Comparative psychology** is the branch of psychology concerned with the study of animal behaviour.

  - **Developmental psychology** is an area that looks at human growth and development over the lifespan including cognitive abilities, morality, social functioning, identity, and other life areas.

  - **Forensic psychology** is an applied field focused on using psychological research and principles in the legal and criminal justice system.

  - **Industrial-organizational** psychology is a field that uses psychological research to enhance work performance and select employees.

  - **Personality psychology** focuses on understanding how personality develops as well as the patterns of thoughts, behaviours, and characteristics that make each individual unique.

  - **Social psychology** focuses on group behaviour, social influences on individual behaviour, attitudes, prejudice, conformity, aggression, and related topics.

6. Psychologists at Work

- Psychologists today work in a variety of settings where they can apply psychological principles for teaching and training people to cope effectively with the problems of their lives. Often referred to as "human service areas" they include clinical, counselling, community, school and organisational psychology. Clinical psychologists specialise in helping clients with behavioural problems by providing therapy for various mental disorders and in cases of anxiety or fear, or with stresses at home or at work.

- They work either as private practitioners or at hospitals, mental institutions, or with social agencies. They may be involved in conducting interviews and administering psychological tests to diagnose the client's problems, and use psychological methods for their treatment and rehabilitation.

- Job opportunities in clinical psychology attract quite a few to this field of psychology. Counselling psychologists work with persons who suffer from motivational and emotional problems. The problems of their clients are less serious than those of the clinical psychologists.

- A counselling psychologist may be involved in vocational rehabilitation programmes, or helping persons in making professional choices or in adjusting to new and difficult situations of life. Counselling psychologists work for public agencies such as mental health centers, hospitals, schools, colleges and universities.

- Community psychologists generally focus on problems related to community mental health. They work for mental health agencies, private organisations and state governments. They help the community and its institutions in addressing physical and mental health problems.

- In rural areas they may work to establish a mental health centre. In urban areas they may design a drug rehabilitation

programme. Many community psychologists also work with special populations such as the elderly or the physically or mentally challenged.

- Besides the redirection and evaluation of various programmes and plans, community based rehabilitation (CBR) is of major interest to community psychologists. School psychologists work in educational systems, and their roles vary according to the levels of their training.

- For example, some school psychologists only administer tests, whereas others also interpret test results to help students with their problems. They also help in the formulation of school policies.

- They facilitate communication between parents, teachers and administrators, and also provide teachers and parents with information about the academic progress of a student.

- Organisational psychologists render valuable help in dealing with problems that the executives and employees of an organisation tend to face in their respective roles.

- They provide organisations with consultancy services and organise skill training programmes in order to enhance their efficiency and effectiveness.

- Some organisational psychologists specialise in Human Resource Development (HRD), while others in Organisational Development and Change Management programmes.

7. Uses of Psychology

- The most obvious application for psychology is in the field of mental health where psychologists use principles, research, and clinical findings to help clients manage and overcome symptoms of mental distress and psychological illness. Some of the additional applications for psychology include:
  - ❖ Developing educational programs
  - ❖ Ergonomics
  - ❖ Informing public policy
  - ❖ Mental health treatment
  - ❖ Performance enhancement
  - ❖ Personal health and well-being
  - ❖ Psychological research
  - ❖ Self-help
  - ❖ Social program design
  - ❖ Understanding child development

8. Impact of Psychology

- Psychology is both an applied and academic field that benefits both individuals and society as a whole. A large part of psychology is devoted to the diagnosis and treatment of mental health issues, but that's just the tip of the iceberg when it comes to the impact of psychology.

- Some of the ways that psychology contributes to individuals and society include:
  - ❖ Improving our understanding of why people behave as they do

- ❖ Understanding the different factors that can impact the human mind and behaviour
- ❖ Understanding issues that impact health, daily life, and well-being
- ❖ Improving ergonomics to improve product design
- ❖ Creating safer and more efficient workspaces
- ❖ Helping motivate people to achieve their goals
- ❖ Improving productivity

- Psychologists accomplish these things by using objective scientific methods to understand, explain, and predict human behaviour. Psychological studies are highly structured, beginning with a hypothesis that is then empirically tested.

9. What is Educational Psychology?

- We know not everyone learns and retains information in different ways, so what can we do to make sure that everyone benefits from their education?

- The aim of research in educational psychology is to optimize learning, and educational psychologists study and identify new educational methods to benefit teachers, students, and anyone trying to learn a new skill.

- You can apply educational psychology to any human learning, not just to formal learning in a classroom. Educational psychology examples include:
  - ❖ Studying the most effective methods for teaching people with specific learning challenges like attention deficit hyperactivity disorder (ADHD), dyscalculia, or dyslexia
  - ❖ Researching how well people learn in different settings
  - ❖ Evaluating and analyzing teaching methods and addressing barriers to learning
  - ❖ Studying how factors like genetics, environment, socio-economic class, and culture affect learning

- **The literal meaning of educational psychology:** Educational psychology means that it is the science that studies human behaviour in the process of education. To analyze the meaning of educational psychology, Skinner has presented the following facts :
  - ❖ Human behaviour is central to educational psychology.
  - ❖ Educational psychology collects the facts obtained from discovery and observation.
  - ❖ Educational psychology gives a theory to the accumulated knowledge.
  - ❖ Educational psychology provides methods to solve the problems of education.

- **Definitions of Educational Psychology:**
  - ❖ **Skinner:** The whole behaviour and personality related to education comes under educational psychology.
  - ❖ **Crow and Crow:** Educational psychology describes and explains the learning experiences of an individual from birth to old age
  - ❖ **Callsnik:** Educational psychology is the application of the principles and research of psychology in education.

- ❖ **Stephen:** Educational psychology is the systematic study of educational development.
- ❖ **Sawrey and Telford:** The main relation of education psychology is with learning. It is that part of psychology, which is particularly concerned with the scientific exploration of the psychological aspects of education.
- **On the basis of the above definitions, it can be said that:**
  - ❖ Educational psychology studies human behaviour in educational situations.
  - ❖ Educational psychology makes the process of teaching-learning more simple and easy.
  - ❖ Educational psychology is scientific in nature, because scientific methods are used in its study.
  - ❖ The principles and methods of psychology are used in educational psychology.
- General Goals of Educational Psychology
  - ❖ **Understanding:**
    - ➢ A deep understanding of the educational phenomenon is one of the goals of educational psychology.
    - ➢ A good understanding of educational phenomena and the study of available variables and the search for relationships among them, in addition to the causes, motives, and motivations that result from this phenomenon, all of this contributes to the continuity of the success of the educational process and its harmonization of different educational situations.
    - ➢ Understanding students' behaviour and meeting their interim, mental, and psychological needs, understanding the reasons behind each behaviour issued in the educational environment, classifying them according to common mental factors and providing instructional methods for each group according to their capabilities, all these are the basic objectives of educational psychology.
  - ❖ **Forecasting**
    - ➢ Forecasting is the expectation of a specific phenomenon occurring at a specific time, based on the variables available before they occur, and thus studying the relationship between the variables, and making assumptions on their basis, in addition to predicting their occurrence and their results, such as predicting specializations that will be available to students according to their academic achievement in high school.
    - ➢ Also, the prediction in the field of educational psychology may not be inevitable results, but it is an important process in this field, it can contribute to solving many educational and vocational problems that occur in its different circumstances, when the gifted students are classified from ordinary students to underachieving students.
    - ➢ It is possible to predict student's needs. For example, talented students need enrichment programs that satisfy their mental abilities, as attaching them to educational programs provides many behavioural problems resulting

from the inadequacy of the educational material for this group of students.
- ❖ **Controlling**
  - ➢ Controlling is some of the actions that the organizer of the educational process takes towards some causal variables, studying the relationships between them, trying to control them, adjusting educational outputs and outcomes according to the requirements as much as possible, and being able to complete the educational process successfully.
  - ➢ However, due to a large number of variables, their interactions, and their circumstances, it is possible that the adjustment process becomes somewhat impossible in some cases, such as the appearance of some surprising variables, which cannot be controlled, such as different weather conditions, or sudden illness.
- **Special Goals of Educational Psychology**
  - ❖ As for the sub-goals or special ones, they are concerned with the important elements in the educational process, and all the variables affecting them, the causes that contributed to the emergence of a phenomenon, or an understanding of educational and vocational problems, and thus finding appropriate ways to solve them.
  - ❖ **The two main goals are as follows:**
    - ➢ Theoretical knowledge of the interpretation of human behaviour, through the study of theories of behavioural psychology, and its views on the interpretation of individual behaviour in educational situations, the foundations, principles and theoretical frameworks for them.
    - ➢ Applying this knowledge in a practical way, and training people in charge of the educational process to use it in educational and classroom situations, thus achieving an effective learning process more efficiently, and with the least possible number of problems.

10. Methods of Educational Psychology

- Different types of techniques are used by researchers to collect data and conduct research studies. With the increasing use of educational technology in education, psychology and other social sciences, new research strategies are evolved.
- The important methods and techniques of collecting data are:
  1. Introspection
  2. Observation
  3. Clinical method
  4. Case study
  5. Survey or differential methods
  6. Scientific or experimental method
- **Introspection**
  - ❖ Historically introspection is the oldest method of all. It was formerly used in philosophy, and then in psychology to collect data about the conscious experience of the subject. Introspection means to see with in one self or

self observation. To understand one's own mental health and the state of mind. This method was developed by the structuralists in psychology who defined psychology as the study of conscious experiences of the individual. Introspection has some advantages and disadvantages;

- ❖ **Merits:**
  - ➢ It gives information about one's own self which is difficult by other methods.
  - ➢ It is an easy method and needs no equipment
  - ➢ It makes a base for other methods such as experimental and observation method
- ❖ **Demerits:**
  - ➢ This method is subjective in nature and lacks scientific objectivity
  - ➢ The most serious objection against this method is that human mind is not static like inanimate objects such as stone or chairs etc. Our mental process is under constant changes so when one attempts to introspect, the state of mental process disappears and it becomes a retrospect.
  - ➢ The human mind is divided in two parts. One is his own mental operation and the other is the object to which this mental operation is directed. To expect any individual to attend the workings of his own mind during a mental process, specially in a complex and emotional state such as anger or fear, is a mistaken idea. Ross comment on the limitation of introspection and said, " The observer and the observed are the same, the mind is both the field and the instrument of observation."
  - ➢ Introspection can not be employed on children and insane propel.
  - ➢ There are conflicting reports, as regarding the findings collected from different introspectionists.

- ● **Observation**
  - ❖ With the development of psychology as an objective science of behaviour, the method of introspection was replaced by careful observation of human and animal behaviour. Observation literally means looking outside oneself. It is a very important method for collecting data in almost all type of research studies. Different type of Observation are used in research, direct or indirect, scheduled or unscheduled, natural or artificial, participant and non-participant. But there are two basic types of observation. They are:
  - ❖ **Natural observation:** In natural observation the observer observe the specific behavioural and characteristics of subjects in natural settings and the subject is not aware of the fact that their behaviour is being observed by someone. The teacher can observe the behaviour of his student in the playground or in any other social gathering without making him conscious. Natural observation can be done any where with out any tools.
  - ❖ **Participant observation:** In participant observation the observer becomes the part of the group which he wants to observe. Observational study is particularly very important

and produces significant results on developmental characteristics of children. No doubt that observation is a scientific technique of collecting data, the result of which can be verified and relied upon to locate behavioural problems.

- ❖ **Merits:**
  - ➢ This type of observation is a natural and normal way of knowing not only the external world but also the mind of the subject
  - ➢ This method is objective in nature and free form personal bias and prejudice.
  - ➢ Through this method we can observe as many children as we like
  - ➢ This method is quite suitable for children and abnormal person who can not be examined through introspection.
  - ➢ This can be used at any time and anywhere.
- ❖ **Demerits:**
  - ➢ Observation is useful only for collecting data about overt behaviour which is manifested in a number of activities. This overt behaviour does not provide reliable information regarding internal mental process. We can only guess the mental state of the individual on the basis of behaviour which may or may not be true. It becomes very difficult to draw any conclusion in case of adults who can hide their actual behaviour in the presence of the observer.
  - ➢ Subjectivity of interpretation is another limitation of this method. The observer may interpret his sensation of external stimulus based on his past experience. He may be biased in his interpretation. It has also been found in some studies that strong personal interests tend to make researcher see only those things which he wants to see.
  - ➢ Observation is subject to two types of errors, sampling error and observer error. Sampling error occurs because of inadequacies of selecting situation to be observed. The observer error may be due to knowledge and background of the situation to be observed. Because sometimes the observer is not familiar with the total situation and hence he may commit error.

- ● **Experimental Method**
  - ❖ This method has been developed in psychology by the continuous efforts by psychologists to make objective and scientific study of human behaviour. One of the major contributions of the behaviourism is the development of experimental method to understand, control and predict behaviour. It is the most precise and, planned systematic observation. The experimental method uses a systematic procedure called experimental design. Experimental design provides important guide lines to the researcher to carry out his research systematically. The lay out of the design depends on the nature of the problem that an investigator wants to investigate. The lay out or design of the experimental method is as follows:
  - ➢ Selecting a research topic

- Formulating hypotheses
- Selecting an appropriate design
- Collecting data
- Analyzing and interpreting data
- Discussion and conclusions

❖ Experiments may be conducted in a laboratory or in a classroom or anywhere else in the community. Experimentation involves comparison between behaviour of a control group and that of an experimental group.

Hypotheses have a rational base or they emerge from a frame work of theory or preliminary experimentation. An experiment involves two or more variables for example; incentives have a measurable impact on learning. The variables whose effects are being studied are called independent variable.

❖ **Merits:**
- This method is the most systematic procedure of solving problems. It provides reliable information.
- It is a revisable method
- It makes psychology a scientific study
- It provides objective and precise information about the problems.
- It give observer easy approach to the mind of an individual
- It provides innovative ideas for further experimentation
- It enable us to control and direct human behaviour
- It is applicable in educational, individual and social problems

❖ **Demerits:**
- It is arranged in a laboratory-like situation. This situation is artificially arranged. Behaviour is a natural phenomena and it may change under artificial environment.
- This method is time consuming and costly. Moreover it requires specialized knowledge and skills.
- Psychologists have been criticized the fact that mostly the experiments have been conducted on rats, cats and dogs. The results are conducted and then applied on human beings.
- It some times interferes with the very thing that we are trying to observe.

● **Clinical Method:** This method is primarily used to collect detailed information on the behaviour problems of maladjusted and deviant cases. The main objective of this method is to study individual case or cases of group to detect and diagnose their specific problems and to suggest therapeutic measures to rehabilitate them in their environment. It involves the following steps:
  ❖ Interview
  ❖ Information gathering
  ❖ A hypothesis formulate
  ❖ Diagnoses are made
  ❖ Planning a treatment programme

● **Case Study:** Case study is in-depth study of the subject. It is the in-depth analysis of a person, group, or phenomenon. A variety of techniques are employed including personal interviews, psychometric tests, direct observation, and archival records. Case studies are most often used in psychology in clinical research to describe the rare events and conditions of the subject; Case study is specially used in education psychology. It deals with the following problems:
  ❖ Lack of interest in students
  ❖ Aggressive behaviour in student
  ❖ Day dreaming
  ❖ Poor academic performance
  ❖ Emotional problem
  ❖ Social problems
  ❖ Empathetic understanding
  ❖ Find the problem
  ❖ Establish report
  ❖ Treatment

11. Educational Psychology – Importance for Teachers & Education

● **Importance of Educational Psychology for Teachers:** Teacher is like a philosopher who guides his students. He is responsible for being aware about the growth and development of the students. It is educational psychology which enables the teacher to use various techniques. The importance of educational psychology and teachers has the following points:
  ❖ Educational Psychology helps teachers to know how learning takes place.
  ❖ It enables a teacher to know how the learning process should be initiated, motivated, memorized or learned.
  ❖ It helps teachers to guide the students in the right direction in order to channel student's abilities in the right direction.
  ❖ It informs a teacher about the nature of the learners and his potential.
  ❖ It helps a teacher to develop the personality of a student because the whole educational process is for student's personality development.
  ❖ It helps a teacher to adjust his methodologies of learning to the nature / demand of the learner.
  ❖ It enables a teacher to know the problems of individual differences and treat every student on his / her merit.
  ❖ It helps a teacher to solve the learning problems of a student.
  ❖ It helps a teacher to evaluate whether the purpose of teaching & learning has been achieved by the students.

● **Importance of Educational Psychology in Education:** Following are the points which show the importance of educational psychology in education. It also shows how educational psychology and education have importance for another.
  ❖ **Learner:** Educational Psychology studies various factors

which impacts students. It may include home environment, social groupings, peer groups, his / her emotional sentiments, and mental hygiene etc. Various methods are used in order to get the desired data about the learner in order to know about his / her mentality and behaviour and his manifestations.

❖ **The Learning Process:** Educational psychology investigates how information and knowledge can be transferred and what kinds of methodologies should be used for this purpose.

❖ **Learning Situation:** Educational Psychology studies the factors which are situational in nature and how environment of classroom be managed and how discipline be maintained. Beside, it studies various Audio Video Aids and its role in facilitating the teaching learning process.

❖ **Curriculum Development:** Educational psychology helps curriculum developers that what kind of curriculum

should be made and what kind of content should be given to teachers to transfer to the next generation.

❖ **Evaluation Techniques:** Educational psychology helps educators in what kinds of evaluation techniques should be used to test the learners and to what extend information and concept have been transferred.

12. Factors that affect the Success or Failure of the Educational Process and the Achievement of Its Objectives

● Methods and strategies of learning and suitability for the categories of students.

● Their sensitivity to individual differences.

● Student's personality.

● Social circumstances.

● Level of mental and cognitive maturity.

● The amount of motivation for the learning process.

● The general and emotional atmosphere of the classroom.

Important Questions

1. What role does education play in the development of the person ?
   I. It imparts teaching skills to the students which makes them physically, mentally and socially ready to work in life.
   II. Higher education hepls in maintaining a healthy society that education prepares health, care, consumers and professionals.
   (A) Only I
   (B) Neither I nor II
   (C) Both I and II
   (D) Only II

2. Who among the following proposed that the people have also created 'psychological tools' to master their own behaviour ?
   (A) Jean Piaget
   (B) Friedrich Engels
   (C) Vygotsky
   (D) Albert Bandura

3. Which criterion doesn't fall under psychological aspect ?
   (A) Motivation
   (B) Level
   (C) Literary devices
   (D) Illustrations/layout

4. Educational technology is useful because:
   (A) It is the need of the hour

(B) It is adopted by famous in stitutions
   (C) It makes teaching and learning activities
   (D) It attracts students to wards teaching and learning activities

5. Which of the following is not the characteristic of educational technology?
   (A) It is based on application of scientific knowledge
   (B) It helps making teaching process objective
   (C) It encourages learning by coontrolling the environment
   (D) It makes the teaching process monotonous

6. Use of educational technology is advantageous over many other methods because :
   (A) It allows time for thinking
   (B) It provides wider range of sensory involvement
   (C) It allows proper guidance
   (D) It provides scope for understanding

7. Which of these technology-aided learning methods could be a good substitute for a field trip ?
   (A) Interactive learning programme
   (B) Telephonic interviews
   (C) Web seminar
   (D) Internet

8. An effective teacher must communicate to students that she/he is aware of everything that is happening in the classroom that she/he is not missing anything. This technique of preventing roblems in the class is :
   (A) Withitness
   (B) Overalapping
   (C) Group Focussing
   (D) Movement management

9. Which of the following practice do you consider least important to reduce achievement differences among students ?
   (A) Not giving students autonomy to choose their own activities during class
   (B) Having high expectations from all students and to reward them for their accomplishment
   (C) Interesting teaching incorporating a variety of learning aids
   (D) Promoting student engagement and involvement in school.

10. With respect to Educational Psychology, which one of the following completely describes punishment ?
   (A) Introduction of positive as well as negative reinforcer
   (B) Introduction of positive reinforcer and withdrawal of negative reinforcer

(C) Withdrawal of positiver reinforcer and introduction of negative reinforcer

(D) Withdrawal of positive as well as negative reinforcer

11. Which of the following are important barriers in the equalisation of educational opportunities ?

(a) Differences in economic states of learner

(b) Gender disparities

(c) Common school system

(d) Difference in the standards of educational institutions

Code :

(A) (a) and (d)

(B) (a), (b) and (c)

(C) (a), (b) and (d)

(D) (a), (b), (c) and (d)

12. "To educate according to nature" means—

(A) To return to the natural as opposed of artificial in life

(B) To educate according to natural laws of human development

(C) To study natural laws and apply them to the educational process

(D) All of the above

Answer Key

1. (C) **2.** (C) **3.** (B) **4.** (C) **5.** (D) **6.** (B)

7. (A) **8.** (D) **9.** (A) **10.** (B) **11.** (C) **12.** (C)

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