

Semester	I
Paper Number	
No. of credits	5 Theory and 1 Practicum
Paper Title	CC-2: Psychology of Education
Theory/Composite	Composite
No. of periods assigned per week	5 Theory + 1 Practicum
Course descriptive/objective	<p>On completion of this course, it is expected that the students will be able to:</p> <ul style="list-style-type: none"> • <i>Understand The different schools of Psychology and their significance in Education</i> • <i>visualize multiple dimensions and stages of learner's development and their implications on learning</i> • <i>Deduce ideas about the theories of personality, their use in the development of learner's personality.</i> • <i>Conceptualize the theories of learning, motivation and their utility in the teaching-learning process.</i> • <i>Explain the concept of growth and development and gain an understanding of different theories of development as a basis of learning.</i> • <i>Trace the changing concept of intelligence and its application and understand the concept of creativity.</i> • <i>understand individual difference and pupils' readiness towards learning</i>

<p>Syllabus</p>	<p>Module1(30 Marks)</p> <p>UnitI:SchoolofPsychologyandtheirsignificancein Education</p> <ul style="list-style-type: none"> • Behaviourism–characteristicsandsignificanceinEducation • Cognitivism-characteristicsandsignificanceinEducation • Constructivism-characteristicsandtypesignificancein Education • Humanism-characteristicsandsignificanceinEducation <p>Unit II: Growth & Development with Specific Emphasis on Education</p> <ul style="list-style-type: none"> • Growth&Development–characteristicsandstages. Physical and Emotional Development • CognitiveDevelopmentIncludingLanguageandMoral Development-Piaget & Kohlberg • SocialandEmotionalDevelopment-Vygotsky&Erickson <p>UnitIII:Personality</p> <ul style="list-style-type: none"> • ConceptandnatureOfPersonalityandTypeTheory-Jung • PsychodynamicTheory(Freud)&SocialLearningTheory-Bandura • TraitTheories ofCattle,Eysenckand FiveFactorModel • HumanisticTheoryofRogers <p>UnitIV:Intelligence,EmotionalIntelligenceandCreativity</p> <ul style="list-style-type: none"> • Intelligence-Concept,nature,typesandmeasurement
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	<ul style="list-style-type: none"> • Emotional Intelligence-Concept, nature, importance and measurement • Theories of Intelligence-Cattell, Sternberg, Gardner • Creativity-Concept, Factors, Measurement and Nurture <p>Module 2 (30 Marks)</p> <p>Unit V: Learning & Transfer of Learning</p> <ul style="list-style-type: none"> • Concept, Nature, Types • Factors affecting learning-attention, interest, maturation, motivation • Theories of learning-Tolman, Bruner, Lewin, Hull & Klob • Transfer of Learning-Concept, types, theories, importance and methods of enhancing. <p>Unit VI: Motivation</p> <ul style="list-style-type: none"> • Motivation-Concept, types, factors affecting motivation, importance in education. • Approaches to Motivation with specific emphasis on their educational implication -Maslow's Hierarchy of Needs Theory, Atkinson and McClelland's Achievement Motivation Theory, Weiner's Attribution Theory • Determinants of Motivation- Locus of Control, Anxiety, Curiosity and Interest, Learned Helplessness, Classroom Environment, Cooperative, Competitive and Independent Learning • Motivation and Learning Theories of Bruner and Bandura <p>Unit VII: Memory & Forgetting</p> <ul style="list-style-type: none"> • Brief idea about Cognitive Neuroscience. • Memory-concept, stages and types • Multi-system model of memory • Forgetting: Its Nature, Causes and importance (contemporary views) • Factors affecting memory, ways of improvement of Memory <p>Unit VIII: Instruction and Teaching</p> <ul style="list-style-type: none"> • Teaching & Instruction-Concept and Difference • Types of Teaching-Micro-teaching, Simulated Teaching, Macro teaching, large group and small group teaching • Stages of teaching (Memory, Understanding and Reflective) • Instructional Design-Direct and Indirect Instruction, Programmed Instruction • Cognitive Styles, Learning styles and Teaching Styles
Mode of Transaction	Lecture, Discussion, Case Study, Test administration, Experiments, Problem solving, Film Show
Practicum	Administration, scoring and interpretation of any standardized tests on any one of the following attributes: <ul style="list-style-type: none"> • Achievement Motivation

	<ul style="list-style-type: none"> • Self-Concept • Learning Styles
Readings	<ul style="list-style-type: none"> • Allen, B.P. (2006). <i>Personality Theories: Development, Growth, and Diversity</i> (5th ed.). • Anastasi Anne: <i>Psychological Testing</i>, McMillan Co. New York. • Atkinson, J.W & Feather, N.T. (1960). <i>Theory of Achievement Motivation</i>, New York: Wiley Publishers. • Ausubel D.P. & Robison F.G. <i>School learning: An introduction to Educational Psychology</i>, New York Holt, Rinehart & Winston Inc 1969. • Baron, R.A (2002) <i>Psychology, Fifth Edition</i>. Singapore, Pearson Education Asia. • Benjamin B. Lahey (2002): <i>Essentials of Psychology</i>, International Edition, Mc Graw Hill • Berk L.E. (2010): <i>Child Development</i>, (8th Edition). New Delhi: PHI Learning. • Bernard H.W.: <i>Psychology of learning & Teaching</i>, New York McGraw Hill B. • Bhatnagar, S. (2002). <i>Advanced Educational Psychology</i>, Agra: Bhargava Book House. • Bichler R.F. and Jack Snowman: <i>psychology Applied to Teaching</i> Houghton Mifflin Company, Boston, 1986. • Bigge M.L.: <i>Learning Theories for Teachers</i>, Harper and Tow publishers, 1971. • Bower G.H. and Hilgard E.R.: <i>Theories of Learning</i>, Prentice Hall of India, New Delhi. 1980 • Bron, R.A & Allyn Bacon. (2002). <i>Essentials of Psychology</i>, Guwahati: Nibedita DK Distributors. • Burger, J.M. (2010). <i>Personality</i> (8th ed.). Belmont, CA: Wadsworth Publishing • Carol S. Dweck. (2000). <i>Self-theories: their role in motivation, personality, and development (essays in social psychology)</i> Psychology Press • Chand, T. (2002). <i>Educational Psychology</i>, Agra: Bhargava Book House • Charles N. Newmark: <i>Major Psychological assessment Instruments</i>: Allyn And Becan Inc. • Cobb, N.J. (2004). <i>Adolescent: Continuity, Change and Diversity</i> (5th Edition). New York: McGrawv Hill. • Crow, R.B & Crow, A (1964). <i>Educational Psychology</i>, New Delhi: Eurasia Publishing House • Daniel Goleman 'Working with Emotional Intelligence 1998' • Daniel Goleman: <i>Emotional Intelligence</i>, Bantam books 1995.

	<ul style="list-style-type: none"> • Douglas J. Hacker, John Dunlosky, Arthur C. Graesser (editors) (1998) <i>Metacognition in Educational Theory and Practice</i>, Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988. • Douglas J. Hacker, John Dunlosky, Arthur C. Graesser (editors) (2009) <i>Handbook of Metacognition in Education (Educational Psychology)</i>. Routledge, Taylor and Francis, New York. • Gage and Berlinger: <i>Educational Psychology</i>, Boston Houghton Mifflin Company 1984. • Gordon, William J. J. (1961) <i>Synectics: the development of creative capacity</i>. New York: Harper and Row, Publishers • Guilford, J. P. (1967). <i>The Nature of Human Intelligence</i>, New York: McGraw Hill • Hall, C. S. & Lindzey, G. (1978). <i>Theories of Personality (3rd Ed)</i>, New York: John Wiley • Hays J. R.: <i>Cognitive Psychology, Thinking and Creating</i>. Homewood Illinois. The Dorsey • Herenbahn B. R.: <i>An Introduction to Theories of Learning</i> Prentice Hall International • Hilgard and Atkinson: <i>Introduction to Psychology</i>, Oxford and IBH Publisher, Bombay. • Hilgard, E. O. (1976). <i>Theories of Learning (4th Ed)</i>, New York: Appleton Century Crgts Woodworth • R. S. (1995); <i>A Study of Mental Life</i>, New York: Century. • Jayaswal, R. L.: <i>Foundation of Educational Psychology</i>: Allied Publishers, Bombay. Jersey, 1989. • Kundu, C. L.: <i>Personality Development</i>, Sterling publishers Pvt. Ltd., New Delhi, 1989. • Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). <i>Personality Traits (3rd ed.)</i>. New York: • Mezirow, J. (2000). <i>Learning as transformation: critical perspectives on the theory in progress</i>. San Francisco: Jossey Bass. • Passi B. K.: <i>Creativity in education NPC Agra</i> 1982. • Pina Tarricone (2011) <i>The Taxonomy of Metacognition</i>. Britain, Psychology Press • S. Owen, H. Parker Blount, Henry Moscow: <i>Educational Psychology – An Introduction</i> Little, • Schunk, D. H. (2007). <i>Learning Theories: An Educational Perspective (5th Edition)</i>. New York: Prentice Hall. • Skinner C. E. (2003): <i>Educational Psychology</i>, Fourth Edition, Prentice Hall of India Private Limited, • Wiggins, J. S. (Ed.). (1996). <i>The Five-Factor Model of Personality: Theoretical Perspectives</i>. New York: Guilford Publications
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	<ul style="list-style-type: none"> • Wordsworth B.J. Piaget's: Theory of cognitive and affective Development, New York • Zanden, J. W. V., Crandel, T. L. N. & Crandell, C. H. (2007); <i>Theories of Development of Human Development</i>. Delhi: McGraw Hill. • Ormrod, J. E. (2012). <i>Essentials of educational psychology: big ideas to guide effective teaching</i>. Boston, MA: Pearson Education Inc. • Parmeshwaran, E. Gand Beena, C (2002) <i>An invitation to psychology</i>, Hyderabad, India, Neel Kamal Publications. • Pina Tarricone (2011). <i>The taxonomy of metacognition</i>. Britain, Psychology Press. • R. Riding (1998): <i>Cognitive styles and learning strategies: understanding styled differences in learning and behaviour</i>. London, David Fulton Publishers. • Robert J. Sternberg (2001): <i>Perspectives on thinking, learning, and cognitive styles. The educational psychology series</i>. Routledge publication. • Schmeck Ronald. R (1988): <i>Learning strategies and learning styles (perspectives on individual differences)</i>. Springer Publication. • Schunk, D. H. (2007). <i>Learning theories: an educational perspective (5th Edition)</i>. New York: Prentice Hall. • Weiten W & Lloyd M. A. (2007): <i>Psychology applied to modern life – adjustment in the 21st century</i>, (8th Edition) New Delhi: Akash Press Delhi, • Woolfolk, A (2009) <i>Educational psychology</i>, (12th Edition). Singapore: Pearson Education Inc.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End-Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>