

Course Code: FMPB

## ADVANCED EDUCATIONAL PSYCHOLOGY

### Course Objectives:

The prospective teacher-educators will be able to:

1. understand the various schools and methods of psychology
2. understand adolescent's growth, development and their problems
3. acquaint with the significance of learning and the various theories of learning
4. understand the biogenic and sociogenic motives and different theories of motivation
5. understand the concepts and theories of intelligence and creativity
6. understand the theories of personality and its measurement
7. identify the different types of adjustment mechanisms
8. differentiate the concept of mental health from mental hygiene
9. describe the various types of groups and leadership styles
10. familiarize with various psychological testing procedures.

### 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: GROWTH AND DEVELOPMENT

Growth and Development: Concept and Stages - Factors influencing Development: Genetic, Biological, Physical and Environmental - Theories of Development: Psycho-analytic Theory of Freud and Erikson - Behavioural Theory of Albert Bandura - Cognitive Theory of Jean Piaget, Kohlberg and Havighurst.

### UNIT - III: LEARNING

Learning: Meaning and definitions - Behavioral Theory: Bandura's Social Learning Theory - Cognitive Theory: Gagne's Theory and Bruner's Theory - Developmental Theory: Vygotsky's Theory - Constructivist Theory: Kolb's Theory - Humanistic Theory: Carl Rogers Theory - Field Theory: Kurt Lewin's Theory - Information Processing Theory: Donald Norman Theory.

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#### **UNIT - IV: MOTIVATION AND SELF-REGULATION**

Motivation: Meaning – Biogenic and Sociogenic 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.

#### **UNIT – V: INTELLIGENCE AND CREATIVITY**

Intelligence: Definitions and nature – concept of IQ – Gardner's theory of multiple intelligence, Sternberg's Triarchic theory, Catell's theory of fluid and crystallised intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence. Creativity: nature, factors affecting creativity – programmes and strategies for developing creativity.

#### **UNIT - VI: PERSONALITY**

Personality: Meaning and definitions – Determinants of personality: Genetic, Social and Cultural – Theories of personality: Type Theory, Trait Theory, Psycho-analytic Theory, Phenomenological Theory, Learning Theory, Social Behaviouristic Theory and Rotter's Expectancy–Reinforcement Model - Measuring Personality: Subjective, Objective methods – Projective techniques.

#### **UNIT - VII: ADJUSTMENT**

Adjustment: Meaning and process – Adjustment Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes: Physical, Emotional, Social and Mental – Remedial Measures for maladjustment – Stress Management - Exceptional Children: Meaning, definition and types - Education for gifted and backward children.

#### **UNIT – VIII: MENTAL HEALTH AND HYGIENE**

Mental Health: Concept – Mental Health status of Indian Children – Strategies for strengthening mental health of students and teachers - Mental Hygiene: Concept and importance - Student's Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

  
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## UNIT – IX: GROUP DYNAMICS

Group Dynamics and Teams: Types of Groups - Dynamics of Informal and Formal groups – Group relationship in the class - Teams: Characteristics, Types, Team building, Team effectiveness – Leadership: Nature, Styles, Role and Activities.

## UNIT – X: 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.

### REFERENCES:

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