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**Q1: Discuss the term Educational Psychology?**

**Introduction**:

ANS1: educational psychology is an applied branch of psychology. It consists of the application of psychology principles and techniques to human behavior in educational situations to the development of education the development of educational strategies and programmers and to the solutions of educational problems as its stands today. Psychology is looked upon as a science like physics, Chemistry or biology. Secondly because of tremendous progress in knowledge in the last two centuries. We are today in a better position to think of psychology in more precise terms than was ever possible earlier.

As its stands today physiology is scientific study of human and animal behavior we have hardly and psychologist today who thinks of its study of the soul or mind there are reasons for this:

All though, education physiology has drawn a great deal upon the main field of physiology has for its techniques. Strategies and solution of problems of educations, yet as a science, it is merely a discipline made up of borrowed knowledge. It is a speed field of study in its own right. It has field of study in own data from its researches and investigations into the phenomena of interpersonal relationships, influences of home, school and peer group on a child’s developments, and intellectual mental (abilities) and non-intellectual factors of anxiety, level of aspiration also need for achievements, self-concept etc.)In learning it has developed a large number of testing and non-testing techniques to measure achievements in various educational areas and of diagnosing weakness in learning. it has also developed detailed methodology of techniques of teaching various school subjects as well as special groups of students such as the gifted, the creative and the socially disadvantaged even the borrowed principles and law are applied only after testing there efficiency in real educational situations.

 Educational psychology revolves around three areas: the learner, the learning process, and the learning situations. There details are given below:

**The Learner:**

In this area educational psychology studies the abilities needs and motivational forces, like self-concept, Life goals, Values. Anxiety of the individual learner as well as differences that exists among various individuals. This also includes the study of growth and development of the individual and the concept of maturity in various aspects of personality –physical, mental, social and emotional. Social behavior and social norms of this peer group, emotional health and problem behavior of the learner are also studied in the detailed from the mantel hygiene point of views.

**The Learning process:**

In the second areas, the learning process-educational psychology deals with the nature of learning and how it takes place. It explains the role and nature of re-enforcement, forgetting problems –solving transfer of training and the learning of skills, concepts and attitudes.

**The learning situation:**

In learning situation, educational psychology studies such factors as class room managements and discipline, techniques and aids which facilitate learning methods of teaching exceptional students, evaluation techniques, guidance and counseling.

Question like: when to teach/what to teach? And how to teach is important in gathering data? For this educational psychologist are more concerned with answers to that questions ,the first question refers to the development process that gradually mature as the child grows up. Similarly the problem of what to teach is important because of its close up relationships with the processor f maturations.

We not thinking of teaching math’s to a three year old though he may be taught to counts simple things .The problem how to teach is equally important because there are ways and means to teaching which can make the education of a child more effective, meaningful and useful. An effort has been made in this unit is to highlight the significance of educational philology and its various methods used to make the teaching and learning process more effective and efficient.

**Q2.Explain the concept, scope and potential, role of educational psychology in education?**

**ANS2: Significance, concept and shape scope of educational psychology:**

Psychology in education is an attempt to recognize and drawn on four feature as which we believe now of majors importance as regards contribution of psychology to education.

First is the brooding or what might be called the coming of age of research in child development. Thus the growth years are seen in larger and more consistent perspectives and longitudinal studies that the growth of individuals , sometimes from infancy into adult hood ,have revised certain earlier concepts as in showing personality correlates of “early” and “late “maturity and possible substantial influence of environment on growth of ability.

A second feature of the psychology educational presents is the seemingly hetero-genius mass of material on learning. some educators have proceeded from recognizing individual dynamics in learning to advocating curricular content and methods that are sometimes so highly personal to each pupil in each class and for each teacher that except when teachers have been especially adaptive and clever, the public and even the schools have been confused as to each pupil as to just what was or should be happening. Increasing emphasis has been put on social aspects of learning.

The third feature of the current education seen to which psychologists have been major contributors is the trend towards greater individualization of educational work, so that optimal stimulation is provided to each pupil in an effort to foster his total development.

This specialist’s aid in three ways, by consulting with the teacher on psychological who have serious difficulties, and by arranging educational experiences of types not ordinarily provided by curricular. When such specialists are available the teachers should not what services they can render and how to coordinate his efforts with theirs .In cases these specialists are not available, a teacher should know enough about these types of services to enable him to do at least something for such pupils.

A fourth feature, although of increasing potential values to the teachers can be touched on only briefly .Longitudinal studies of individuals are being continued from childhood into their twenties and beyond. For example, Lehman’s studies on age of achievements .Gerontologists are studying old age and seeking antecedents of problems that arise during this period. Adult education is important and growing movement in the research on adult life and its problem teachers should find helping and standing themselves. Perspectives may than be gained on the total human development and change, and the outcome and goals of education.

Modern education is described as an education because it has been engulf and in developed by psychological approached and true scientific interpretations of educational problems and solutions.

**Role of Educational Psychology in Education:**

In short educational psychology is helpful in the following ways.

1: It assists the teachers to know the education.

2: It proves useful in in the method of teaching.

3: It discusses the nature of learning of theories and types of learning for different age levels and situations.

4: it helps to understand the significance of individual difference of children.

5: it helps the teacher in providing educational and vocational guidance to his pupils.

 6: it makes the educators more scientific in his educational practices.

7: it enables to change the look and attitude of the teacher towards his pupil s and makes him more responsive to their needs.

8: it helps the teacher in his mental adjustments.

9: it develops confidence in the teacher by equipping him with adequate knowledge needed for the profession.

**Various methods of educational psychology:**

Educational psychology is being enriched by the method employed by various system of psychology .educational psychology uses scientific method for the study of man. the main characteristic of scientific methodology are as given.

1: assumed that the universe is an ordinary place where cause and effect relationship works

2. Uses experimentation for gathering data.

3. Employs devices, tools and apparatus to ensure exactness and objectivity educational psychology uses this methodology for the study of men.

Some important method use by educational psychology is as follow

1. Clinical methods

2. Psychological methods

3. Experimental methods

4. Different methods

**1. Clinical method:**

The clinical method is direct result of the finding that each individual is different from another and is there for a separate case clinical methods employ both diagnosis and treatment.

**2. Psychological Method:**

Psycho-physics the science that investigates the quantitative relationships b/w physical events and corresponding psychological events or investigations of quantitative relationships b/w stimuli and responses.

**3. Experimental Methods:**

An experiment involves hypothesis testing under rigidly controlled conditions. The hypothesis for the experiment involves an independent variable and at least one dependent variable.

**4. Different Methods:**

The differential methods employ individual differences as variables of investigations .The investigations select his subject according to certain criteria than compare their growth and performance in the light of the criterion. For example investigators may select his subjects on the basis of intelligence and compare their achievements on various school subjects.

**Q3.What do you understand by growth and development?**

**Ans 3.Introduction:**

The term “growth and development” mean the changes that take place in human behavior particularly in a child after concept right from the womb to womb. Growth is external in nature. It can be directly measured. It means increase and or addition in size and weight its chief concern is with the physical aspects of an individual. Growth occurs in particular age.

On the other hand, developments internal in nature, it can only be felt. It means working of the internal organs and their functions. Growth and development reinter-related. Both are interdependent and influence each other .When growth stops because of illness, on there is premature stoppage of growth, development is equally effected.

**2. Principles of growth and development:**

The important principles of growth and development include the following,

1. Growth is continuous .The entire life span has been divided into different stages like babyhood, Early childhood

2. Development can be predicted

3. Growth follows pattern such as Cephalous caudal which proceed and proceed from had downward and proximal distal which proceeds from spinal cord outward.

4. Development in rapid in early years of life.

5. Development is regressive which is called going back in regression.

6.Growth and development is cumulative .Sometimes little things add up in life an influence .There are various types of growth and development such as development and education ,mental growth and development and lingual development.

**The nature of Growth and development:**

Development is a series of orderly progression of changing towards the goals of materiality. Orderly refers to the arrangements of the changes .Progression refers to directionally of changes .The directions of course is towards adaptations which is conductive to survival .However growth is generally taken to mean dimensionally argumentations cellular multiplication or quantitative change in size weight and number.

Growth and development are sometimes used synonymously to differentiate b/w these two terms, growth is generally taken to quantitative in nature whereas development is qualitative. Physical development is both qualitative and quantitative and implies increasing capacities and abilities maturing functional improvement and progress towards higher levels of effectiveness and potentiality.

Five important characteristics of human growth and development are discussed be

**1. Development is continuous:**

Development is continuous process, it may be covered .Diseases or severe malnutrition may halt its continuity for a time.

**2. Development is orderly:**

It proceeds from general to specific responses.

**3. Development id sequential:**

It follow a pattern for example whereas steps follow one another e.g. puberty before full physical stature.

**4. Development is unique:**

Children’s differ individually with regards to their time schedule.

**5. Development is inter-related:**

Although three type of development i.e. mental, social and emotional are interrelated. Social development is nothing but a reference of emotional development.

**Two principles of development and growth:**

In addition to these general characteristics growth and development are based on the following two principles.

**1. Interaction of heredity and environment:**

 The individual is the product of interaction b/w his heredity and environment. Though the genes are important in determining the rate and quality of its growth and development, his social, cultural environment. Physical surrounding and the emotional climates have their own impact.

**2. Interaction of maturation and learning**;

Growth and development occur as a result of both maturation and learning. Maturation refers to changes in a development organisms due to unfolding and ripening of abilities characteristics, traits and potentialities present at birth.

 Growth is very significant and includes in changes in skeletal dimensions, height and weight, body proportions and teeth. Motor development is of strength, speed, precisions in the use of speech organs, hands, fingers, arms and legs and other bodily muscles motor behavior serves as a vehicles for the child’s social contracts. Growth is an ability to perform motor acts seems to reach its maximum at the age of 14 year for girls and 17 years for boys with increased strength boys develops competitive athletic skills whereas girls concentrate their efforts in developing skills like dancing, painting etc. The superiority of the boys in some motor performance seems to be due to in born factors and cultural pressures.

Developing psychologists are not only persons interested in the growth and development of human organisms.

**Q.4 Discuss the characteristics of social development?**

Ans; It depends on the interaction of the organism and environment. Environment plays a more active part. Physical, mental, intellectual and emotional growth are predominantly genetic. But in the social group it is the social environment which is the predominantly the process of socialization starts right from birth whereas emotional conditions can be created in the fetus by some bright light or loud sound.

The process of preparing children to live in in society to assimilate its culture and to be its functioning member is called socialization .Every culture has some plan a system of positive and negative sanctions. Formal and informal agencies in harmony in its moral religious economic and other values for accomplishing this goals. Socialization is also learning of one’s social role of role taking .Areole is a pattern of behavior which is expected of an individual by other in a social system. The individual’s social efficiency and happiness depends to a large extent on the understanding of these roles and on the ease and flexibility with which he shifts from one role to other.

According to F.s. power social growth is actually progressive improvement through directed activity .This definition emphasis four things.

1. Social growth is progressive and not a product of anyone time in life.

2. Social growth is brought about by the directed activity of society. There are both formal and informal agencies to influences a child’s induction into the cultural heritage .The most important formal agencies for this purpose are the family ,religion and the school .The informal includes the playground the club cinema radio and television, newspapers and the markets.

3.Socialization results in certain behavior patterns which no doubt confirm to social values but are flexible enough to a limit of deviations and variations independent way of thinking and behaving is a social value by itself in a demonstrated society.

4. Socialization proceeds through increasing understanding of cultural heritage social customs moors folk ways or ways of living an acting traditional values etc.

School should perform at least three functions in regards to a child’s social development,

1. It should in large its knowledge about his social heritage through the study of science, mathematics languages history, geography, literature and folklore.

2. It should develop appropriate social skills attitude interests and understanding s which help him to adjust in society.

3. It should prepare children for change in this context it must enable children to perceive and be sensitive to centuries old fossils and cobwebs of social tradition which are of no value in the modern time. It should also make children open minded, demarcated responsible and creative in their behavior outlook and loyalties.

**Q5.Personality is the sum of total of all the biological inite disposition imposes tendencies appetites and instincts of the individual and depositions and tendencies acquired by experience .Discuss?**

**Ans 5.Introduction:**

The study of personality is the apex of all psychology. Infect, once of the aims of education is to develop the personality of the students. Each one of us has a personality which determines our behavior in a situation. There are many approaches to the definition of the personality. Various scholars have given different definitions to make clear the meaning of personality .According to Gerome (1971)”personality is the sum of activities that can be discovered by actual observations over long enough period of time to give reliable information”.

Likewise Eysenck (1953) says “Personality is the more or less stable enduring organization s of a person characters .Temperature intellects and physique which determine his unique adjustment to the environment”.

In addition to the above mentioned description there are more views regarding the meaning given to personality by scholars of different categories.

**1. Philosophical view:**

The meaning of personality according to David R.S (1988) is a philosophical view and he calls it completeness.”

This ideal of completeness of a human being denotes his personality.

**2. Social view:**

According to many sociologists, people are images of the society they live in. According to Faris”Personality is the subjective side of a man’s culture, his social effectiveness.”

**3. Biophysical view:**

Whatever an individual possesses inside him represents his personality because the external behavior of the individual only expresses his internal characteristics.

**4. Psychological views:**

According to this view all the aspects of an individual’s developments represent his personality. These are the physical mental emotional and social facts of his individuality Woodworth says that “Personality is the total quality of individual behavior.

In various aspects of an individual personality by emotional, social, volitional and moral sides are included.

Characteristics of the nature of individual’s personality includes self-consciousness, uniqueness. Sociability, adjustability, persistency, dynamism, unity and integrity and goal orientation. While consciousness and an objective attitude develop in the dividable with time as result of a social experiences, social adjustability develops in one’s personality. The personality and the behavior of a person is a goal oriented .All the aspects of a person’s personality exhibit unity and integrity such as physical, social, emotional and mental. We call this unity as personality .In the other words the whole personality is effected by all its aspects. In fact, personality is derived from the Greek word” persona”. In the writings of Cicero, there are at least four distinct meaning of persona .These includes:

1. As one appears to others.

2. The part that one place in life

 3. An assemblage of personal qualities that fits a man for his work

 4. Distinctions and dignity

**General characteristics of personality are as under:**

1. It is continuous.
2. It is a product of heredity and environment.
3. It is a product of inner aspects and outer ones.
4. It is unique.
5. It has two functions-overt and convert.
6. It is dynamic.
7. It has certain conscious and certain unconscious motivations.
8. It is the end product of learning.

 As far as personality development is concerned it results from a combination of inherited and environment factors. Twins brought up in separate environment show a greater equality of score in intelligence between twins is explained on the basis of their greater similarity in heredity but environment point out that the equality of intelligence scores is not as high as between the twin’s reared at the same place, which points to the influence of the environment.

 The end