

Bachelor of Education (B.Ed.)

**Title of the Course: P 2.15 B: Psychology
Semester: II**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This paper seeks to enable the learners to understand the teaching of psychology at the secondary school level and to appreciate the concerns and issues involved in teaching psychology at the secondary level, along with *fostering School-Community connections*. It facilitates the engagement of learners in curriculum construction and designing, identification of the role of textbooks in teaching-learning processes and development of plans for teaching in real and virtual

environments. The paper also strives for learners to comprehend methods, techniques and strategies for teaching psychology and generate teaching-learning resources by integrating web-based resources with traditional approaches. It critically reviews the concept of evaluation and assessment while incorporating holistic and democratic forms of assessment.

Learning Outcomes:

The learners will be able to:

1. appreciate the concerns and issues involved in teaching psychology at the secondary level
2. engage in curriculum construction and designing, identify the role of textbooks and develop plan for teaching in real and virtual environments
3. comprehend methods, techniques and strategies for teaching psychology

and generate teaching-learning resources by integrating web-based resources with traditional approaches

4. critically review the concept of evaluation and assessment while incorporating holistic and democratic forms of assessment

Number of Units: 4

Weeks 15 = 30 hours

Unit 1: Teaching Psychology at the Secondary Level

(4 Weeks = 8 hours)

- Aims and objectives of teaching Psychology
- Profiling the Adolescent Learner
- The Teacher and her Philosophical Assumptions: Examining the Ontological and Epistemological Stance(s)
- Deconstructing Personal and Institutional roles and expectations
- Ensuring School-Societal Continuum: PTMs, SMCs, and Community engagements

Unit 2: Problematising what, where and why of Teaching?

(3 Weeks = 6 hours)

- Engaging with Curriculum Designing
- Teaching with / to Textbooks?
- Planning for Teaching in real and virtual environments

Unit 3: Planning for Teaching

(5 Weeks = 10 hours)

- Unit Plans and Lesson Plans: Aims and Interface
- Methods, techniques and Strategies for teaching Psychology
- Development of teaching- learning resources

- Integrating AI, Apps, and other web-based resources,
- Teaching in Online Environments: LMSs

Unit 4: Assessment and Evaluation

(3 Weeks = 6 hours)

- Traditional forms of Assessment: Preparation, conduct and interpretation of subject tests
- Assessment 'of Learning', 'for Learning' and Assessment 'as Learning'
- Democratizing Assessment: Peer Assessment, Self Assessment
- Making Assessment Comprehensive: 360 degree Assessment, Holistic Progress Cards

Practicum/ Suggested Projects / Assignments (Any Two)

1. 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.
2. Select any one commonly suggested Psychology textbook at the senior secondary level and critically appraise it by developing a suitable framework of analysis.
3. Select any five topics from the prescribed syllabus of Psychology for the senior secondary level and develop case-vignettes on them.
4. 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

Essential/ Recommended Readings

- 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.
- Misra, G., Brootra, K.D., Tripathi, L.B., Srivastava, A.K., & Sibia, A. (2002). *Introduction to Psychology, Part I & Part II*, National Council for Educational Research and Training: New Delhi.
- McCarthy, S. et al. (2007) *Teaching Psychology around the World: Volume 1*. Cambridge Scholars Publishing: London.
- McCarthy, S. et al. (2009) *Teaching Psychology around the World: Volume 2*. Cambridge Scholars Publishing: London.
- MHRD, Gol. (2020). *National Education Policy 2020*. MHRD: New Delhi.
- NCERT (2023). *National Curriculum Framework for School Education*. New Delhi: National Council for Educational Research and Training: New Delhi.
- 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.
- Lucas, S.G. & Bernstein, D.A. (2008). *Teaching Psychology: A Step by Step Guide*. Mahwah, New Jersey: Taylor & Francis. Chapters 1,2,5, and 8.
- Ranganathan, N., Kumar, V., Baniwal, V. Malhotra, R. & Chaudhary, A. (2017). *Teaching*

Psychology: Concepts and Pedagogic Strategies. Shipra Publications: New Delhi,

- Rich, G. J., Padilla A., López, L. Ebersöhn, J. Taylor, & S. Morrissey (Eds.), *Teaching psychology around the world*. Cambridge Scholars Publishing: London.


Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Psychology, Adolescent, Curriculum, Assessment, Holistic.


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