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B.A. Psychology or Bachelor of Arts in Psychology is an undergraduate Psychological course. Psychological is the scientific study of mental functions and behaviour. In a more vivid way B.A. (Psychology) course involves study of mind processes, motives, reactions, feelings, conflict resolution, crisis management, groupthink, motivation and nature of the mind.

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” Educational psychology is that branch of psychology which deals with teaching and learning and also covers the entire range and behavior of the personality as related to education. ” Skinner “ While general psychology is pure science, educational psychology is its application in the field of education with the aim of socializing an individual and modifying his behavior. ”

Now in its second edition, this comprehensive textbook presents a rich overview of approaches to educational psychology, through an in-depth exploration of both existing and emerging practice frameworks. Covering established techniques such as the Monsen et al. Problem-Solving Framework and the Constructionist Model of Informed and Reasoned Action, the book sets out new material on innovative methods and approaches such as Implementation Science and a Problem-Solving - Solution Focussed integrated model for service delivery. Accessible summaries are accompanied by perceptive assessments of how these frameworks meet modern needs for accountable, transparent and effective practice. Providing a definitive, up-to-date view of educational psychology, the book explains the complex, integrated methodology necessary to succeed in the field today. Thoughtful and clear, this textbook will be an invaluable resource for all practicing educational psychologists, students, trainers and educators.

A harmonious blend of the theoretical and practical aspects of educational psychology, this student-friendly text provides a base for the understanding of the subject. The book discusses the various aspects of growth and development, specifically during childhood and adolescence, and accords due importance to the cognitive aspect of human behaviour with elaborate text on intelligence, creativity, thinking, reasoning and

problem-solving. Besides maintaining a logical progression of topics, the author has interspersed the text with examples and illustrations to provide an in-depth analysis of the subject matter. The book is ideally suited for the B.Ed. and B.A. (Education) courses but can also be a valuable reference for teachers, teacher-trainees, and practising counsellors at various levels of school education. **KEY FEATURES** • Cogent and coherent style of writing • Assignment problems and sample tests at the end of various chapters • Wide range of examples and over 50 illustrations to support and explain the topics discussed

This revised and expanded edition is a sequel to the first edition which was warmly received by the student and teaching community for its in-depth analysis and refreshing approach to the subject. Psychology of Individual differences Transfer of Learning or Training Emotional Development and Emotional Intelligence Learning Disabilities and Learning Disabled Children Beginning with an introduction to the nature and scope, and the various schools of psychology, the book discusses the systems propounded by Freud, Adler, Jung and Piaget, taking into account their critical importance to the subject. It then focuses on the psychology of growth and development, psychology of individual differences, motivation, attention and personality, with an emphasis on the individual's attitude towards learning, and the factors influencing learning. The text also elaborates the nature and theories of learning and the aspects of memory such as remembering and forgetting. The cognitive aspect, i.e. intelligence, and vital topics like creativity and the psychology of thinking, reasoning and problem-solving have been accorded due prominence. A detailed discussion on exceptional children and learning disabled children together with the educational measures for overcoming such disabilities is also included. The text concludes with an important aspect of human behaviour, namely, adjustment. Interspersed with examples, illustrations and tables, this text is ideally suited for postgraduate students of education and psychology. It can also be profitably used by teachers, teacher-educators, guidance and counselling personnel, and administrators of educational institutions.

Written in an accessible and engaging style, this second edition of *The Psychology of Education* addresses key concepts from psychology which relate to education. Throughout the text the author team emphasise an evidence-based approach, providing practical suggestions to improve learning outcomes, while fictional case studies are used in this new edition to provide students with a sense of what psychological issues can look like in the classroom. Activities around these case studies give students the chance to think about how to apply their theoretical knowledge to these real-world contexts. 'Key implications' are drawn out at appropriate points, and throughout the book students are provided with strategies for interrogating evidence. Key terms are glossed throughout the book and chapters are summarised and followed by suggestions for further reading. A chapter on Learning interactions and social worlds is new to this edition. The following chapters have all been extensively updated: Learning Assessment Individual differences and achievement Student engagement and motivation The educational context Society and culture Language Literacy Inclusive education and special educational needs Behaviour problems Dealing with behaviour problems. This book is essential reading for undergraduate students of Education Studies and Psychology as well as trainee teachers on BA, BEd and PGCE courses. It will also be of use to postgraduates training to be educational psychologists.

Providing comprehensive coverage of the theoretical bases of metacognition and its applications to educational practice, this compendium of focused and in-depth discussions from leading scholars in the field: represents an intersection of education, cognitive science, and technology; serves as a gateway to the literature for researchers and practitioners interested in one or more of the wide array of topics included; and sets the standard for scholarship for theoretical research and practical applications in this field. *The Handbook of Metacognition in Education* — covering Comprehension Strategies, Metacognitive Strategies, Metacomprehension, Writing, Science and Mathematics, Individual Differences, Self-Regulated Learning, Technology, Tutoring, and Measurement — is an essential resource for researchers, faculty, students,

curriculum developers, teachers, and others interested in using research and theory on metacognition to guide and inform educational practice.

This book examines the ways in which the theory and data of social psychology can be applied to teaching, learning, and other experiences in schools. Its focus ranges in level from the individual (e.g., student attitudes and attributions), to the teacher-student interaction, to the impact of society (e.g., racial and cultural influences on school performance). The editor and distinguished contributors have two major purposes. The first is to illustrate the scope and sophistication of the emerging field known as the social psychology of education. The second is to provide solid, informed suggestions to educators for the amelioration of current educational problems. To that end, each author explicitly discusses implications for educational practice.

Over The Years This Book Has Earned A Name For Itself Because Of The Completeness Of Coverage And Simplicity Of Presentation. All The Topics Have Been Dealt With In Great Detail And Depth. In The Revised Edition, New Thoughts In The Field Of Educationa

This Book Has Been Designed With Up-To-Date Facts, Tables, Figures And Charts For Use By Students Of B.Ed., M.Ed. And M.A. (Education) Of Various Indian Universities. The Distinguishing Features Of This Book Are Lucidity Of Language, Systematic Presentation Of Facts And Citation Of Recent Findings Of Research At National And International Levels. In Addition To Traditional Areas Of Study, Certain Themes Which Are Very Rarely Found In Other Indian Books Have Been Discussed In This Book. These Themes Which Make This Book Different From Other Indian Books Are: Behaviour Problems At Different Stages, Development Of Language, Needs And Problems Of Adolescents, Adolescent Gifted, Adolescent Slow Learners, Principles Of Learning, How Children Learn, Mastery Learning, Core Teaching Skills, Functional Autonomy Of Motives, Maladjustment, Frustration And Conflict, Current Approaches To Teaching And Learning (Views Of Gagne, Ausubel, Bandura And Bruner), Organizational Climate, Leadership Styles, Ecology Of Education, Stress Management And Inclusive Education. A Quick Look At Any Of The Twenty-Three Chapters Of The Book Will Indicate The Originality Of The Authors In Organising Ideas Culled From Many Different Sources, Both Traditional And Modern. It Is A Need-Based Book Meant For Students And Beginner Teachers.

The book, with comprehensive and practicable coverage, acquaints its readers with thorough knowledge and skills to help the growing children in their proper growth and development enabling them to reach the limit of their excellence on one hand, and instilling in them the sense of responsibility towards their society and nation on the other hand. It dwells on the essential topics such as nature of the process of growth and development going on at the various ages and developmental stages of children, their developmental needs and characteristics, individual differences and diversities existing among them, development of various abilities and capacities like intelligence, creativity, and overall personality characteristics, nature of the age-linked behavioural problems, adjustment and mental health, parenting styles, and methods of dealing with the behavioural problems, adjustment, and stressful conditions of the developing children. The text equips the readers with all what is in demand for helping the developing children at this juncture of rapid industrialisation, globalisation, urbanisation, modernisation and economic change. It is primarily designed for the undergraduate students of education and elementary education. **KEY FEATURES** • Incorporates quite advanced topics such as emotional intelligence, use of reflective journals, anecdotal records and narratives as method of understanding child 's behaviour, and so on • Includes detailed discussion of theories of child development, theories of learning, theories of intelligence, theories of achievement motivation, theories of creativity, and theories of personality • Offers engaging language and user-friendly mode of discussion • Adequately illustrated with examples, figures and tables • Comprises chapter-end summary for quick glance of the concepts.

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