

SEMESTER – I

COURSE CODE: MS1PC2

CREDITS: 4

ADVANCED EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES:

- CO1: Enable students to understand the psychological orientation to education
- CO2: Make students to comprehend the various schools and methods of psychology
- CO3: Encourage students to list the biogenic and socio-genic motives of learners
- CO4: Motivate students to explore the factors that influencing self-regulation of learners
- CO5: Train students to narrate theories of intelligence and its assessment
- CO6: Train students to identify strategies to foster creativity among the learners
- CO7: Make students to examine the various theories of personality
- CO8: Enable students to identify different types of adjustment mechanisms
- CO9: Provide skills for performing experiments with learning material
- CO10: Prepare students to administer, score and interpret various psychological experiments

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

Educational psychology: Nature, Meaning and scope – Major Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism and Humanism – Methods of Psychology: Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

UNIT - II: MOTIVATION AND SELF-REGULATION

Motivation: Meaning – Biogenic and socio-genic motives – Approaches: Behavioural, Humanistic, Cognitive and socio-cultural – Theories: Maslow, Vrooms Expectancy Model and Mclelland – Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning – Factors influencing self –regulation.

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UNIT - III : INTELLIGENCE AND CREATIVITY

Intelligence: Definitions and nature – concept of IQ – Gardner's theory of multiple intelligence, Sternberg's Triarchic theory, Cattell's theory of fluid and crystallized intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence – Concepts of Problem Solving, Critical Thinking, Metacognition and creativity.

UNIT - IV : PERSONALITY AND ADJUSTMENT

Meaning of personality – Theories: Type theory: Sheldon and Jung; Trait theory-Cattell, Allport and the Big Five Model; Psycho-analytic theory – Freud – Measuring Personality: Subjective, Objective methods – Projective techniques. Meaning and concept of Adjustment, characteristics of a well adjusted person-Mal-adjustment and Defence mechanisms.

UNIT - V : PSYCHOLOGICAL MEASUREMENT

Concept of Assessment, Measurement and Evaluation – Psychological tests: Nature, characteristics and Types: Norm Referenced Test – Criterion-Referenced Test – Standardized Tests: Achievement Test, Diagnostic Test and Aptitude Test.

SUGGESTED ACTIVITIES:

1. Visit a nearby mental Healing Institute and prepare a detailed report about the various Mental Health Programmes offered to the Mentally Retarded Adolescents.
2. Observe and list out the developmental characteristics of a sample of 5 students at secondary level.
3. Conduct a Case Study of adolescent learners with deviant behaviour
4. Identify the learning difficulties of the student in any school subject at secondary level through administration of a diagnostic test and develop a module for remedial instruction.
5. Analyse the merits and demerits of the various methods of assessing the personality.


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TEXTBOOKS:

1. Baron, R. A. and Misra .G (2016). *Psychology* . Pearson Education.
2. Guilford, J.P. (1967). *The Nature of Human Intelligence*. Pearson education.
3. Hall, C. S. & Lindsey, G (1978). *Theories of Personality* (3rd Edition). Atlantic Publishers.
4. Hurlock, Elizabeth. B. (1980). *Adolescent development*. McGraw Hill Education.
5. Ormrod, J. E. (2012). *Essentials of educational psychology: Big ideas to guide effective instruction*. Prentice Hall.
6. Thangaswamy, Kokila. (2014). *Psychology of learning and human development*. MaaNila Publishers.

SUPPLEMENTARY READINGS:

1. Anita Woolfolk. (2004). *Educational psychology*. Pearson Education
2. Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden Publishers.
3. Garrett, H.E. (1981). *Fundamental statistics in psychology and education*. Vakils Publishers.
4. Laura, E. Berk. (2003). *Child development*. Pearson Education.
5. *Publication Manual of the American Psychological Association: 7th Edition*(2020). American Psychological Association.

E – RESOURCES:

1. <http://www.simplypsychology.org>
2. <http://www.psychclassic.yorkn.ca>
3. <http://www.wikia.com>


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PSYCHOLOGY PRACTICALS:

A) EXPERIMENTS

1. Concept Formation
2. Transfer of Training
3. Habit Interference
4. Illusion
5. Problem Solving

B) PAPER-PENCIL TESTS

1. Self-Concept
2. Intelligence
3. Personality
4. Mental Health
5. Adjustments

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Understand the different schools of psychology

CO2: Compare and contrast the strength and weakness of different methods of psychology

CO3: Spell out the biogenic and socio-genic motives and various theories of motivation

CO4: Explain the factors influencing self-regulation of the learners

CO5: Understand the concepts of intelligence, its theories and measurement

CO6: Suggests ways to fostering creativity among the learners

CO7: Comprehend the personality theories and assessment of personality

CO8: Apply the different types of mechanisms in different situations

CO9: Acquire skills and competencies in designing and application of psychological tools and techniques

CO10: Debate the strength and weakness of standardized testing


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OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
CO1	✓		✓				✓		✓	✓								✓
CO2	✓		✓				✓		✓	✓								✓
CO3	✓		✓				✓		✓	✓								✓
CO4	✓		✓				✓		✓	✓								✓
CO5	✓		✓				✓		✓	✓								✓
CO6	✓		✓				✓		✓	✓								✓
CO7	✓		✓				✓		✓	✓								✓
CO8	✓		✓				✓		✓	✓								✓
CO9	✓		✓			✓	✓		✓	✓								✓
CO10	✓		✓			✓	✓		✓	✓								✓


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