

**DETAILED SYLLABUS FOR THE POST OF ASSISTANT PROFESSOR IN  
EDUCATIONAL PSYCHOLOGY IN COLLEGIATE EDUCATION (GOVT.  
TRAINING COLLEGES)**

**(CATEGORY NO.875/2025, 876/2025)**

|              |                  |
|--------------|------------------|
| PAPER 1      | 100 Marks        |
| PAPER II     | 100 Marks        |
| <b>TOTAL</b> | <b>200 Marks</b> |

**Paper-I**

**(TOTAL – 100 MARKS)**

**PSYCHOLOGY OF HUMAN DEVELOPMENT AND LEARNING**

**MODULE 1 - *The Science of Psychology***

- \* Psychology: Origin, Meaning, Nature and Functions - Methods of study in Psychology - Observation, Survey, Interview, Experiment, Case Study - Scientific Characteristics of Psychology.
- \* Branches of Pure and Applied Psychology. (General, Developmental, Social, Physiological, Abnormal – Clinical, Sports, Industrial, Legal, Counselling, Forensic, Educational)
- \* Major Schools of Psychology: Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt, Humanistic, Cognitivism and Evolutionary & Biological Psychology (David Buss, Steven Pinker) and related Approaches to Study Human Behaviour.
- \* Educational Psychology: Meaning, Definition and Scope - Relevance of Educational Psychology in Teaching and Learning.

**(10 Marks)**

**MODULE 2 - *Developmental Psychology***

- \* Growth and Development - Meaning, Stages, Principles of Development & Aspects of Development - Developmental Hazards and Developmental Tasks.

- \* Neurological and other Biological aspects of Psychological Development - Influence of Endocrine glands, Brain and Nervous System in human development and behaviour
- \* Adolescent Behaviour: Recent problems and challenges - Resilience - Stress management among adolescents- Recent Research in Adolescent Education.
- \* Theories of Cognitive Development - Piaget
- \* Theory of Moral Development - Kohlberg.
- \* Theory of Psychosocial Development - Eric Erikson.
- \* Parenting Socialisation during childhood and adolescence
- \* Psycho-social dimensions of Learner. concept, need and its relevance -strategies for promoting socio-cultural environment in the classroom - violence in school - types: bullying, relational aggression, punishment, deforming, vandalism and their effects - role of the teacher in preventing violence

**(20 Marks )**

### **MODULE 3 - *Motivation and Learning***

- \* Types and Historical Perspectives. Behaviourist Perspective of Motivation (Drives and Reinforcement). Socio-Cognitive Perspective of Motivation (Goal Orientation, Outcome Expectations, Self-Efficacy).
- \* Achievement Motivation (McClelland), Humanistic Perspective of Motivation.
- \* Model of Motivated Learning (Pintrich and Schunk). Characteristics of Motivated Learners. Classroom Motivational Techniques

**(10 Marks )**

### **MODULE 4 - *Learning and Instruction***

- \* Learning: Definition - Relation of Learning to Maturation and Development- Levels of Learning and Teaching. Factors Affecting Learning.

\* Introduction to Learning Theories :Brief Historical Sketch (From Philosophy-Based Learning Theory to Psychology-Based Learning Theories).

\* Behaviourist Learning Theories : Classical Conditioning (Pavlov), Trial and Error (Thorndike), Operant Conditioning (Skinner), Need Reduction (Hull), Behaviourist Strategies for Facilitating Learning.

\* Cognitive Learning Theories: Purposive behaviourism (Tolman), Gestalt Learning (Wertheimer), Lewin's Field Theory, Mastery Learning (Benjamin Bloom) , Gagne's Eclectic theory,

\*Constructivist perspectives of learning: Discovery learning (Bruner), Meaningful Reception Learning (Ausubel), Social Constructivism (Vygotsky ), Social Cognitive theory (Bandura), - Implications in learning and curriculum transactions.

Constructivist Strategies used in Instruction and Learning.

\*Humanistic Approach to Learning- characteristics Non-Directive Learning (Rogers), Hierarchy of Learning (Maslow), Experiential Learning (Kolb) Humanist Strategies in classrooms (with focus on attitudes, values), Learning in Formal Vs Informal Contexts- Comparison and Implication for Education Role of Family and parents in school Learning.

**(30 Marks )**

## **MODULE 5 - Neuroscience of Learning, Memory, Forgetting & Transfer of Learning**

\* Neural Organization, Brain Structures and Key Functions, Teaching and Hemisphericity. Neurophysiological Theory of Learning (Hebb). Implications of Neurobiology for Teaching and Learning

\* Types of Memory - sensory store, short term store and long-term store. Memory processes - Constructive nature of memory - autobiographic memory, episodic and semantic memory, Photographic memory & memory distortions. Enhancing Memory, Mnemonic Techniques, Information Processing Model of Memory.

\* Forgetting: types, Causes of forgetting, Curve of forgetting, theories of forgetting- Decay - Interference - Repression, Cue-dependent, Proactive and retroactive.

\* Transfer of Learning: Relevance of Transfer of Learning in Education, Types of Transfer, Theories of Transfer, Experimentally Supported Generalisations about Transfer.

**(10 Marks)**

## **MODULE 6 - Life Skill Education, Mental Health and Adjustment**

\* Concept and meaning of life skills - Need and importance of life skill education - Objectives of life skill education - Types and classification of life skills- Role of life skills in holistic development

\* Concept of Mental Health – Concept and Definition (WHO) - Characteristics of a Mentally Healthy Person- Importance of mental health in personal and social life- Meaning, Objectives and principles of mental hygiene- Relationship between mental health and mental hygiene -Role of family, school, and community in promoting mental hygiene

\* Stress and its coping - Different strategies of stress management

\*Maladjustment – Ego Defense Mechanisms – Projection, Rationalisation, Sublimation, Compensation, Regression, Suppression, Identification, Aggression, Denial, and Withdrawal.

\* Understanding psychopathology: Classification of Mental Illness (DSM): Neurodevelopmental Disorders, Schizophrenia spectrum, Depressive disorder, Anxiety disorder, Obsessive-Compulsive disorder, Dissociative Disorders, Bipolar disorder & Personality Disorders

Resilience - Sources of resilience in adulthood and later life

**(20 Marks )**

## PAPER II

**(TOTAL – 100 MARKS)**

### **INDIVIDUAL DIFFERENCES IN HUMAN BEHAVIOUR**

#### **MODULE 1- *Individual Differences and Educational Implications***

- \* Concept and definition of individual differences.
- \* Factors affecting individual differences: Biological, Socio-cultural, Psychological and Environmental.
- \* Areas of individual differences: Intelligence, Creativity, Personality, Attitude, Aptitude and Interest.
- \* Catering to gender differences in educational context: Relevance of gender studies.
- \* Dealing with individual differences - its implications on education and guidance.

**(10 Marks )**

#### **MODULE 2 - *Intelligence and Cognitive Functions***

- \* Meaning and concept of intelligence- Historical Perspective. Nature and Characteristics of Intelligence. Importance of intelligence in learning. Intelligence Quotient (IQ) and its significance
- \* Theories of intelligence: Spearman, Thorndike, Thurstone, Guilford, Raymond Cattell and Sternberg and their educational implications.

- \* Theory of Multiple Intelligences (Gardner). Significance of the theory in education
- \* Concept of Emotional Intelligence (Salovey and Mayer) - Concept of EQ and Adversity Quotient (Stoltz).
- \* Measurement of intelligence - Classification of Intelligence Tests – Controversies regarding measurement of intelligence.
- \* Socio-cultural correlates of Intelligence – home environment, birth order, family size, social class, racial and ethnic differences
- \* Metacognition: Meaning and Concept of Metacognition, Nature and characteristics of metacognitive thinking- Importance of metacognition in learning- Components of Metacognition (Metacognitive knowledge and Metacognitive regulation) - Metacognitive Strategies (Think-aloud technique, Reflective journaling, Self-assessment and Self-testing, Concept mapping, Learning logs and diaries, Peer discussion and feedback, Goal setting and progress monitoring)
- \* Creativity: nature and characteristics, Creative process, Characteristics of a creative person, Steps in creativity, Identification of creativity, Creativity tests, Fostering creativity in the learner.
- \* Aptitude - Concept, Definition and Measurement; Interest - Concept, Definition and Tests; Attitude - Definition, Nature, Characteristics, Components, and Measurement

**(30 marks )**

### **MODULE 3 – *Personality and its theories***

- \* Introductory concepts - Definitions - Historical Perspective.
- \* Biological determinants of personality – Social and cultural determinants of personality
- \* Theories of personality and their educational implications.
- \* Psycho Analytic Perspective – Sigmund Freud, Carl Jung
- \* Trait perspective - Allport, Cattell (16 PF)
- \* Type cum Trait Theory- Eysenck
- \* Neo-Freudian Perspective - Adler, Horney, Fromm
- \* Humanistic Perspective - Goldstein, Maslow, Roger
- \* Social Learning Perspective - Bandura, Rotter
- \* Interactionist perspective– Sullivan, Murray
- \* Big Five Theory of Personality
- \* Characteristics of a Mature Personality
- \* Measurement of personality: Questionnaire, Inventories, Tests, Rating scales, Projective techniques and Situational tests of character.

**(25 Marks )**

#### **MODULE 4 - *Exceptional Learners***

- \* Classification of exceptional learners - Identification and educational provisions for gifted learners, slow learners, creative learners and educationally backward children.
- \* Children with Diverse Needs - Major categories like Hearing Impairment, Visual Impairment, Physical Impairment, Intellectual Impairment, ADHD, Autism Spectrum Disorders, Cerebral Palsy, and Epilepsy.
- \* Specific learning disabilities and educational implications.
- \* Social, Emotional and Behavioural difficulties (Delinquent Children).
- \* Concept, need and significance of inclusive education. Policies and programmes organized by the government and NGOs. Role of teachers working in inclusive settings and role of the resource teacher in the inclusive programme.

**(15 Marks )**

#### **MOULE 5 - *Style Preferences in Learning***

- \* Concept of styles in relation to individual differences - Thinking styles, Cognitive styles and Learning styles.
- \* Definition of learning styles, approaches, orientation and strategies.
- \* Classification of learning preferences:
- \* Cognitive, Affective and Physiological learning styles.
- \* Psychological/Affective styles: Myers-Briggs Type Indicator (MBTI).

- \* Physiological styles: Honey and Munford learning styles, Kolb learning styles, Sensory Modality Preferences.
- \* Multidimensional styles: Dunn & Dunn, Sternberg's classification of styles.
- \* Cognitive styles: Field dependent or independent, Impulsive or reflective, Wholistic and serialist, Multiple intelligences as learning preferences, Felder-Silverman model.
- \* Introduction to the concept of teaching styles - matching teaching styles to learning styles - significance of models of teaching in catering to style preferences.

**(10 Marks )**

### **MODULE 6 - *Guidance and Counselling***

- \* Transactional analysis(TA), Neuro linguistic programming(NLP) and other new trends in educational counselling.
- \* The guidance approach: Objectives of guidance- self -understanding, self-discovery, self- reliance, self-direction
- \* Different types of guidance - Educational, Vocational/Career and Personal/individual guidance. Importance of School guidance - Procedure and practices.
- \* Counselling: Meaning and Nature of counselling, Scope of counselling, Relationship between guidance and counselling, objectives of counselling
- \* Approaches to counselling: Directive, Non- directive and Eclectic counselling

\* Counselling Techniques: Relaxation technique, Assertion training, Rational Emotive Behaviour Therapy and Systematic Desensitisation.

\*Skills and qualities of an effective counsellor, Professional ethics of a counsellor. The teacher educator as a non-directive counsellor.

**(10 Marks)**

**NOTE: - It may be noted that apart from the topics detailed above, questions from other topics prescribed for the educational qualification of the post may also appear in the question paper. There is no undertaking that all the topics above may be covered in the question paper.**