

# Advanced Educational Psychology S K Mangal

**CHILDHOOD AND GROWING UP** MANGAL, S. K. 2019-05-01 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.

## **LIFE SPAN DEVELOPMENT PSYCHOLOGY** MANGAL, S. K.

2025-07-01 Written in a simple user-friendly style, the textbook provides a useful discussion for gaining essential insight into the development of human beings right from their conception till death across the entire life span and age periods. Besides, it has exclusively devoted three chapters for providing a detailed account of the theories governing human development, happenings at the time of death and dying, and age specific developmental disorders. The coverage of the topics is rich enough and comprehensive for meeting the needs of the diverse audience of Psychology and Home Science to those appearing in the various State and All India competitive examinations. It also serves as a reference text and practice book for those who need to apply the theory and practice of development psychology in their professional such as nurses, child specialists and other health profession, guidance and counsellors, parents, teachers and educational planners, social workers, and public welfare departments and agencies. **KEY FEATURES** • Provides a comprehensive and useful coverage of the topics aligning to the latest curriculum. • Organised in a coherent and systematic manner to gain insight into the entire life span of human beings. • Adequately illustrated with the examples, figures and tables to support discussions in each chapter. • Makes deliberate attempt to clarify the terms and concepts through their brief description as box items. • Provides chapter-end summary for quick glance and recapitulation. **TARGET AUDIENCE** • B.A. Psychology • M.A. Psychology • B.Sc. Home Science

[The Educational Review](#) 1987

## **PSYCHOLOGY OF LEARNING AND DEVELOPMENT** MANGAL, S. K.

2019-01-01 The book comprising the various aspects relating to the psychology of learning and development of a child furnishes proper understanding to its readers for helping the growing children in their thoroughgoing development. The subject-matter, dexterously divided into 35 chapters and organised in a simplified and logical manner, first explicates educational psychology, development of the growing children, process of learning, intelligence, aptitude and attitude, and then expounds on psychology of individual differences, learning styles, learning disabilities, creativity, personality, mental health, adjustment, guidance and counselling, and ultimately, social groups and group dynamics. The book is primarily designed for the post-graduate students of education. **KEY FEATURES** • Presents comprehensive and practicable coverage of the topics • Discusses theories related to a number of aspects and phenomena • Includes some important concepts such as Havighurst's developmental tasks, emotional intelligence, social intelligence, spiritual intelligence, constructivism and constructivist

learning, achievement motivation, learning disabilities, theories of creativity, and so on • 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 **LEARNING RESOURCES** Teaching resource is available at <https://www.phindia.com/Psychology-of-Learning-and-Development-by-Mangal-Mangal> for adopting faculties, which comprises quiz questions, chapter-wise PPTs and bibliography, and lecture video.

## [Rebooting Pedagogy and Education systems for the Twenty-first Century: Why we need course-corrections immediately](#) Sujay Rao Mandavilli

2024-04-09 Education is the fundamental pillar upon which any human civilization rests. As a matter of fact, no civilization in any meaningful form or degree has been possible in human history that has not been built on the bulwark and edifice of education. While literacy may have been limited to the privileged few in early ancient civilizations, it was these privileged few who controlled the masses and set the tempo for meaningful progress in such civilizations; educational systems have proven to be the bedrock and foundational pillar upon which much of human accomplishment and achievement have rested, too. In spite of the naysayers, the cynics and the pessimists, education has expanded greatly in the twentieth century; while the worlds' earliest civilizations were not western in the canonical sense of the term, there is no denying that western civilizations have pulled away strongly since then. Riding on the shoulders on ancient Greece, western intellectualism has been the bulwark upon which the superstructure of modern civilization has been built. Even as recently as the middle of the twentieth century, the rest of the world (as opposed to the west) had a lot of catching up to do. Thankfully and mercifully, a lot has changed since then. India in the 1950's and 1960's emphasized higher education but neglected universal primary education as evidenced by low primary school enrollments, and a high rate of dropouts. Since then, programs and schemes such as the Sarva Siksha Abhiyan or education for all programs have increased primary school enrollment considerably; India now comfortably stands on the threshold of universal adult literacy. While the quantity of education has been augmented, quality has often failed to keep pace. The tenets and the essential doctrines forming a part and parcel of the foundational pillars of pedagogy and education are antiquated and are still steeped in the western experience. What is worse is that is very little awareness on the issue of the need for change; this must be the foundation of all meaningful change, but alas, that foundation has yet to be built. In this book, we draw upon our long list of papers on the social science, particularly anthropological pedagogy and the sociology of science, and propose the direction we believe pedagogy must take in the twenty first century. This can be no one man army; we invite other scholars to contribute in eminent measure. We also believe that this i.e., a foundational assessment of the concepts of pedagogy must become one of the more important and vital movements of the twenty-first century. This work is also at the heart of our globalization of science movement as many, if not most concepts in various fields of the social science are based on old and archaic western-centric paradigms. There is also an unnatural gap between various fields of social sciences and the non-social sciences too, just as careerism is rampant across disciplines and what we called "institutional coherentism" is lacking. Scientists say "however, recent research has shown that...". Does that mean that old research was wrong? Why was it wrong? Was it due to the absence of data, or was it methodological error? Why do we go round and round without a meaningful long-term direction? Very little scholarship is driven by the absolute desire to do good to society. As Thomas Paine once famously stated, " A body of men holding themselves accountable to nobody ought not to be trusted by anybody". We have theories, theories and only theories all driven by old-fashioned careerism or academic rivalry, and with limited explanatory power. All this needs to change in the twenty-first century, and practical application of knowledge emphasized. To quote C.S Lewis, "Experience: that most brutal of teachers. But you learn, my God do you learn." Anand Mahindra and several other individuals have repeatedly called for a new world-class education system in India and elsewhere, but there is very little conceptual clarity on how we should go about creating one. Let a million scholars bloom! Let a million intellectuals bloom! Let a million scientists (social scientists included) bloom in different parts of the world, all in the twenty-first century! Why should we hold our tongue, and suffer in

silence? Let intellectuals drive meaningful and productive change. Let better education systems form the backbone of better societies! Let there be a healthy rivalry among nations to develop better and better education systems! There is no need for only western nations to take the lead here. Those who have better ideas can indeed leapfrog everyone else. Those who think better and do better, win.

**ADVANCED EDUCATIONAL PSYCHOLOGY, SECOND EDITION**

MANGAL, S. K. 2002-01-01 This revised and expanded edition is a sequel to the first edition which was warmly received by the student and teaching community for its indepth 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 dis-cusses 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 promi-nence. 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.

**School Administration and Management** S.K Kochhar 2011-04 "For all those who are in the field of education this book will clearly explain about school administration and educational management to institutional planning. Is also prepares the reader to face the new challenges of the twenty-first century in the areas of educational administration and management. The well-defined roles of the headmaster, teacher and pupil and the elements that go into making a school like the library, office etc., makes the book as a good guide for those who want to start a school. The book is also comprehensive in defining the school curriculum and the entire internal organizational structure and function of a school keeping in mind the socialistic traditions of our nation. Health is wealth, as they say; therefore, the book explains the physical education aspect of a school student with emphasis on yoga. CONTENTS: Unit I Administration and Management • Educational Administration • Educational Management • Educational Administration in Independent India • Nature, Objectives and Scope of Educational Administration • Institutional Planning • The Educational Ladder • Inspection and Supervision • Communication in Educational Administration • Management of School and Approaches of Management • Central and State Agencies of Education • The Present Pattern of Education 10+2+3 • Educational Administration and Management: New Challenges of the Twenty-first Century • Unit II Major Components of School Management • School Management • Role of the Headmaster • Role of the Teacher • The Pupils • Unit III School Plants • School Building and Furniture • The School Farm and the Workshop • The School Office • The School Library • The School Exhibition and Museum • The School Hostel • Unit IV Internal Organisation • Curriculum Construction • Co-curricular Activities • The School Timetable • Homework • Discipline in School • Student Government in School • Guidance Programme in School • Evaluation • Accountability in School Education • Unit V Social Aspects of School • School and Home • Unit VI Health Education • The School Physical Education Programme • Yoga for Educational Institutions "

**TEACHING AND LEARNING WITH EMERGING TECHNOLOGY: A Future Perspective** Dr. P. Muthukumar This edited book focuses on the possible education responses that can be implemented in future education times. The impact of technology on learning and teaching is often at the forefront of demands, particularly from those who dictate the funding available to pay for technology within education systems. This is not an unreasonable request and there is merit in impact evaluations of educational technologies including emergingtechnologies. Besides, it also shows how emerging technologies, including Artificial Intelligence, Blockchain, Educational Games and Virtual Reality/Augmented Reality, will reshape the future of education to provide efficient learning/teaching

experiences and assessments. Furthermore, the book discusses innovative teaching and learning approaches (e.g., the use of open educational practices and peer-to-peer learning) that can be applied in this rapidly moving technological era to maintain education, including in unconditional times. Particularly, new instructional methods, such as game-based learning, should be designed based on integrated technologies to provide an effective learning experience, resulting in better learning outcomes. Future education should not solely focus on technology and psychology, but also on the applied instructional methods, as well as the human touch to maintain authentic and effective learning experiences. The book also discusses how teaching and learning can be designed to meet the growing tendency of Open and Distance Education, where thousands of learners can be taken the same course from different cultures, backgrounds and learning needs. This book aims to establish itself, through the published books/textbooks and research, as a medium to provide guidelines and recommendations for different stakeholders, including policymakers, educational designers, teachers, and students on how to enhance both learning and teaching experiences in the future for better learning outcomes, as well as how to maintain education in emergency times. It also provides one step ahead towards future education to prepare different stakeholders for the rapid evolution of education, even in times of emergency and difficult situations.

**Introduction to Psychotherapy and Counseling- Concepts and Foundations** Dr. Umakant N Rabb

**Indian Book Industry** 1990

**LEARNING AND THE LEARNER** N. SUKUMAR GOWDA 2015-07-01

The book, in its new edition, continues to discuss the processes and problems of learning in the triadic framework of learner-curriculum-teacher. The purpose of the book is to help the educators develop newer insights into the nature and problems of the learner, and as a result, to enable them develop their own approaches to teaching so as to improve learning. The phenomenon and the process of learning has been looked at in a comprehensive and integrated manner in this book. The concept of learning is discussed by positing its meaning in the wider context of school curriculum and education. He attempts to answer the question 'how people learn' from the philosophical, physiological and psychological perspectives. Pedology and pedagogy are the two major components of educational theory. The chapter on 'Creative Pedagogy' outlines the conceptual and practical interrelationship between learning and teaching. This chapter also outlines the different modes of teaching, and discusses the teacher's role in fostering creativity and teaching children how to learn. Learning disabilities particularly those related to reading, spelling and computation are also presented. Finally, the book envisions the future classrooms and strongly advocates liberated, creative, democratic, collaborative and humanistic classrooms. He recommends that Learning Resource Centres should be preferred to the traditional classrooms. This book is intended to be a useful handbook for the students of education and psychology, and for educators, at all levels. NEW TO THIS EDITION Sections on Language and Communication, Reading and Writing, Orthographic bases of Dyslexia and Dysgraphia and Collaborative Classrooms, are added to update the student with the latest developments in the field.

**Essays on Christian Education and Liturgy** Samson Prabhakar 2003

**Indian Books in Print** 2003

**ESSENTIALS OF EDUCATIONAL PSYCHOLOGY** MANGAL, S. K. 2007-01-05 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

**Advanced Educational Psychology** S. K. Mangal 1997

**EMOTIONAL INTELLIGENCE** MANGAL, S. K. 2015-01-17 Emotional Intelligence (EI) is a personality development tool which can be

developed at any stage of life to enhance one's ability and get desired success in various life pursuits. This book is conceived to prove as an effective source of motivation and know-how of getting imbibed with the EI skills. The book describes emotional intelligence as a key to attain success in life. It highlights how managing emotional traits like anger, jealousy, empathy, love and so on can help a person to be a better human being and emerge as a winner in life. Organized well, the chapters comprehensively explain the concept of emotional intelligence with relation to its development and utilization for getting desired success in one's personal, social and professional life. The book, thus, have the needed potential to equip the readers with the knowledge, skills and applied aspects of EI and its measure, EQ, for deriving rich dividends through the development and application of EI skills (mostly emotional and social in nature). The book also helps people with high IQ to analyze that EQ and IQ goes hand-in-hand, and by developing the EI skills they can excel in those spheres of life, where they otherwise fail to excel with IQ alone. The book is designed for the postgraduate students of Psychology, Education and Management. Besides, the book is also useful for the professionals and general readers. It is going to prove an asset for those who are suffering from failures and lack of confidence. Key features Provides an easy workable model of EI for utilizing EI skills as key to success. Includes reader-friendly features like key ideas (within boxes), figures, tables, case studies and illustrations from daily life and Panchatantra stories and folk tales.

**ADOLESCENCE EDUCATION** CHOUDHARY, GIRISH BALA 2014-07-18

The young and adolescents are an epitome of change, hope and progress. The lives of adolescents are subject to global challenges faced by information and technological revolution, changing markets and globalization, and specific changes taking place in family dynamics, cultural traditions, religious beliefs and other socialization practices. This book on Adolescence Education assumes importance in view of the likely impact of acquired skills and behaviours during this period on an individual's prospects in adulthood. This book is an attempt to understand the broader context in which adolescent lives are embedded. The theoretical perspective presents a multi-disciplinary view of adolescence that helps to understand the evolution of the concept of adolescence. Presenting an elaborate account of adolescence as experienced by young in India and highlighting the challenges that emerge as a result of dynamic changes in society, the attempt is made to identify the emerging issues and concerns that impact the lives of adolescents and provide a perspective to adolescence education. The historical account presented helps to build an understanding of the various socio-cultural forces that led to the emergence of the existing Adolescence Education Programme (AEP). The text presents the key features of the present AEP that are imperative for its successful implementation. The UN and civil society initiatives are mapped with a view to locate the characteristic features and thrust of various interventions. The text gives some gleaning insights from available evidences regarding execution of various existing adolescent programmes, and existential realities of adolescents' lives. The book is intended for the undergraduate and postgraduate students of Education, Psychology and Sociology. Besides, the book is equally beneficial for the students opting for Psychology at their +2 level.

**Advanced Educational Psychology** Bangalore Kuppaswamy 1991

**Why we need a revolution in the Social sciences: A post-colonial**

**perspective** Sujay Rao Mandavilli 2024-05-11 We began our work in right and in serious earnest in the year 2005, November 14th, 2005 to be precise when children's day is celebrated all over India in commemoration of the birthday of Pandit Jawaharlal Nehru, the first Prime Minister of India. The underlying philosophy of our work however, stretches back to the early 1990's, even the mid 1980's, when we faced a great deal of cognitive dissonance in many of our endeavours and daily walks of life due to a constant exposure to, and a bombardment by, a large number of philosophies and ideas from different sources, both human and non-human. In the year 2005, particularly after the aforesaid date, we had reached out to several leading lights and luminaries in the fields of science, religion, philosophy and spirituality with a great deal of hope, to meaningfully engage with them and elicit their own pet theories, proposals and viewpoints on various issues and topics. We had hoped that this would also help us in our own voyage and journey of discovery. The results were indeed startling; there was a wide variation in viewpoints based on the scholar in question's own religious, linguistic and nationalistic affiliation, and loyalties. Therefore, the age of ideology has still not formally or conceptually ended; ending this can change many fundamental equations at a grassroots level, and can make life

better for all of us living in different parts of the world. As a matter of fact, Eurocentric biases in various fields of the social sciences has only served to throw up counter-reactions, and exacerbate ideological differences. Intellectualism is also still weak in general, particularly in developing countries, particularly owing to the following factors.....

**Indian Educational Review** 2009

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