PAPER-II
LEARNER, LEARNING AND COGNITION

unit - I

1. Explain the concept of Educational Psychology.
   Discuss the scope of Educational Psychology.
   (16 marks)

Answers:

Introduction:

To equip the prospective teacher with the necessary skills and competencies and to enable them to deal with teaching learning problems of the class, educational psychology has been made compulsory. Education enriches life by increasing the power & inclination to reason.

Meaning of Education:

Etymologically the word education is derived from two words "educare" and "educere".

Educare: It means "to nourish", "to bring up", "to raise". This means when we talk of educating a child, we mean to bring him up or nourish him.

Educere: It means "to bring forth", "to lead out", "to draw out". It implies "drawing out" or "leading out" what is there.
Definition of Education:

According to Aristotle, "Education is the creation of a sound mind in a sound body. It develops man's faculty especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness & beauty of which perfect happiness essentially consists."

According to John Dewey, "Education is the development of all those capacities in the individual which will enable him to control his environment & fulfill his possibilities."

Meaning of Psychology:

Etymologically, the term Psychology has its origin from two Greek words:

- Psyche: soul
- Logos: study

The meaning of Psyche has been kept on changing from time to time.

1st stage: Psyche means soul.
II\textsuperscript{nd} stage: Psyche means mind.
\hspace{1cm} i.e. Psychology is study of mind.

III\textsuperscript{rd} stage: Psyche means consciousness
\hspace{1cm} i.e. Psychology is study of consciousness.

IV\textsuperscript{th} stage: Psyche means Behaviour which includes conscious, semi conscious & unconscious
\hspace{1cm} and here in IV\textsuperscript{th} stage logos means science
\hspace{1cm} i.e. Psychology is scientific study of behaviour
\hspace{1cm} of living beings.

Definition of Psychology:

\textbf{-> According to Crow & Crow.}
\hspace{1cm} "Psychology is study of human behaviour and human relationships."

\textbf{-> According to Wood.}
\hspace{1cm} "Psychology is the scientific study of the activities of the individual in relation to his behaviour."

**EDUCATIONAL PSYCHOLOGY: MEANING**

Educational psychology is the scientific study of human behaviour by which it can be understood, predicted & directed by education to achieve goals of life.

Educational psychology studies the problems of education in terms of:
knowledge of Psychology in field of education.

Definition of Educational Psychology:

1. According to Skinner, "Educational psychology is the branch of psychology which deals with teaching & learning."

2. According to Row & Crow, "Educational Psychology describes & explains the learning experiences of an individual from birth through old age."

3. According to J.M. Stephen, "Educational Psychology is a systematic study of educational growth."

Relationship of Education and Psychology

Psychology is the science of behavior & education in a narrow sense is the modification of behavior of the learner in a controlled environment.

To bring about some change, it is necessary to study the "science of behavior." If the teacher does not know the science of behavior, how can we expect him that he/she would succeed in bringing about the desirable changes in learners. Thus, to bring desirable changes in children through education, knowledge of Psychology is must. Thus, education & Psychology are
Functions / Objectives of Educational Psychology

1. To help the students in the task of learning & seeking all round growth & development of their personality.

2. To help the teachers in their task of teaching & performing other duties for the welfare of their students.

3. To help the guidance & counselling personnel working in the field of education for providing needed services on their part.

4. To help the educational authorities & administrators like educational planners, policy makers, curriculum planners, evaluators, educational administrators etc. for exercising their role as effectively as possible.

5. To help the educational researchers in carrying out their task effectively for the improvement of the process & product of education.

Scope of Educational Psychology

Educational Psychology deals with the behavior of the learner in educational situations, therefore it becomes imperative that educational
Psychology should link itself within the four walls of teaching-learning process and educational environment.

1) The learner:

Educational psychology has the subject matter centered around the learner. Within this section of its subject matter, it acquaints us with the need of knowing the learner & deals with the techniques of knowing them well. The following topics are included in this section – The innate abilities and capacities of the individual, individual differences & their measurements, the overt, covert, conscious as well as unconscious behaviors of the learner, the characteristics of his growth and development at each stage.

2) The learning experiences:

The second area is learning experiences. Although educational psychology doesn’t connect itself directly with the problem of what to teach or what learning experiences are to be provided for the learners yet it has full responsibility of suggesting the techniques of acquiring the learning experiences.
3) The learning process:-

After knowing the learner & deciding what learning experiences are to be provided, the emerging problem is to help learners in acquiring these learning experiences properly with ease & convenience.

4) The learning situation or environment:-

Around this pivot, educational psychology has the subject matter dealing with the environmental factor and learning situations which come midway between the learner & the teacher.

5) The teacher:-

The last but not the least is the teacher. He/She is a potent factor in any scheme of teaching & learning & surely educational psychology does not forget him. It emphasizes the need of knowing himself for a teacher to play his role properly in the process of education.

Conclusion:-

By mentioning the areas around the above five pivots, the picture of the boundaries & limits of educational psychology...
cannot be taken as complete. Indeed, sketching
out such a full picture is quite a difficult
task because of the fact that educational
psychology is developing as a fast-growing
science. Like any other science, it multiplies itself every year.

Therefore, the boundaries of educational psychology must
be allowed to rest free for future expansions
so as to facilitate the inclusion of what
is created in this field in future.

---

Q/8) What is moral development? Explain
the stages of moral development as given by
Kohlberg.

Answer 2: Introduction to Moral Development

Development of morality as character formation
is regarded as one of the important and
essential aims for a system of education &
the pattern of bringing up the children
in almost all the societies & communities
of the world. Universally, it is almost
believed by the societies & communities of the
world that the welfare of the human
being, an individual & the group as a
whole depends upon the proper development of morality and character formation among all the members of the group as community. For this purpose efforts should be made right from the early upbringing and education of the children.

Meaning of Moral Development:

Etymologically, the term morality, has been derived from the Latin word "mores", meaning manners, customs or traditions. Societies & communities from their very birth throughout would have tried to establish essential ways, manners & norms for helping them to co-exist & progress properly in the feeling certain moral or ethical codes for being followed by every member of their group.

In this way, moral development is nothing but a true conformity to the moral or ethical code of a society on the part of its members.
According to Peacock (1956),

To act in a moral way means, thus to act in conformity with group standards of conduct. Immorality is failure to conform as behaviour directed against the interest or welfare of the group.

Acc. to Dumville (1938),

"Moral development is sum of all tendencies which an individual possesses."

The definition provided by Dumville is somewhat capable of providing a comprehensive view as it tries to suggest that characters or morality possessed by an individual is the sum total of all his tendencies - innate as well as acquired.

In actual sense the moral development as character formation of an individual can be compared with a building which possesses the foundation in the form of (refined) instincts.
The emotions can be taken as the bricks for building the walls & roofs of the sentiments. The sentiment of self-regard is the cement as the adhesive material.

"Morality as character is just the organised self." (Ross, 1951)

Instincts, emotions & habits, temperament, will & sentiments - all are the constituents of one's morality as character.

Therefore moral development can be defined as an organised & stable mental structure of an individual existing in the form of one's moral sense as reasoning which determines his social behaviour.

Moral development should be taken as an acquired & learned phenomenon both in terms of acquiring moral sense of reasoning & demonstrating moral or ethical behaviour in conformity to the moral or ethical code set by the society.

Kohlberg's Theory of Moral Development

Lawrence Kohlberg, a psychologist belonging to the University of Harvard, was born in 1927 in New York City.
As a result of his study he got success in putting forward a theory of the development of moral judgement.

The sample of his study consisted of hundreds of children belonging to different ages of childhood and adolescence from different family setups, cultures and countries.

For studying the process of moral development in human beings, Kohlberg first defined moral development as the development of an individual's sense of justice. For estimating one's sense of justice he concentrated on one's view on morality with the help of a test of moral judgement consisting of a set of moral dilemmas. For instance, should a man who cannot afford the medicine, his wife needs, steal it? Is it better to save the life of one important person or a lot of unimportant persons? etc.

Finally, with the help of the analysis of the responses Kohlberg got from his subjects, he came to the conclusion that like the Piagetian
stages of cognitive development, there also exist universal stages in the development of moral values, & the movement from one stage to another depends on cognitive abilities rather than the simple acquisition of moral values from parents, elders & peers. He can then identified 3 levels of moral development, each containing 2 stages.