

PERSPECTIVE COURSE

SEMESTER – I

PC I - PSYCHOLOGY FOR CLASSROOM MANAGEMENT

Credits: 4

Internal: 40

Hours/Week: 4 Hrs

External: 60

Objectives

At the end of the course, the prospective teacher educators will be able to:

- understand the Schools of Psychology and their contribution underlying human behaviour;
- understand the psychology of development and interdependence of various aspects of development;
- acquaint with the class room ecology and appreciate the influence of motivation in learning;
- familiarize with the concepts of Personality;
- point out the individual differences among students;
- adopt teaching methods to meet the unique needs of exceptional students.

Unit I: Schools of Psychology and their Contribution

Schools of Psychology: Structuralism, Functionalism, Behaviourism, Gestalt Psychology, School of Psycho Analysis- Humanistic Psychology- Cognitive Psychology. Methods of Psychology-Introspection, Observation and Scientific methods in Psychology- Application of Psychology in community, family and health - Relationship of Education and Psychology.

Unit II: Interdependence of Various Aspects of Development

Physical Development: Stages, Motor abilities, Manipulative skills, interdependence with other aspects and its nature. Cognitive Development: Attending – Theories of Attention– factors and kinds of attention – Inattention and Distraction – eliminating inattention in classes. Perceptual Process – nature, mental and socio – cultural factors in perception – Illusions –

Theories of Perception – Gestalt view – Perceptual development and Education.

Development of concepts – Imagery – Nature and kinds of concepts – Steps in concept formation – Strategies to help concept development – Training pupils in Conceptualization. Language Development: Semantic differential – Thought and Language – Teaching the art of Communication – Imagination – Aesthetic Imagination. Judging, Reasoning and Problem solving – Emotional Development: Emotional Quotient and Emotional Intelligence – Proper development of Emotional Intelligence- Logical Reasoning - Creative thinking.

Unit III: Understanding the Motivation of the Learner

Definition of motives – Difficulties in the motivation concept – Functions of motives – Theories of Motivation: Drive Reduction – Cognitive and Stimulation theories – Achievement Motivation- Maslow's Motivational Hierarchy, its educational implications. Kinds of motives: Intrinsic and Extrinsic Motives. Rewards and Punishments – Praise and Blame – Success and Failure – Co-operation and Competition – Motivational strategies in the class room

Unit IV: Personality

Personality – Approaches of Personality: Trait Approach – Type Approach – Psycho-dynamic Theories – Freud, Jung, Erikson - Social Learning Theories – Factors in Personality Development. Assessment of Personality: Non-Projective Techniques – Projective Techniques – Albert Bandura, Vygotsky Theories Process of adjustment, Conflicts and Defense Mechanisms

Bronfenbrenner Ecological Theory.

Unit V: Individual Differences

The problem of Individual differences – Nature of Individual differences – Individual differences and the teacher – Defects of class system of instruction – Individualizing instruction – Ability grouping – Effective instructional techniques for individuals and small groups – Small group techniques of Verbal Interaction – Provisions for the individual differences in schools - Determinants: Role of heredity and environment.

Unit VI: Exceptionalities: Addressing Students' Unique Needs

Educational needs of exceptional students- Children with exceptional intelligence- Mental retardation- Gifted and talented students- Specific learning disabilities- Physical challenges and Chronic health problems-Sensory impairment- Communicative disorders- Emotional disorders - Creative, Backward, learning disabled and mentally retarded.

Suggested References :

- ❖ Aggarwal, J.C. (1995). *Essential of Educational Psychology*, Vikas Publishing House Pvt.Ltd.
- ❖ Chauhan, S.S. (2005). *Advanced Educational Psychology* 6th Edition, Vikas Publishing house Pvt Ltd.
- ❖ Dash, B.N. (2008). *A Textbook of Educational Psychology*, New Delhi Publishing Dominant Publishers.
- ❖ David, E.H. and Sultivan, E.V (1974). *Between Psychology and Education*.
- ❖ Hilgard and Atkinson (1975). *Introduction to Psychology*, Hancowri Brace Jovanch Inc., (Sixth Edition).
- ❖ Kakkar, S.B. (1989). *Educational Psychology and Guidance*, Ambala Cantt: The Indian Publications.
- ❖ Kudur C.L & Tutoo, D.N. (1985). *Educational Psychology*, Sterling Publisher Pvt. Ltd.
- ❖ Kuppuswamy, B. (1964). *Advanced Educational Psychology*, Delhi: University Publishers.
- ❖ Lindryen, H.C. & Lindgren, P. (1971). *Current-Readings in Educational Psychology*, New York: John Wiley & Sons, Inc.
- ❖ Mangal, S.K. (1996). *General Psychology*, Sterling Publishers Pvt. Ltd.
- ❖ Nageswara Rao et al, (2004). *Guidance and Counselling*, New Delhi: Discovery Publishing House.
- ❖ Nayak, A.K. Rao, V.K. (2002). *Educational Psychology*, New Delhi: APH Publishing Cop.
- ❖ Rao,S.N. (1992). *Counselling and Guidance*, New Delhi: Tata Mc Graw Hill. Publishers Pvt. Limited,
- ❖ Richard, C.S. and Sprinthall A.(1990). *Norman Educational Psychology, Developmental Approach*. New York: MCGraw Hill Publishing Company.
- ❖ Richard & Parsons (2001). *Educational Psychology A practitioner-Researcher Model of Teacher*, Wadsworth Thomson learning inc: USA
- ❖ Ruch. (1970) *Psychology and Life*. Bombay :D.B. Taraporevala Sons & Co., Private Limited.
- ❖ Shankar, U. (1983). *Advanced Educational Psychology*, New Delhi: Oxford University Press Private Limited.
- ❖ Skinner, C.E. (2005). *Educational Psychology*, 4th Edition. New Delhi: Prentice- Hall of India Pvt. Ltd.
