

SYLLABUS

(M.Ed. Course) from June, 1992.

Group A

Paper II ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives :- A course in advanced Educational Psychology will help the teacher to.

- (1) Develop understanding of the Psychology of learning and teaching
- (2) Develop the ability to analyse and evaluate elements of the teaching learning process.
- (3) Develop the ability to use various tests & interpretation of them.
- (4) Develop the understanding of the behavioural and educational problems of students and teachers

SECTION I

Unit 1 : Nature and scope of Psychology of learning and teaching.

- 1.1 Nature and scope
- 1.2 Methods of Psychological studies | Comparative study expected
- 1.21 Experimental
- 1.22 Differential
- 1.23 Clinical
- 1.24 Psychoanalytical
- 1.25 Case study

Unit 2 : Growth and development

- 2.1 Theories of development
 - 2.11 Maturation theories
 - 2.12 Behaviour learning theories
 - 2.13 Adaptation theories
 - 2.14 Psychodynamic theories.
- 2.2 Heredity and Environment
 - 2.21 Mechanism of heredity Laws of heredity
 - 2.22 Influence of heredity and environment
 - 2.23 Nature - Nurture issue, Interaction Principle
 - 2.24 Experiments of Lamarck , Mc. Daugall, Darwin.
- 2.3 Educational Implications of growth & development

Unit 3 : Schools of Psychology

3.1 Types of Schools

3.1.1 Functional, Structural, Associationism, Normic
Behaviourism, Gestalt

3.2 Contribution of the above Schools to the field of --
field of Education.

3.3 Indian thoughts on Psychology- (With reference to
samkhya, Patanjali, Bhagwad Geeta")

Unit 4 : Social Psychology

4.1 Meaning Definition of Social Psychology

4.2 Types of groups.

4.2.1 Ingroups and out groups, - Meaning & Characteris-
tics

4.2.2 Primary and Secondary groups Meaning & Characteris-
tics

4.3 Importance of group life in Schools with reference
to Residential Schools.

4.4 Leadership its Concept and need in Schools

4.4.1 Concept and need

4.4.2 Characteristics.

4.4.3 Types - Autocratic - Democratic

4.4.4 Training for leadership

SECTION II

Unit 5 : Learning theories

5.1 Concept of learning theory

5.2 Representative theories of learning and their
implications for education (General information)

5.2.1 Mental discipline theories Humanistic mental
Natural unfoldment
Apperception.

5.2.2 S-R Conditions theories S-R-Bond
Conditioning
Conditioning through
reinforcement-

5.2.3 Cognitive theories Insight
Goal insight
Cognitive field

Unit 5 (Contd)

- 5.3 Current learning theories
 - 5.31 Skinner's operant conditioning.
 - 5.32 Kurt Lewin's field theory
 - 5.33 Bruner's cognitive theory
 - 5.34 Bandura's social learning theory
 - 5.35 Ausubel's meaningful learning theory.
- 5.4 Model of teaching - Four families (information processing, Personal, Social, Behavioural) only information is expected.

Unit 6 : Individual differences

- 6.1 Type of individual differences
 - 6.11 Physical - Age, Sex, Height, Wt. etc.
 - 6.12 Mental - Intelligence, Traits, Interests, Attitudes, Aptitudes, Values etc.
- 6.2 Measurement of individual differences
 - 6.21 Need of measurement
 - 6.22 Test for measurement.
 - 6.221 Mechanical aptitude Test, Clerical aptitude Test, Test for music graphic arts, Multiple aptitude -ce General, Aptitude Test Battery (GATB)
 - 6.222 Interest inventories

Unit 7 : Intelligence

- 7.1 Theories of intelligence
 - 7.11 Spearman's two factor theory
 - 7.12 Thorndike's multifactor theory
 - 7.13 Thurstone group factor theory
 - 7.14 Thompson's sampling theory
 - 7.15 Guilford's Structure of intellect
- 7.2 Measurement of intelligence
 - 7.21 Verbal, Non-verbal, Individual, Group Performance.

Unit 7 (Contd)

- 7.22 Indian Intelligence Tests.
- 7.23 Limitations of intelligence Tests.
- 7.3 Creativity and intelligence.
 - 7.31 Creativity & intelligence relation.
 - 7.32 Tests of creativity - use & limitations of Tests.

Unit 8 : Personality *

- 8.1 Definition of Personality, classes of definitions.
- 8.2 Influencing factors - Heredity & Environment
- 8.3 Theories of Personality
 - 8.31 Type
 - 8.32 Trait
 - 8.33 Psychoanalytical.
 - 8.34 Learning
 - 8.35 Phenomenological
- 8.4 Measurement of Personality
 - 8.41 Need of measurement
 - Trait
 - 8.42 Types of measurement
 - Projective
 - Wholistic
 - 8.43 Educational implication of measurement
- 8.5 Neurotic Personality
 - 8.5 Causes of neurotic personality
 - 8.6 Types of neurotic personality
 - 8.7 Role of the teacher in detecting neurotic personality and in guiding them.

References.

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See on Page 4-5

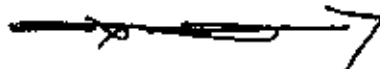
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Reference
Recommended Books

Paper II A Grade Educ Psych

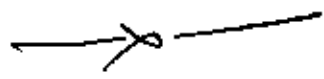
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7