

16. शिक्षा मनोविज्ञान , एस० के० मंगल
17. शिक्षा मनोविज्ञान के मूल तत्व , आर० ए० शर्मा & शिखा चतुर्वेदी

Practicals :-

1. Mirror Drawing.
2. Speed and Accuracy.
3. Division of attention.
4. Substitutional Learning.
5. Mental Fatigue.
6. Intelligence test
7. Personality test
8. Adjustment

PSYCHOLOGY PRACTICAL – 50 Marks

There will Psychology Practical in IIIrd Year which will be compulsory for all the students. 06 Tests shall be conducted in the department under the supervision of concern teacher. 100 % attendance of the student is mandatory in practical. Practical record file must be maintained by the student which must be duly signed by the concern teacher of the department. The students will submit the practical record file to the Department/ College. The practical exam will be held on a date to be fixed by the University.

Practical exam will be of 50 marks which will be divided as follow-

- 4- Practical record file = 05 marks
- 5- 02 Tests = 20 marks.
- 6- Viva – Voce = 25 marks

The sum of practical exam marks (after adding the obtained marks as per above division) will be forwarded to University jointly by the external and internal examiner.

B.A. IIIrd (Education) YEAR

PAPER – II

Basics of Educational Research and Statistics

(Theory – 50)

Course Objectives: -

- To explore the role of research in education.
- To acquire a conceptual understanding of research in education.
- To develop a critical understanding about the Measurement and Evaluation on the basis of statistics.
- To acquaint the students with use of statistics.

Course Content:

Unit-I Introduction to Research

- ❖ Research – Meaning, Definition and Characteristics.
- ❖ Educational Research – Meaning, definition and characteristics.
- ❖ Types of Educational research.
- ❖ Steps in educational research.

Unit II Research Design

- ❖ Meaning of Research Design
- ❖ Functions of Research Design
- ❖ Characteristics of Research Design
- ❖ Different types of research Design

Unit III Basics of Measurement and Evaluation

- ❖ Measurement – Meaning and Concept
- ❖ Purpose and importance of measurement
- ❖ Evaluation- meaning, concept
- ❖ Purpose and importance of evaluation
- ❖ Difference between measurement and evaluation

Unit II

- ❖ Stage of development – Childhood and Adolescence
- ❖ Meaning, Definition and Characteristics of Childhood and Adolescence
- ❖ Development during Childhood and Adolescence
- ❖ Nature of education in Childhood and Adolescence

Unit III Introduction to Psychology

- ❖ Psychology- Meaning and Definition
- ❖ Educational psychology: Meaning and definition
- ❖ Nature , scope and functions of educational psychology.
- ❖ Relationship between education and psychology

Unit IV Learning and Learning Theories

- ❖ Learning: meaning, definition and Characteristics.
- ❖ Theories of learning.- Classical conditioning theory, Skinner's operant theory, Thorndike's theory of learning and Kohler's Insight Theory
- ❖ Transfer of Learning.
- ❖ Role of attention , Fatigue and reward in learning.

Unit VI Intelligence

- ❖ Intelligence: Meaning, Definition and scope
- ❖ Types of Intelligence..
- ❖ Theories of intelligence and their implications.
- ❖ Measurement of Intelligence : Intelligence tests and their application in education.
- ❖ Memory and forgetting
- ❖ Adjustment- Meaning, definition and its areas.

UNIT - VII

- ❖ Personality: Meaning, Nature, Definition and characteristics.
- ❖ Types of personality.
- ❖ Theories of personality.
 - ✓ Type approach.
 - ✓ Trait Approach.
 - ✓ Type cum Trait approach.
 - ✓ Psychoanalytical Approach.
 - ✓ The Humanistic Approach.
- ❖ Projective and non Projective Techniques.

Suggested Books:

1. Educational Psychology, S.P Gupta
2. Educational Psychology, S. K. Mangal , S. Bhatnagar & A. Saxena.
3. Advanced Educational Psychology
4. Child Development, E. Laura Berk

B.A. IIIrd (Education) YEAR

PAPER - I

**Human Development And Educational Psychology
(Theory- 50)**

Course Objectives:

- To promote reflective thinking among students
- Develop understanding about physical, physiological, psychological, educational, socio-cultural and interpersonal issues related to the processes of growing up.
- To understand the roles of various stages in education.
- To shapen their perception of the concepts involved in educational practice.
- To explore the role of heredity, environment and individual differences.
- To understand the relation between Education and Psychology.
- To understand the learning theories and laws of learning.
- To explore the importance of transfer of learning.
- To analyse the role of attention and reward in learning.
- To understand the theories of intelligence and laws of learning
- To understand the concept of intelligence and personality
- To develop an understanding of Personality.
- To become aware of different assessment techniques of personality measurement.
- To explore the different theories of motivation and creativity.
- To acquaint them the relation between personality, motivation and creativity.
- To develop an understanding of the evolution of the concept and processes of mental health.
- To develop an informed perspective on the key issues and debates related to mental health
- To promote sensitivity towards community issues in mental health.

Course Content:

Unit - I

- ❖ Human growth and development
- ❖ Stage of development (Infancy)- Meaning, Definition and characteristics.
- ❖ Development during infancy
- ❖ Nature of education in infancy