Need for Study of 'Psychology' as a Subject in Indian Education System

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ABSTRACT

Psychology plays a crucial role in education by providing a scientific understanding of human behavior, learning, and development. Its study helps teachers and educators understand individual differences, learning styles, and the emotional and social needs of students. Incorporating psychology into the education system can lead to more effective teaching practices, improved learning outcomes, and a more supportive and nurturing learning environment. Educational studies in India has its roots in teacher training, beginning with an apprenticeship model for primary school teachers in the 19th century. It was subsequently formally instituted in "normal" schools, then colleges, and finally as departments of teacher education in universities by the mid-20th century. In moving beyond school-level subject competence and school-based practical skills, the intellectual and academic foundations and the professional character of teacher education were sought to be strengthened by adding a disciplinary component of the "foundational" disciplines of history, philosophy, sociology, and psychology of education. Of these, psychology, as the then-emerging science of human behavior, with a growing corpus of scientific research, was most easily able to integrate into the programs and to contribute applicable academic and research inputs into the professional content.

Keywords: Academic, Content, Education, Learning, Psychology, Subject, Scientific Research

INTRODUCTION

The word, 'Psychology' is derived from two Greek words, 'Psyche' and 'Logos'. Psyche means 'soul' and 'Logos' means 'science'. Thus psychology was first defined as the 'science of soul". 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 Emmanuel 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".

From nursery school to senior secondary school, there is no position of school psychologist on the academic staff in the present school system in India. Among subject-teachers, the school psychologist is out of place because psychology as a course of study does not exist to high school level. Leaving apart the teaching of psychology, school psychologists do not exist to whom students affected by psychological problems could be referred for behaviour modification, relieving emotional disturbances, solving the learning difficulties of the learning disabled, or structuring and using special educational techniques for the mentally retarded.

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 McDugall 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." Definitions of Psychology B.F. Skinner defined, "Psychology is the science of behaviour and experience." Crow and Crow, "Psychology is the study of human behaviour and human relationships." William Mc Dougall, "Psychology is the science which aims to give us better understanding and control of Educational Psychology the behaviour of the organism as a whole." Kurt Koffka,

"Psychology is the scientific study of the behaviour of living creatures in their contact with the outer world." Meaning of Educational Psychology Educational psychology is one of the branches of psychology to study the behaviour of the learner in relation to his education. As specialized branch of psychology concerns itself with suggesting ways and means of improving the process and products of education, enabling the teacher to teach effectively and the learners to learn effectively with the minimum effort. It is thus designated as the service of education. It has simplified the tasks and improved the efficiency of the teacher or all those connected in the process and products of education by supplying them with the essential knowledge and skills in much need the same way as science and technology has helped in making possible maximum output through minimum input in terms of time and labour in our day-to-day activities.

Here's a more detailed look at why psychology is vital in the Indian education system:

ENHANCING TEACHING PRACTICES

Understanding Learning:
Psychology helps educators understand how individuals learn, process information, and retain knowledge. This knowledge allows teachers to tailor their teaching methods to suit different learning styles and needs.

Addressing Individual Differences:
Psychology highlights the importance of recognizing and accommodating individual differences in learning, intelligence, personality, and abilities. This can lead to more inclusive and effective teaching strategies.

Promoting Positive Learning Environments:
By understanding the emotional and social dynamics of the classroom, educators can create a more supportive and inclusive environment where students feel comfortable and motivated to learn.

IMPROVING STUDENT WELL-BEING AND SUCCESS

Identifying and Addressing Challenges:
Psychology provides tools and knowledge for identifying and addressing learning disabilities, behavioral issues, and emotional difficulties that may impact students' academic performance and overall well-being.

Promoting Emotional Intelligence:
Psychology can help students develop emotional intelligence, which is crucial for building healthy relationships, managing emotions effectively, and navigating social situations.

Developing Lifelong Learning Skills:
By understanding the principles of learning and motivation, psychology can equip students with the skills they need to become lifelong learners and successful in their personal and professional lives.

CONTRIBUTING TO A MORE HOLISTIC EDUCATION

Understanding Child Development:
Psychology provides insights into the different stages of child development, helping educators understand the unique needs and challenges of students at each age.

Promoting Positive Behavioral Strategies:
Psychology can help teachers develop and implement effective strategies for promoting positive behavior and managing challenging behaviors in the classroom.

Encouraging Critical Thinking and Problem-solving:
Psychology encourages students to think critically about their own thoughts, feelings, and behaviors, as well as the behaviors of others.

Aligning With The New Education POLICY (NEP) 2020:
The NEP 2020 emphasizes the importance of holistic development and well-being of students, which aligns with the goals of educational psychology.

The policy also promotes the integration of various disciplines and encourages a more multidisciplinary approach to education, where psychology can play a vital role in understanding student needs and tailoring learning experiences. In conclusion, psychology is not just a valuable subject in the Indian education system, but a crucial foundation for creating a more effective, equitable, and holistic learning environment for all students.

Educational psychology is that branch of psychology which deals with the application of psychological findings in the field of education. In other words it deals with the human behaviour in educational situations. It is the systematic study of the development of the individual in the educational settings. It is the scientific study of human behaviour by which it can be understood, predicated and directed by education to achieve goals of life.

Definitions of Educational Psychology
C.E. Skinner: "Educational psychology is the branch of psychology which deals with teaching and learning".

Crow and Crow: "Educational psychology describes and explains learning experience of an individual from birth to old age". E. A. Peel: "Educational psychology is the science of education".

Trow describes, "Educational psychology is the study of psychological aspects of educational situations".

Stephens says, "Educational psychology is the study of educational growth and development".

Judd describes educational psychology as, "a scientific study of the life stages in the development of an individual from the time he is born until he becomes an adult."

In the words of E.A. Peel, "Educational psychology helps the teacher to understand the development of his pupils, the range and limits of their capacities, the processes by which they learn and their social relationships."

Educational Psychology
In this way, the work of the Educational Psychologist resembles with that of an Engineer, who is a technical expert. The Engineer supplies all the knowledge and skill essential for the accomplishment of the job satisfactorily… for example, construction of a bridge.

In the same way Educational Psychologists, who is a technical expert in the field of Education, supplies all the information, principles and techniques essential for: · Understanding the behaviour of the pupil in response to educational environment and · Desired modification of his behaviour to bring an all-round development of his personality. Thus, Educational Psychology concerned primarily with understanding the processes of teaching and learning that take place within formal environments and developing ways of improving those methods. It covers important topics like learning theories; teaching methods; motivation; cognitive, emotional, and moral development; and parent-child relationships etc. In short, it is the scientific discipline that addresses the questions: "Why do some students learn more than others?" and "What can be done to improve that learning?" The Nature of Educational Psychology: Its nature is scientific as it has been accepted that it is a Science of Education.

We can summarize the nature of Educational Psychology in the following ways:

1. Educational Psychology is a science
(Science is a branch of study concerned with observation of facts and establishment of verifiable general laws. Science employs certain objective methods for the collection of data. It has its objectives of understanding, explaining, predicting and control of facts.) Like any other science, educational psychology has also developed objective methods of collection of data. It also aims at understanding, predicting and controlling human behaviour.

2. Educational Psychology is a natural science
An educational psychologist conducts his investigations, gathers his data and reaches his conclusions in exactly the same manner as physicist or the biologist.

3. Educational psychology is a social science
Like the sociologist, anthropologist, economist or political scientist, the educational psychologist studies human beings and their sociability.

4. Educational psychology is a positive science
Normative science like Logic or Ethics deals with facts as they ought to be. A positive science deals with facts as they are or as they operate. Educational psychology studies the child's behaviour as it is, not, as it ought to be. So it is a positive science.

5. Educational psychology is an applied science

It is the application of psychological principles in the field of education. By applying the principles and techniques of psychology, it tries to study the behaviour and experiences of the pupils. As a branch of psychology it is 4 Educational Psychology parallel to any other applied psychology. For example, educational psychology draws heavily facts from such areas as developmental psychology, clinical psychology, abnormal psychology and social psychology.

6. Educational psychology is a developing or growing science

It is concerned with new and ever new researches. As research findings accumulate, educational psychologists get better insight into the child's nature and behaviour. Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behaviour of the individuals in various spheres, educational psychology studies the behaviour of the individual in educational sphere only.

7. Nature of Educational psychology as scientific

The nature of educational psychology is regarded as scientific because it is organized, systematic and universally accepted body, wherein the facts remain constantly in search of truth through research and experimentation. Employs scientific methods in its study and its results are subjected to further verification and modification.

KEY FEATURES

1. **Laws of educational psychology are universal**: Educational psychology possesses a well-organized, systematic and universally accepted body of facts supported by the relevant psychological laws and principles.
2. **Scientific methods**: Educational psychology employs scientific methods and adopts a scientific approach for studying the learner's behaviour such as observation, experimentation, clinical investigation and generalization, etc.
3. **Constant search of the truth**: The results of any study in educational psychology can be challenged and are modified or altered in terms of the latest explanations and findings. So the findings of any study are never taken as absolute and permanent.
4. **Reliability**: Educational psychology does not accept hearsay and not take anything for granted. It emphasizes that essentially there is some definite causes linked with a behaviour and the causes of this behaviour are not related to supernatural phenomena.
5. **Positive Science:** Educational psychology is a positive science rather than a normative science.
6. **Applied Behavioural Science**: Educational psychology is an applied/behavioural science.
7. **Developing Positive Science**: Educational psychology cannot claim the status of a developed positive science like other natural or applied sciences. It is considered as one of the developing positive sciences of the learner's behaviour.

Educational Psychology Objectives of Educational Psychology:
The general objectives of educational psychology are: 1. To provide a body of facts and methods which can be used in solving teaching problems. 2. To develop a scientific and problem-solving attitude. 3. To train in thinking psychologically about educational problems.

CONCLUSION

This study examined the status of educational psychology in the general curricula of psychology and education at various academic levels in India. It also focused on the published research in this area during the last 15 years. Analysis reveals that educational psychology in India is struggling for a respectable place in the psychology curricula. Despite the fact that it has been included as a foundation course in education curricula, the course of study is characterized by an arbitrary selection of topics and stereotypic, inappropriate, outdated contents. Fewer research studies are conducted in educational psychology than in some other branches of psychology in India. A lack of in-depth analysis of the research problems and of collaborative efforts, a failure to keep up with recent international research and theorizing, an excessive use of the questionnaire method with easily available respondents, and instrument-dependent research are some of the characteristics of educational psychology research in India. To make educational psychology more responsive to the changing social needs, suggestions are made regarding changing the orientation and emphasis in the teaching of the discipline, and altering research priorities within the framework of the country's historical and sociocultural contexts.

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