

B.Ed. Two Year Programme

P.2.15 : Psychology

Maximum Marks: 100

Part -1: Psychology: Evolution, Identity and Issues

Objectives

To enable the student-teachers to:

- Develop an understanding of the evolution of Psychology through a critical examination of major theoretical perspectives with reference to their philosophical and methodological orientations.
- Locate Psychology as a discipline on the Science-Social Science continuum.
- Understand and examine the contemporary concerns and challenges within and to the discipline.
- Trace the evolution of psychology as a school subject in India with specific reference to the issues and challenges resulting from it.

Unit I.1: Psychology: Evolution and Identity

I. The Historical Evolution of Psychology: A Critical Re-visit

- a) Renaissance, Enlightenment and 'Psychology as a Science'
- b) A critical appraisal of the major thought traditions in Psychology with reference to Ontological assumptions, Epistemological assumptions, and Ethical concerns
- c) Foregrounding 'The Human' : The Movement towards Social Science

II. The Nature of Psychology

- a) Nature of Science
- b) Nature of Social Science
- c) Locating Psychology on the Science-Social Science Continuum

Unit I.2: Debates and Contemporary Concerns in Psychology

I. Key Debates

- a) Human Nature
- b) Nature of Knowledge and Learning
- c) Methods of Inquiry

II. Contemporary Concerns and Developments

- a) Specializations and Compartmentalisation in Psychology
- b) The Politics of Knowledge Generation
- c) Some 'Alternative' Developments: Positive Psychology, Critical Psychology, Indian Psychology, etc.

Unit I.3: Psychology In Schools: The Indian School Context

- I. Psychology in Schools : Understanding the Rationale and Evolution
- II. Psychology as a School Subject : Issues and Challenges
 - a) As a Secondary School Subject
 - b) The Interface of Psychology and Other Disciplines/Subjects
 - c) Examining Linkages with Higher Education

Part II: Psychology in Schools

Objectives

To enable the student-teachers to:

- appreciate the concerns and issues involved in teaching psychology at the senior secondary level.
- reflect on the philosophical assumptions that influence a teacher's approach towards teaching- learning.
- develop a critical understanding of the roles of and expectations from 'a psychology teacher' in the school context.
- develop a nuanced understanding of the processes of teaching, learning and evaluation.

Unit II.1: Teaching Psychology at the Senior Secondary Level

- I. Senior Secondary Level: Complexities and Concerns
 - a) Understanding the Adolescent Learner
 - b) Intensification of Subject Specialisation
 - c) High Stakes Evaluation
- II. Aims & Objectives of Teaching Psychology

Unit II.2: The Teacher of Psychology

- I. The Teacher and her Philosophical Assumptions: Examining the Ontological and Epistemological Stance(s)
- II. Roles and Functions of a Psychology Teacher
 - a) Demystifying Psychology
 - b) Engaging with the Syllabus and Textbook of Psychology
 - c) Beyond Academics
- III. Deconstructing Personal and Institutional Expectations

Unit II.3: Methodology and Evaluation in Teaching Psychology

- I. Unit Plans and Lesson Plans: Meaning, Aims and Interface
- II. Teaching Psychology: Methods, Techniques and Strategies
- III. Development of Teaching- Learning Resources
- IV. Assessment and Evaluation: Purpose, Approaches and Strategies.

Reading List: Part I (Essential)

- Burrell, G. & Morgan, G. (1979). *Assumptions about the Nature of Social Science*. In Sociological Paradigms and Organisational Analysis. USA: Ashgate Publishing Limited.
- Chikkara, A. (2006). *Revisiting Psychology: A Multilevel Analysis*. Unpublished M.Ed Dissertation. Department of Education, University of Delhi.
- Henriques, G.R. (2004). *Psychology Defined*. Journal of Clinical Psychology, 60: 1207-1221.
- Hergenhahn, B.R., & Henley, T. (2013). *An Introduction to the History of Psychology*.(7th ed). USA: Wadsworth. Chap 1 and 20
- Kumar, V. (2011). *Critical Analysis of School Psychology Curriculum in Light of Recent Developments in Psychology*. Unpublished M.Ed. Dissertation, Department of Education, University of Delhi. pp 4-18, 79-103.
- Smith, J.A., Harre, R., & Langehove, L.V. (Eds.). (1995). *Rethinking Psychology*. New Delhi: Sage Publications. Chap 1,2,12 and 13.
- Staats, A.W. (1999). *Uniting Psychology requires new infrastructure, theory, method, and aresearch agenda*. Review of General Psychology, 3, 3–13.
- Watts, S. (2010). *How Psychology Became Science*. In Essential Psychology: A Concise Introduction (Ed.) Banyard, P., Davies, M.N.O, Norman, C. & Winder, B. DOI: <http://dx.doi.org/10.4135/9781446251461>. Sage Publication.

(Advanced)

- Driscoll, M. P. (2004). *Psychology of Learning for Instruction*. (3rd ed.). London: Allyn and Bacon.
- Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). *Critical Psychology: An Introduction*.(2nd ed). New Delhi: Sage Publications. Chap 2,3,19 and 20.
- Gorlow, L., & Katkovsky, W. (Eds.). (1968). *Readings in the Psychology of Adjustment*.(2nd ed).New York: McGraw-Hill Book Company. Section 1 and 6 (531-541).
- Hjelle, L.A., & Ziegler. D.J. (1992). *Personality Theories: Basic Assumptions, Research, and Applications*. (3rd ed). New York: McGraw-Hill. Chap 1 and 2.
- Leahey, T.H. (2004). *A History of Psychology: Main Currents in Psychological Thought*. (6th ed). New Delhi: Pearson Education. Chap 1.
- Schultz. D.P., & Schultz, S.E. (2011). *A History of Modern Psychology*. (8th ed). USA: Wadsworth. Chap 1 and 15.
- Yanchar, S.C., & Slife, B.D. (1997). *Pursuing Unity in a Fragmented Psychology: Problems and Prospects*. Review of General Psychology, 1(3), 235-255.

Reading List: Part II

- Radford, J. & Rose, D. (Eds). (1980). *The Teaching of Psychology: Method, Content and Context*. New York: John Wiley & Sons.
- Buskist, W. & Davis, S. F. (Eds.). (2002). *The Teaching of Psychology: Essays on Honor of Wilbert J. Mc Keachie and Charles L. Brewer*. Mahwah, London: Lawrence Erlbaum. Chap 3, 5,7, and 16.

- Buskist, W. & Davis, S. F. (Eds.). (2006). *Handbook of the Teaching of Psychology*. Oxford, U.K: Blackwell. Chap 5, 8, 11,12,13,14, and 51.
- Lefrancois, G. R. (1996). *Psychology for Teaching*.(10th ed). Wadsworth Publishers. Chap 1.
- National Curriculum Framework. (2005). New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005). *Aims of Education*. New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005).*Curriculum Syllabus and Textbooks*. New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005).*Examination Reform*. New Delhi: National Council for Educational Research and Training.
- Mishra, G., Brootra, K.D., Tripathi, L.B., Srivastava, A.K., & Sibia, A. (2002). *Introduction to Psychology, Part I & Part II*, New Delhi: National Council for Educational Research and Training.
- Lucas, S.G. & Bernstein,D.A. (2008). *Teaching Psychology: A Step by Step Guide*. Mahwah, New Jersey: Taylor & Francis. Chap 1,2,5, and 8.

Suggested Practicum (indicative list): Part I

- Select any one refereed journal of psychology (national or international) and critically examine the author guidelines for preparation and submission of scholarly manuscripts. Carefully analyse the nature of published manuscripts to ascertain the selected journal's positioning on the issue of Psychology as a Science and/or Social Science.
- Initiate and record a discussion with students on 'Rethinking Classic Experiments in Psychology' with respect to ethics in psychological research.

Suggested Practicum (indicative list): Part II

- Conduct an interview with the teacher of Psychology in your school and identify some issues or challenges faced by him/her regarding the learners, subject-matter, or any other pertinent area of concern. Select and probe any one such issue, formulate a plan of action and try to implement it. Critically reflect and document your experience to self-assess the executed plan and make recommendations for improved future action.
- Select any one commonly suggested Psychology textbook at the senior secondary level and critically appraise it by developing a suitable framework of analysis.
- Select any five topics from the prescribed syllabus of Psychology for the senior secondary level and develop case-vignettes on them.
- Prepare a brief synopsis of books/films/television-series that highlight the content areas in the prescribed syllabus of Psychology for the senior secondary level.