

Semester: I					
Programme: MA in Education					
Course: Psychological Foundation of Education					
Paper code: MAED26102				Credits: 5	
Total Hours: 75 Hours					
Category: Core/MDC/SEC/VAC: Core					
Theory / Practical / Composite: Theory					
No. of Modules: 2					
Course Overview: This course introduces the psychological foundations of education by examining major theories, principles, and contemporary perspectives that inform teaching and learning. It explores human growth and development, personality, intelligence, emotional intelligence, creativity, learning, motivation, memory, and recent developments such as positive, peace, environmental, and bio-behavioural psychology. Emphasising the application of psychological principles to educational contexts, the course enables learners to understand individual differences, promote holistic development, and design learner-centred teaching strategies for diverse educational settings.					
Course Outcome: <i>Students will be able to</i>					
1. Explain the nature, scope and schools of educational psychology, examine theories of growth and development, compare major developmental perspectives, evaluate their educational implications, and design developmentally appropriate teaching-learning strategies for diverse learners.					
2. Interpret theories of personality, intelligence, emotional intelligence and creativity; apply psychological concepts for learner assessment, analyse individual differences, evaluate various theoretical perspectives and construct learner-centred interventions for holistic personality development.					
3. Explain theories of learning, transfer of learning and motivation; apply psychological principles in classroom situations, analyse factors influencing learning, evaluate motivational approaches and develop effective instructional strategies to enhance student learning outcomes.					
4. Describe processes of memory and forgetting and recent developments in psychology including positive, peace, environmental and resilience psychology; analyse their educational relevance, evaluate contemporary practices and design evidence-based psychological interventions for promoting learner wellbeing and educational effectiveness.					
Prerequisites: <i>Basic knowledge about any prior course</i>					
SYLLABUS					
Module	Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
1	I	Basics of Psychology & its relation to Education - Educational Psychology as an emerging discipline-nature & scope - Schools of psychology (characteristics & significance in education) - Behaviorism	19	CO1	K1, K2, K3, K4, K5, K6

		○ Constructivism ○ Cognitivism ○ Recent Trends in educational psychology Growth and Development with Specific Emphasis on Education • Growth & Development- characteristics & stages • Physical & Emotional Development • Cognitive Development Including Language & Moral Development- <i>Piaget & Kohlberg</i> • Social & Emotional Development- <i>Vygotsky & Erickson</i> • Ecological & Holistic theory of Development- Bronfenbrenner & Steiner			
	II	Personality • Concept & Nature of Personality & Type Theory- Jung • Psychodynamic Theory- Freud; Social Learning Theory- Bandura • Trait Theory of Cattle, Eysenck & Five Factor Model • Theory by Max Wertheimer • Humanistic Theory of Rogers Intelligence, Emotional Intelligence & Creativity • Intelligence- Concept, nature, types and measurement • Emotional Intelligence- Concept, nature, importance and measurement • Theories of Intelligence- Cattell, Sternberg, Gardener • Creativity- Concept, Factors, Measurement and Nurturance	19	CO2	K1, K2, K3, K4, K5, K6
2	III	Learning & Transfer of Learning • Concept of learning, factors of learning, styles of learning • Factors affecting learning- attention, interest, maturation, motivation. • Theories of learning: synoptic views of Bruner, Tolman, Lewin, Hull, Klob • Transfer of Learning- Concept, types, theories, importance, and methods of enhancing	19	CO3	K1, K2, K3, K4, K5, K6

		Psychology of Motivation • Motivation - Concept, types, factors affecting motivation, importance in education. • Theories of motivation: - Maslow's Hierarchy of Needs Theory - Atkinson and McClelland's Achievement Motivation Theory - Weiner's Attribution Theory • Determinants of Motivation- Locus of Control, Anxiety, Curiosity and Interest, Learned Helplessness, Classroom Environment, Cooperative, Competitive and Independent Learning			
	IV	Memory & Forgetting • Memory – Concept, stages and types • Multisystem model of memory • Forgetting: Nature, Causes and importance (contemporary views) • Factors affecting memory, ways of improvement of memory Recent Trends & Practices in Psychology • Positive psychology: basic concept, subjective wellbeing and happiness with special reference to PERMA model • Peace psychology: basic concept, nature and scope • Environmental and bio-behavioural psychology: basic concept o - Resilience: basic concept	18	CO4	K1, K2, K3, K4, K5, K6
Suggested readings					
1. McInerney, D. M. (2014). Educational Psychology: Constructing Learning (6th ed) Pearson.					
2. Santrock, J. W. (2018). Educational Psychology: Theory and Applications to Fitness and Performance (6th ed). New York: McGraw-Hill Education.					
3. Mangal, S. K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall India.					
4. Ormond, J. E., Anderman, E. M. & Anderman, L. H. (2020). Educational Psychology: Developing Learners (10th ed) Pearson.					
5. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.					
6. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). Psychology: From Inquiry to Understanding (4th ed). New York: Pearson.					
Web Resources					
1. https://www.verywellmind.com/what-is-educational-psychology-2795157					
2. https://www.apa.org/education-career/guide/subfields/teaching-learning					

Evaluation:**Theory: 100 marks (50 marks from each module)****Module 1 and 2:** [70 Marks (35 + 35=70) and CIA 30 Marks (20+10=30)] = 100 Marks

- **End Semester Examination-** 70 Marks (35 marks from each Module)
- **CIA-** 30 Marks= 2 x [(10 marks for written examination for each module)] + 5 Marks for Assignment+ 5 Marks for Attendance

Paper Structure for end semester theory examination for each Module of 35 marks

- 3 short note/questions x 5 marks (out of 5 questions) = 15 marks
- 2 essay type questions x 10 marks (out of 3 questions) = 20 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Explain the nature, scope and schools of educational psychology, examine theories of growth and development, compare major developmental perspectives, evaluate their educational implications, and design developmentally appropriate teaching-learning strategies for diverse learners.	K1, K2, K3, K4, K5, K6
CO2	Interpret theories of personality, intelligence, emotional intelligence and creativity; apply psychological concepts for learner assessment, analyse individual differences, evaluate various theoretical perspectives and construct learner-centred interventions for holistic personality development.	K1, K2, K3, K4, K5, K6
CO3	Explain theories of learning, transfer of learning and motivation; apply psychological principles in classroom situations, analyse factors influencing learning, evaluate motivational approaches and develop effective instructional strategies to enhance student learning outcomes.	K1, K2, K3, K4, K5, K6
CO4	Describe processes of memory and forgetting and recent developments in psychology including positive, peace, environmental and resilience psychology; analyse their educational relevance, evaluate contemporary practices and design evidence-based psychological interventions for promoting learner wellbeing and educational effectiveness.	K1, K2, K3, K4, K5, K6