

Course Code	Course Name	Credits
26ED016	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	04

Course Objectives

The course aims to,

- ✓ Understand the fundamental concepts of psychology and educational psychology and their relevance to education.
- ✓ Explain various methods of educational psychology such as experimental, differential, and clinical methods.
- ✓ Analyze different learning theories and identify factors affecting learning. .
- ✓ Apply psychological principles to improve the teaching–learning process.
- ✓ Develop an understanding of growth and development, including their principles and influencing factors.
- ✓ Demonstrate different personality approaches including type theory by Carl Jung and trait theory by Raymond Cattell.

Learning Outcomes

After the completion of the course, the Learner will be able to

- ❖ Understanding the basic psychological concepts and their application in education.
- ❖ Apply knowledge of educational psychology to enhance effective teaching and learning strategies.
- ❖ Analyze different learning theories (trial and error, insight, transfer of learning) and apply them in classroom teaching.
- ❖ Distinguish between growth and development with practical examples.
- ❖ Evaluate different theories of intelligence and relate them to student learning abilities.
- ❖ Apply knowledge of personality theories (type and trait approaches) in guiding and managing students.
- ❖ Demonstrate skills in adapting teaching methods according to individual differences among learners.

Unit 1 - Concept of Psychology (12 hours)

Concept of Psychology and Educational Psychology-Methods of Educational Psychology (Experimental, Differential and Clinical)-Application of Educational Psychology in teaching learning process.

Unit 2 – Learning Theories (12 hours)

Concepts of learning-Factors affecting learning-Theories of learning: Transfer of learning; Insightful learning, Trial and Error.

Unit 3 - Growth and Development (12 hours)

Concept of Growth and Development-Principles of Growth and Development with special reference to adolescence period physical, social, emotional and intellectual-Difference between growth and development-Concept of Individual differences; aptitude, interest and attention.

Unit 4 – Intelligence and Creativity (12 hours)

Concept of intelligence-Theories of intelligence; Spearman, Thurston and Guilford-Concept of Creativity-Relationship between intelligence and creativity.

Unit 5 - Personality (12 hours)

Meaning and nature of Personality-Determinants of Personality development-Type and trait approaches of personality (Jung and Cattell)-Freud's theory of Personality.

Reference Books:

1. Mangal, S. K. (2019). Educational Psychology. PHI Learning Pvt. Ltd.
2. Cattell, R. B. (1971). Abilities: Their Structure, Growth, and Action. Houghton Mifflin.
3. Dash, B. K. (2004). Educational Psychology. Dominant Publishers.
4. Gardner, H. (2011). Frames of Mind: The Theory of Multiple Intelligences. Basic Books.
5. Guilford, J. P. (1967). The Nature of Human Intelligence. McGraw-Hill.
6. NCERT. (2020). Psychology Textbook for Class XI & XII. New Delhi: NCERT.
7. Aggarwal, J. C. (2010). Essentials of Educational Psychology. Vikas Publishing House.

Alignment with NEP – 2020

The proposed course **Psychological Foundation of Education (26ED016)** is designed in alignment with the transformative vision of the National Education Policy 2020, which emphasizes holistic, multidisciplinary, skill-based, and research-driven education. Overall, the course reflects a modern, outcome-based, and NEP-compliant curriculum, suitable for NAAC accreditation and academic excellence frameworks.

1. Develops broad-based knowledge and interdisciplinary competence.
2. Promotes research aptitude, scientific temper, and innovation skills.
3. Develops analytical, problem-solving, and methodological skills.
4. Enhances digital competence and ICT integration in research.
5. Promotes ethical reasoning and professional integrity.
6. Strengthens critical thinking and decision-making abilities.
7. Supports learner autonomy and experiential learning .
8. Prepares learners for global academic and research environments.

COs and Bloom's Taxonomy Level (BTL) Mapping for 26ED016

Course Outcomes	On successful completion of the course, the students will be able to	BTL
CO1	Explain research paradigms, types, and processes in educational research	K1 & K 2
CO2	Apply appropriate research designs and sampling techniques	K 3
CO3	Analyze quantitative and qualitative data using suitable tools	K 4
CO4	Evaluate research studies and interpret findings critically	K 5
CO5	Design and conduct independent research with ethical considerations	K 6

Bloom's Taxonomy Level (BTL):- K1 and K2 – remembering and understanding, K3 - Applying, K4 – Analyse, K5 - Evaluate and K6- Create

Relationship Matrix

Course Outcomes	Programme Outcomes (POs)								Programme Specific Outcomes (PSOs)							Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
CO1	3	2	1	1	1	1	1	1	3	3	1	1	1	3	1	1.6
CO2	3	2	3	1	2	1	2	1	3	3	3	2	1	3	1	2.1
CO3	3	3	2	1	1	1	2	1	2	2	2	1	1	3	1	1.7
CO4	3	3	2	2	1	3	2	1	2	2	3	3	2	3	2	2.3
CO5	3	3	3	2	2	1	2	2	2	3	2	3	1	3	2	2.3
Total																2.0

Mean Score: 3- High, 2- Medium/Moderate, 1-Low

