

PAPER II: EDUCATIONAL PSYCHOLOGY

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Differentiate between Growth and Development and explain general principles of development.
- (ii) Identify the variables involved in teaching learning process so as to infer teacher's role in making instruction effective.
- (iii) Explain various aspects of development during adolescent years so as to be able to solve the problem of adjustment of their pupils.
- (iv) Describe the needs of learner as individual and as a member of class room group so as to be able to facilitate personal and social development of their pupils.

COURSE CONTENTS

UNIT-I

- 1) Educational Psychology and the Teaching Learning Process
 - Educational Psychology: Concept and scope
 - Concepts of teaching and learning
 - Variables in the teaching process
 - Role of Educational Psychology in the Teaching-learning process.

UNIT II

- 2) Growth and Developmental Pattern of Learners
 - Concepts of Growth and Development
 - General principles of Growth and Development
 - Factors influencing growth and development
 - Heredity and environment- concept, relative importance of heredity and environment in learner's development.

- Stages and aspects of development with special reference to needs and problems of adolescents in the Indian context.
- Individual differences.

UNIT-III

3) Learning

- Meaning, factors affecting learning.
- Theories of learning- Trial and Error, Classical conditioning, Operant conditioning, Insight theory of learning.
- Motivation, Factors affecting motivation,
 - Maslow's theory of motivation.

UNIT-IV

4) Nature of the Learner

- Intelligence: Meaning, nature and theories of intelligence (two factor theory and Thurston's group factor theory, Measurement of intelligence and application of intelligence.
- Creativity: Concept; relationship with intelligence; techniques for fostering creativity.
- Interest and aptitude and their assessment.
- Personality: meaning, nature, determinants and assessment.
- Memory and forgetting.

Sessional

Max. Marks: 20

Students will prepare two assignments related to the syllabus

SUGGESTED READINGS

Aggarwal, J. C. Essential of Educational Psychology, Delhi: Doaba Book House

Allen, B. P. (2000). Personality Theories, Boston: Allyn and Bacon

Bhatnagar, S. (1980). Psychological Foundations of Teaching Learning and Development(Hindi), Merut: Loyal Book Depot

Blair, G. M., Jones, R. S. & Simpson, R. H. (1975). Educational Psychology, New York:Macmillan, Bruner

Chauhan, S. S. ()Advanced Educational Psychology

De, Ceco & Crawford, L. (1988). The Psychology of Learning and Instruction, New Delhi:Prentice Hall

Rothestein, P. R. (1990). Educational Psychology, New York: McGraw Hills

Salamatullah (1975). Talim Main Nafsiyat Ki Ahmiyat, Delhi: National Book Trust

Sprinthal, R. C. & Sprienthal, N. A. (1977). A Developmental Approach, New York: Addison Wesley