

M.Ed. DEGREE PROGRAMME

SEMESTER I

COMMON COURSE

Course Code : 902 ADVANCED EDUCATIONAL PSYCHOLOGY

COURSE OUTLINE

Contact Hours: 108

Max. Weight: 32

Duration of Exam: 3 hrs.

No. of Credits: 4

Course Objectives

To enable the learner to

- i) understand the basic concepts, principles and theories of educational psychology.
- ii) understand the implications of psychological theories and principles in learning and instructions.
- iii) critically evaluate the relevance of various theories and identify their limitations.
- iv) develop scientific attitude and research competency.

Mode of transaction

Lecturer-cum demonstration, Discussion, Seminars, Assignments, Case Study, Experimentation and Testing.

COURSE OF STUDY

Unit I. Introductory Concepts (6hrs)

- 1.1 **Psychology:** Origin, Areas and methods of Psychology, Scientific characteristics of Psychology, Approaches in Psychology
- 1.2 **Educational psychology:** Concept and Scope of Educational Psychology. Relevance and Influence of educational psychology on the theory and practice of education.

Unit 2. Developmental Psychology (20hrs)

- 2.1 **Concepts, Principles and Stages of development.** General characteristics and problems of each stage. Approaches in studying development. Longitudinal and cross sectional effect of birth on development. Influence of major glands and nervous system on human development and behaviour.
- 2.2 **Physical and Motor Development :** Characteristics – factors of physical development, development of motor skills – Significance on development.
- 2.3 **Emotional Development:** Differentiation of emotions (Bridge's chart) – emotional maturity – factors of emotional development – Education of emotions, emotional control and catharsis.
- 2.4 **Social and Language Development:** Socialization Process, Psycho Social development (Erickson) – development of language – views of Noam Chomsky and Vygotsky.

- 2.5 **Moral Development:** Views of Kohlberg – Implications of Kohlberg’s theory in value education.
- 2.6 **Cognitive Development:** Process of cognitive development and implications in teaching. (Piaget and Bruner)
- 2.7 **Individual Difference:** Determinants , Role of heredity and environment, transmission of heredity , studies on nature and nurture to behaviour – Adjustment of teaching –learning process to suit individual differences.
- 2.8 **Adolescent Development:** Needs and problems of adolescents with special reference to Indian conditions – Measures for solution.

Unit 3. Learning and Instruction (25hrs)

- 3.1 **Concept and General nature of learning**
- 3.2 **Behavioural perspectives on learning:** An overview of the theories of Pavlov, Thorndike, Skinner and Hull – critical evaluation of the relevance of behavioural learning principles in leaning and instructions.
- 3.3 **Cognitive views of learning** : Purposive Behavioursim (Tolman), Gestalt view of learning, Meaningful verbal learning (Ausbel), Information processing framework for learning (Sternberg and Kosslyn)
- 3.4 **Constructivist perspective on learning:** Comparative analysis of the views of Piaget (individual constructivism),

Vygotsky (social constructivism) and Bruner (Discovery learning – Implications in learning and instructions.

- 3.5 **Gagne’s Hierarchy of learning** – Eight types of learning and their conditions – revised version and five varieties of capability.
- 3.6 **Transfer of learning:** Concept, Theories, Experimental studies, implications for educational theory and practice.
- 3.7 **Motivation:** Significance, Types of motivation. Theories of motivation. Strategies for enhancing motivation in the learner.
- 3.8 **Reasoning and problem solving.** Teaching of reasoning and problem solving.

Unit 4. Intelligence and Cognition (22 hrs.)

- 4.1 **Intelligence:** Meaning and attributes of intelligence
- Theories of intelligence:** Theories of Spearman, Thorndike, Thomson, Thurstone, Burt and Vernon, Guilford, Cattell, Sternberg. Multiple intelligence – (Gardner) Emotional Intelligence (Goleman) and Social Intelligence
- Measurement of intelligence** : IQ, EQ, and SQ. Types of intelligence tests, limitations of intelligence testing.
- 4.2 **Affective correlates of intelligence:** Aptitude, interest, attitude, values – measurement of these correlates of intelligence.

- 4.3 **Creativity:** Nature and characteristics – intelligence and creativity, steps in creative thinking, fostering creativity in the learner, assessment of creativity.
- 4.4 **Educating exceptional children:** Gifted, academically backward, learning disabled and differently abled.
- 4.5 **Meta Cognition:** Meaning and significance. Meta cognitive processes – factors of metacongition – metacognitive strategies.

Unit 5. Personality (23 hrs)

- 5.1 **Introductory concepts:** Nature and characteristics of personality, Development of personality – mature personality. Biological determinants of personality, Social determinants of personality, Cultural determination of personality. Trait and Type approaches to personality.
- 5.2 **Theories of personality** –Psychoanalytic Theories: Freud, Jung, Adler, Otto Rank - Neo-Freudian foundations of personality – Fromm, Horney, Sullivan, Erikson - Humanistic view – Rogers, Maslow, Allport, Lewin and Goldstein. Social learning Theory: – Bandura
- 5.3 **Measurement of Personality** – Different types of measures, Personality Inventories, Rating Scales, Situational Tests, Projective Techniques.

- 5.4 **Deviant Personality:** Personality disorders – Neurotic disorders, Psychotic disorders and Somatic disorders. Effect of Drug Addiction – LSD, Marijuana, Stimulants, Sedatives, Narcotics, Hallucinogens etc on personality.

Unit 6. Adjustment and Mental Health (12hrs)

- 6.1 **Adjustment:** Concept, Types and mechanisms of adjustment.
- 6.2 **Maladjustment:** Causes, symptoms and detection of Maladjustment.
- 6.3 **Principles of Mental Hygiene.** Preventive , constructive and curative measures – psychotherapy, transactional analysis
- 6.4 **Guidance and Counselling:** Principles, Types and Techniques of Guidance and counselling. Effective classroom management – discipline and democratic leadership. Coping with undesirable behaviour – negative reinforcement and punishment.

Practicum (Any two items)

1. Prepare a theme paper on a thrust area
2. Conduct and record a minimum of one experiment and two psychological tests pertaining to the syllabus
3. Review of one research article related to the topics in the syllabus

References

1. Alison, Clarke – Stewart, Susan, Friedman, & Joanne Koch. (1985). *Child development – A tropical approach*. New York: John Wiley & Sons, Inc.
2. Allport, Gordon W. (1961). *Pattern and growth in personality*. New York: Holt Rinehart and Winston.
3. Armstrong, Thomas (2000). *Multiple intelligence in the classroom*. Virginia: Association for Supervision and Curriculum Development.
4. Ausubel, David, P, Joseph. D. Novak & Helen Hanesian. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart and Winston Inc.
5. Bawa, S.R. (1995). *Concept in measurement of interest*. New Delhi: Deep an Deep Publications.
6. Bernard, P.H. (1970). *Mental health in the classroom*. New York: McGraw Hills.
7. Bernard, R. F., & Snowman., J. (1993). *Psychology Applied to Teaching* (7th ed.) Boston: Houghton Mifflin Co.
8. Brunner, J.S. (1986). *Actual minds, possible worlds*. Cambridge, Mass: Harvard University Press .
9. Campbell, L & Campbell, B. (1992). *Teaching and learning through multiple intelligences*. Seattle: New Horizons for Learning.

10. Carmichael, L. (1968). *Manual of child psychology*, New Delhi: Wiley Eastern Private Ltd.
11. Chauhan, S.S. (1990). *Education of exceptional children*. New Delhi: Indus Publishing Co.
12. Cronbach, L.J.(1969). *Essentials of psychological testing (3rd ed.)*. New York: Harper and Row.
13. Cronbach, L.J. & Snow R.F. (1977). *Aptitude and instructional methods*. New York: Irvington Publishers.
14. Dandapani, S. (2000). *Advanced Educational Psychology* New Delhi: Anmol Publications Pvt. Ltd.
15. Dandekar, W.N. & Sanyogtala, Makhiya. (2002). *Psychological foundations of education (3rd ed.)*. McMillan India Ltd.
16. Dunn, R & Dunn K (1978). *Teaching students through their individual learning styles*. Restern Publishing Company, Inc.
17. Eggen, P.D., Kauchak, D.P., & Harder, R.J.(1979). *Strategies for teachers, information processing model in the classroom*. New Jersey: Prentice Hall Inc.
18. Gagne, R.M. (1965). *The conditions of learning*. New York: Holt, Rinehart and Winston Inc.
19. Gagne, R.M. (1985). *The cognitive psychology of school learning*. Boston: Little Brown.
20. Gardner, H. (1993). *Multiple Intelligence: the theory in practice*. New York: Basic Books.

21. Gardner, Howard. (1993). *Frames of Mind – The Theory of Multiple Intelligence* (10th ed). New York: Basic Books.
22. Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: Mc Graw Hill Book Company.
23. Guilford, J.P. (1967). *The nature of human intelligence*. New York: Mc.Graw – Hill Book Company.
24. Hal, R. Arkes, & John, P. Garske. (1977). *Psychological theories of motivation*. California: Wordsworth Publishing Company Ltd.
25. Hermen, T.M. (1977). *Creating learning Environments: The Behavioural approach to education*. Boston: Allyn and Bacon.
26. Hilgard, E.R., & Bower, G.H. (1977). *Theories of learning*. New Delhi: Prentice Hall of India Pvt Ltd.
27. Hurlock, Elizabeth, B. (1990). *Developmental Psychology – A life Span approach*. New York: Mc Grow Hill Inc.
28. Illich, I. (1970). *Deshooling Society*. New York: Harper and Row.
29. Joyce, Bruce, & Weil, Marsha (1997). *Models of teaching* (5th ed.). New Delhi: Prentice Hall of India. Ltd.
30. Kirk, S.A. (1992). *Education of exceptional children* (2nd ed.) Boston: Houghton, Mifflin Co.
31. Kolesnik, Walter, B. (1970). *Educational psychology* (2nd ed.) New York: Mc Graw Hill Book Co.
32. Kosslyn, S.M. (1980). *Image and mind* Cambridge, Massachusetts: Harvard University Press.

33. Laura, Berk. E. (2001). *Child Development* 3rd-ed.). Delhi Prentice Hall Co.
34. Morgan, Chifford. T. (1986). *Introduction to Psychology* New York: MC Graw-Hill Books Co.
35. Mohsin, S.M. (1990). *Attitude: Concept formation and change*. New Delhi: Wiley Eastern Limited.
36. Nunnally, Jun C. (1970). *Introduction to psychological measurement*. New York: Mc Grow Hill Book Company.
37. Pande, K.P.(1988). *Advanced educational psychology* (2nd ed) Delhi, Konark Publishers Pvt. Ltd.
38. Parameswaran, E.G. & Beena (2002). *An invitation to psychology*. Hyderabad:Neelkamal Publications.
39. Paivio, A. (1986). *Mental representations*. New York: Oxford University Press.
40. Rogers, C. (1969). *Freedom to learn*. Columbus, Ohio: Merrill.
41. Schering M. S. and Danu K,J. (2001). *Student empowerment from cognition to metacognition*. New York: St. Johns University, Centre for the study of Learning and teaching.
42. Shaffer, David, R. (1996). *Development psychology- childhood and adolescence* (4th ed.). USA. Brooks/Cole Publishing C.o.
43. Sternberg, R. J. (1985). *Beyond I.Q* Cambridge: University Press.

44. Sternberg, R.J.(2001) *Psychology: In search of the human mind* (3rd ed) Harper Collins Publishers.
45. Thomas. Good. L., & Jene, Brophy, E. *Looking classrooms* (5th ed). Harper Collins Publishers.
46. Vaidya, N.(1991). *Jean Piaget with love and understanding*. New Delhi Oxford and IBW Publishing Ltd.
47. Vygotsky, L.S (1986)). *Mind in society. The development of higher psychological process*. Cambridge Mass: Harvard University Press.
48. Woolfolk, Anita (2005). *Educational psychology.(9th ed.)* New Delhi: Pearson Education Pvt. Ltd.

M.Ed. Degree Examination - Semester I
Model Question Paper
Course Code : 902 – Advanced Educational Psychology

Time: Three Hours

Maximum Weight : 32

Part A

Answer any two questions. Each question carries a weight of 4

1. Explain and compare Piaget's theory of cognitive development with that of Brunnerian views.
2. Explain Gagne's hierarchy of learning and examine its relevance in classroom instruction.
3. Explain the extent to which Tolman's theory of learning conforms to the Behavioristic approach of learning?
4. What is maladjustment? Explain any three adjustment mechanisms that adolescents generally resort to. How can a teacher deal with such situation? (2x4 = 8 weight)

Part B

Answer any six questions. Each question carries a weight of 2.

5. What is creative thinking? Suggest any two techniques to promote creativity in children through classroom instruction.
6. Examine the relative significance of maturation and learning in human development.
7. What are situational tests of personality assessment? Give one example.
8. Mention four major psychological needs of adolescents. State the ways to satisfy them in the classroom.
9. State the underlying psychological principle in projective tests.
10. Explain Aptitude test with the help of an example.
11. Distinguish between Values and Attitudes. Give examples.
12. What is a psychological group? State its characteristics.

(6x2=12 weight)

Part C

Answer any six questions. Each question carries a weight of 1

13. Give a brief description of the biological bases of human behaviour.
14. What is socialization? Examine the role of peer group in the socialization of a child.
15. Examine how cultural deprivation affects mental development of children.
16. Explain Expectancy X Value theory of motivation.
17. "Educational psychology has revolutionized the practice of education" Discuss.
18. Describe the process of language development in children. Examine the factors influencing language development.
19. Explain group dynamics and explain how a knowledge of group dynamics helps the teacher in effective classroom management
20. Explain humanism and the basic views of humanists regarding the learner and the learning process.

(6x1=6 weight)

Part D

Answer all questions. Each question carries ½ weight

21. Distinguish signal learning and stimulus response learning.
22. Briefly explain group dynamics.
23. List out the implications of Kohlberg's theory in value education.
24. Suggest two techniques for catering to individual differences in learning.

- 25 Mention the prominent behavioural problems faced by the adolescents in India.
- 26 Explain Spearman's Two factor Theory of Intelligence.
- 27 What are the effects of drug addiction?
- 28 Enumerate the steps in creative thinking.
- 29 What is ZPD?
- 30 Mention the strategies for metacognition.
- 31 What is Maslow's theory of hierarchy?
- 32 Differentiate directive counselling from non directive counselling.

(12x ½ = 6 weight)