

UNIT-01: EDUCATIONAL PSYCHOLOGY-01 : AN INTRODUCTION

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1.1 INTRODUCTION

- **Psychology is the scientific study of mind and behavior. Psychology includes the study of conscious and unconscious phenomena, including feelings and thoughts. It is an academic discipline of immense scope, crossing the boundaries between the natural and social sciences. Psychologists seek an understanding of the emergent properties of brains, linking the discipline to neuroscience. As social scientists, psychologists aim to understand the behavior of individuals and groups.**

1.2 PSYCHOLOGY

1.2.1 Meaning

- The word psychology is the combination of two Greek words psyche (Soul, mind, self) and logos (science, study, investigate). In simple words psychology investigate, the mental process, and its manifestations in social relations of men and animals. Thus it is the science of soul. The word Psychology was firstly used in 1950 by Rudolf Gockel. Psychology has great importance in order to get more and more insight about human mind and the logic behind his / her behavior in social relations.

1.2.2 Evolution

Psychology as the Science of Soul.

- In ancient days, the Greek philosophers like Plato and Aristotle interpreted Psychology as the science of the soul and studied it as a branch of Philosophy. But soul is something metaphysical. It cannot be seen, observed and touched and we cannot make scientific experiments on soul.

Psychology as the Science of the Mind.

- It was the German philosopher Immanuel Kant who defined Psychology as the science of the mind. William James (1892) defined psychology as the science of mental processes. But the word 'mind' is also quite ambiguous as there was confusion regarding the nature and functions of mind.

Psychology as the Science of Consciousness.

- Modern psychologists defined psychology as the “Science of Consciousness”. James Sully (1884) defined psychology as the “Science of the Inner World”. Wilhelm Wundt (1892) defined psychology as the science which studies the “internal experiences”. But there are three levels of consciousness – conscious, subconscious and the unconscious and so this definition also was not accepted by some.

Psychology as the Science of Behaviour.

- At the beginning of the 20th century, when psychologists attempted to develop psychology into a pure science, it came to be defined as the science of behaviour. The term behaviour was popularized by J.B. Watson. Other exponents are William McDougall and W.B. Pillsbury. According to R.S. Woodworth, First Psychology lost its soul, then it lost its mind, then lost its consciousness. It still has behaviour of a sort

1.2.3 Definitions

- **“Psychology is the science of behaviour and experience.”- F. Skinner**
- **“Psychology is the study of human behaviour and human relationships.”- Crow and Crow**
- **“Psychology is the scientific study of the behaviour of living creatures in their contact with the outer world.” - Kurt Koffka**

1.2.4 Branches

- Each branch or field looks at questions and problems from a different perspective. While each has its own focus on psychological problems or concerns, all areas share a common goal of studying and explaining human thought and behavior.

Abnormal Psychology

- **Abnormal psychology is the area that looks at psychopathology and abnormal behavior. Mental health professionals help assess, diagnose, and treat a wide variety of psychological disorders including anxiety and depression. Counselors, clinical psychologists, and psychotherapists often work directly in this field.**

Behavioral Psychology

- Behavioral psychology, also known as behaviorism, is a theory of learning based on the idea that all behaviors are acquired through conditioning. While this branch of psychology dominated the field during the first part of the twentieth century, it became less prominent during the 1950s. However, behavioral techniques remain a mainstay in therapy, education, and many other areas.

Biopsychology

- Biopsychology is a branch of psychology focused on how the brain, neurons, and nervous system influence thoughts, feelings, and behaviors. This field draws on many different disciplines including basic psychology, experimental psychology, biology, physiology, cognitive psychology, and neuroscience.

Clinical Psychology

- Clinical psychology is the branch of psychology concerned with the assessment and treatment of mental illness, abnormal behavior, and psychiatric disorders. Clinicians often work in private practices, but many also work in community centers or at universities and colleges.

Cognitive Psychology

- Cognitive psychology is the branch of psychology that focuses on internal mental states. This area of psychology has continued to grow since it emerged in the 1960s. This area of psychology is centered on the science of how people think, learn, and remember.

Comparative Psychology

- Comparative psychology is the branch of psychology concerned with the study of animal behavior. The study of animal behavior can lead to a deeper and broader understanding of human psychology.

Counseling Psychology

- Counseling psychology is one of the largest individual subfields in psychology. It is centered on treating clients experiencing mental distress and a wide variety of psychological symptoms.

Developmental Psychology

- **Developmental psychology focuses on how people change and grow throughout life. The scientific study of human development seeks to understand and explain how and why people change throughout life. Developmental psychologists often study things such as physical growth, intellectual development, emotional changes, social growth, and perceptual changes that occur over the course of the lifespan.**

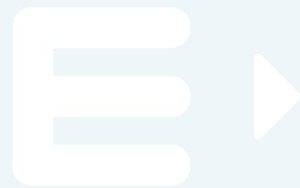
Educational Psychology

- Educational psychology is the branch of psychology concerned with schools, teaching psychology, educational issues, and student concerns. Educational psychologists often study how students learn or work directly with students, parents, teachers, and administrators to improve student outcomes.

Forensic Psychology

- Forensic psychology is a specialty area that deals with issues related to psychology and the law. Those who work in this field of psychology apply psychological principles to legal issues. This may involve studying criminal behavior and treatments or working directly in the court system.

THANK YOU



UNIT II

GROWTH AND DEVELOPMENT-01

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INTRODUCTION

- **Human beings keep changing. Changes are taking place in an individual due to learning and also due to natural growth and development. The aim of education is to bring about desired changes in the learner. Since the task of the teacher is to bring about desired changes in growing child, knowledge about growth and development is of utmost importance. Most people use the terms ‘growth’ and ‘development’ interchangeably and accept them as synonymous.**

- **But in reality, the meanings of these two terms are different. Growth refers to physical increase in some quantity over time. It includes changes in terms of height, weight, body proportions and general physical appearance. Development refers to the qualitative changes in the organism as a whole. Development is a continuous process through which physical, emotional and intellectual changes occur.**

THE CONCEPT OF GROWTH

- In Encyclopedia Britannica, growth is defined as “an increase in size or the amount of an entity”. It means growth involves all those structural and physiological changes that take place within an individual during the process of maturation. For example, growth of a child means the increase in weight, height and different organs of the child’s body.

- Hurlock has defined Growth as “change in size, in proportion, disappearance of old features and acquisition of new ones”.
- Growth refers to structural and physiological changes (Crow and Crow, 1962). Thus, growth refers to an increase in physical size of the whole or any of its parts and can be measured.

THE CONCEPT OF DEVELOPMENT

- Development refers to the qualitative changes in the organism as a whole. Development is a continuous process through which physical, emotional and intellectual changes occur. It is a wider and comprehensive term than growth. It is also possible without growth.
- In Webster's dictionary development is defined as "the series of changes which an organism undergoes in passing from an embryonic stage to maturity."

- In Encyclopedia Britannica is the term development defined as “the progressive change in size, shape and function during the life of an organism by which its genetic potential is translated into a functioning adult system.” So, development includes all those psychological changes that take in the functions and activities of different organs of an organism.

- **Development is a continuous and gradual process (Skinner). According to Crow and Crow (1965) development is concerned with growth as well as those changes in behavior which result from environmental situations.”**
- **Thus, development is a process of change in growth and capability over time due to function of both maturation and interaction with the environment.**

PRINCIPLES OF HUMAN DEVELOPMENT

- **Developmental psychologists believe that knowledge of an accurate pattern of development is fundamental to an understanding of children. There are several basic principles that characterize the pattern and process of growth and development. These principles describe typical development as a predictable and orderly process.**

- Even though there are individual differences in children's personalities, attitudes, behavior and timing of development, the principles and characteristics of development are universal patterns.

Development involves change

- The human being is undergoing changes from the moment of conception to the time of death. There are different types of change such as, changes in size, proportions, disappearance of old features and acquisition of new features etc.

- The goal of these developmental changes is self-realization, which Abraham Maslow has labeled as self-actualization. Each individual is equipped with certain abilities and potentials at birth. By utilizing the innate or inborn abilities one tries to realize and strive for self actualization during the total life period. Children's attitudes toward change are generally determined by his/ her knowledge about these changes, social attitudes toward this change and the way people of society treat children when these changes take place.

Development is a continuous process

- Development continues throughout the life of an individual. This process takes place in interaction with the environment in which a person lives. One stage of development is the basic framework for the next stage of development. A child has limited knowledge and experiences about his/ her environment. But as he/she develops, they acquire more information through explorations and adds to

the skills already acquired and the new skills become the basis for further achievement and mastery of skills. For example, if the child is able to write and draw, she/he must have developed a hand control to hold a pencil and crayon. Thus, a person has vast experiences and knowledge as she/he grows up.

Development follows a direction and uniform pattern in an orderly manner

- **Development proceeds from the center of the body outward. This is the principle of proximodistal development that describes the direction of development (from nearer to far apart). It means that the spinal cord develops before outer parts of the body. The child's arms develop before the hands and the hands and feet develop before the fingers and toes.**

- **Development proceeds from the head downwards. This is called the cephalocaudal principle. According to this principle, development occurs from head to tail. The child gains control of the head first, then the arms and then the legs.**

THANK YOU

