



**SOPHIA COLLEGE (AUTONOMOUS)**

Affiliated to the University of Mumbai

Programme: Humanities

Education (Minor)

**Syllabus for the Academic Year 2024-2025**  
**based on the National Education Policy 2020**



## SOPHIA COLLEGE (AUTONOMOUS)

### DEPARTMENT OF EDUCATION

#### COURSE DETAILS FOR MINOR:

|                             | SEMESTER 3                    | SEMESTER 4                    |
|-----------------------------|-------------------------------|-------------------------------|
| <b>TITLE</b>                | <b>Educational Psychology</b> | <b>Educational Psychology</b> |
| <b>TYPE OF COURSE - DSC</b> | <b>Minor</b>                  | <b>Minor</b>                  |
| <b>CREDITS</b>              | <b>4</b>                      | <b>4</b>                      |

#### Preamble:

Our commitment is to foster a holistic approach to education, one that recognizes the interconnectedness of cultural, social, psychological, and historical factors that shape learning and development. As such, students will explore a range of interdisciplinary perspectives, drawing from fields such as psychology, sociology, philosophy, languages, and history, to enrich their understanding of education and its impact on individuals, communities, and societies.

We, at Sophia College, provide students with a comprehensive understanding of the principles, theories, and practices that underpin the field of education. Through a combination of rigorous coursework, and critical reflection, students will engage deeply with the multifaceted dimensions of education, preparing them to become informed and effective educators, advocates, and leaders in diverse educational settings.

Throughout their studies, students will have the opportunity to critically examine educational policies, practices, and systems, considering issues of equity, diversity, inclusion, and social justice. By engaging with real-world challenges, presentations and group discussions and orientation events, students will develop the analytical skills, ethical awareness, and cultural competence needed to navigate complex educational landscapes and effect positive change.



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### PROGRAMME OBJECTIVES

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|-------------|---|
| <b>PO 1</b> | To equip the students with comprehensive knowledge and understanding of educational theory, educational psychology, educational systems, educational institutions, issues and policies.               |
| <b>PO 2</b> | To introduce students to knowledge and skills for lifelong learning, identify appropriate resources and learn how to complete tasks through self-paced, self-directed and continuous learning.        |
| <b>PO 3</b> | To enable the students to demonstrate critical thinking skills in education by analyzing, synthesizing, evaluating factual and conceptual information from qualitative and quantitative data sources. |

### PROGRAMME SPECIFIC OUTCOMES

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|--------------|--|
| <b>PSO 1</b> | Demonstrate individual and collaborative group academic work, by effectively expressing ideas, observations and data; in oral, written and presentation; using the appropriate ICT and conventional support media. |
| <b>PSO 2</b> | Express comprehensive knowledge and understanding of educational theory, educational psychology, educational systems, educational institutions and policies.   |
| <b>PSO 3</b> | Demonstrate critical thinking skills in educational statistics, analyzing, evaluating factual and conceptual information from quantitative and qualitative data sources.   |



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| <b>PSO 4</b>  | Demonstrate problem solving skills for determining the solution to a given problem, from the possible set of solutions and apply learning to real life situations, with respect and tolerance for all cultures and religions. |
| <b>PSO 5</b>  | Construct basic data collection tools for educational psychology and evaluation   |
| <b>PSO 6</b>  | Analyze women's issues, human rights and environmental issues, and respond constructively, through the use of computers, social media and various digital platforms.  |
| <b>PSO 7</b>  | Demonstrate comprehensive knowledge and understanding of concepts and procedures of basic educational research methodology, so as to conduct, interpret and report the results of an analysis, experiment or survey.          |
| <b>PSO 8</b>  | Reflect on personal and social issues of the less privileged, by motivating and guiding students with learning problems, in a humane manner.  |
| <b>PSO 9</b>  | Acquire knowledge and skills for life-long learning, identify appropriate resources and learn how to learn, complete tasks, through self-paced, self-directed learning.   |
| <b>PSO 10</b> | Evaluate unethical behaviour such as fabrication, falsification and misrepresentation of data or plagiarism.  |



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| <b>Programme: Humanities<br/>Education Minor</b>  |                                 | <b>Semester – 3</b>           |                 |
| <b>Course Title: Educational Psychology</b>   |                                 | <b>Course Code: AEDU233MN</b> |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br>At the end of this course, the student will be able to <ol style="list-style-type: none"><li>1. Develop an understanding of the nature, scope and relevance of educational psychology.</li><li>2. Apply the knowledge of the methods of educational psychology.</li><li>3. Analyse the trends in the growth and development during childhood &amp; adolescence.</li><li>4. Develop an understanding of characteristics of growth and development during childhood</li><li>5. Develop an understanding of characteristics of growth and development during adolescence.</li></ol>  |                                 |                               |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>At the end of this course, the student will be able to: <ol style="list-style-type: none"><li>1. Describe the concept, scope, functions and nature of educational psychology</li><li>2. Evaluate the relevance of Educational Psychology for teachers and learners.</li><li>3. Explain the concept, types and application of observation method, introspection method, experimental method and case study method.</li><li>4. Outline the concept, principles and factors of human growth and development.</li><li>5. Differentiate between human growth and development.</li><li>6. Illustrate the physical, mental, emotional, social development during childhood and adolescence.</li><li>7. Describe the concept, types and significance of individual differences.</li><li>8. Enumerate the hereditary and environmental influences on growth and development.</li><li>9. Describe the concept and relevance of maturation in growth and development.</li><li>10. Compare between hereditary and environmental impact on growth and development.</li></ol> |                                 |                               |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>  |                                 | <b>1</b>                      |                 |
| <b>Total number of Hours in a Semester</b>  |                                 | <b>60</b>                     |                 |
| <b>Credits</b>  |                                 | <b>4</b>                      |                 |
| <b>Evaluation System</b>  | <b>Semester End Examination</b> | <b>2 Hours</b>                | <b>50 marks</b> |
|   | <b>Internal Assessment</b>      | <b>--</b>                     | <b>50 marks</b> |



## SOPHIA COLLEGE (AUTONOMOUS)

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| <b>UNIT 1</b><br>Fundamental of Educational Psychology<br>(1 Credit)   | 1.1 | Psychology - Meaning, Nature, Functions and Types  | 15 hours |
|  | 1.2 | Educational Psychology - Nature and scope  |          |
|  | 1.3 | Educational implications for teachers, learners and parents.   |          |
|  | 1.4 | Role of Educational Psychology for Student evaluation  |          |
| <b>UNIT 2</b><br>Understanding Human Development<br>(1 Credit)         | 2.1 | Growth and development – Meaning and differences   | 15 hours |
|  | 2.2 | Principles of development and factors influencing development  |          |
|  | 2.3 | Stages of growth and development: Childhood  |          |
|  | 2.4 | Stages of growth and development: Adolescence  |          |
| <b>UNIT 3</b><br>Factors Affecting Growth and Development (1 Credit)   | 3.1 | Individual differences - concept and types, significance of Individual differences                                     | 15 hours |
|  | 3.2 | Heredity and Environmental Factors influencing growth and Development - meaning and difference, Relevance in Education |          |
|  | 3.3 | Maturation - meaning and importance, Relevance in Education  |          |
|  | 3.4 | Motivation - meaning and importance, Relevance in Education  |          |
| <b>UNIT 4</b><br>Methods of Educational Psychology<br>(Concept, Types, | 4.1 | Observation method   | 15 hours |
|  | 4.2 | Introspection method   |          |
|  | 4.3 | Experimental Method  |          |



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| Merits)<br>(1 Credit) | 4.4 | Clinical method (Case Study method) - meaning and merits and demerits |  |
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### ASSESSMENT DETAILS:

#### I. Continuous Assessment (CA): 50 marks

#### II. Semester End Examination (SEE): 50 marks

### REFERENCES:

1. Agarwal J. C., (2007) Essentials of Educational Psychology, Vikas Publishing House
2. Agarwal J.C. (2007) "Basic Ideas in Educational Psychology", Shipra Publications, Delhi
3. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.
4. Atkinson & Hilgard's Introduction to Psychology. Wadsworth Publishing Company
5. Berk Laura (2007), "Child Development", Prentice Hall of India, New Delhi
6. Bernstein, D. A. (2011). Essentials of psychology. Belmont, CA: Wadsworth.
7. Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd., Delhi.
8. Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour (11th ed.). Delhi (India): Thomson Wadsworth
9. Crow L.D. & Crow Educational Psychology
10. Dandapani, S. (2001) Advanced Educational Psychology. Delhi: Anmol Publs.
11. Lahey R.B., Graham J.E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
12. Mangal S. K. (2000) An Introduction to Psychology. Prakash Brothers, Ludhiana
13. Mangal S.K. (2008) "Advanced Educational Psychology" Prentice Hall of India, New Delhi.
14. Mangal, S. K. (2004) Educational Psychology, Tandon Publications, Ludhiana. Mathur S.S. Advanced Educational Psychology, Vikas Publishing House, New Delhi.
15. Papalia D. E., and Sally, W. O. (1978). Human Development. McGraw Hill Publ Company.
16. Santrock John W. (2010) Educational Psychology, Irwin Professional Publishers, Delhi.
28. Sharma R.N. & Sharma R.K. (2003) Advanced Educational Psychology, Atlantic Publs
17. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.



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|---|---------------------------------|-------------------------------|-----------------|
| <b>Programme: Humanities<br/>Education Minor</b>  |                                 | <b>Semester – 4</b>           |                 |
| <b>Course Title: Educational Psychology</b>   |                                 | <b>Course Code: AEDU244MN</b> |                 |
| <b><u>COURSE OBJECTIVES:</u></b><br>At the end of this course, the student will be able to: <ol style="list-style-type: none"><li>1. Develop an understanding of the learning approaches.</li><li>2. Apply the knowledge of learning theories and their relevance.</li><li>3. Develop an understanding of the process of learning and higher mental processes.</li><li>4. Acquire knowledge of mental processes and techniques to facilitate learning.</li><li>5. Evaluate different constructivist approaches to learning.</li></ol>   |                                 |                               |                 |
| <b><u>COURSE OUTCOMES:</u></b><br>At the end of this course, the student will be able to: <ol style="list-style-type: none"><li>1. Describe the concept, types and differences between divergent, convergent, reflective and lateral thinking.</li><li>2. Outline the concepts, types, causes and educational implications of memorization, forgetting and attention.</li><li>3. Illustrate the factors affecting memorization and forgetting.</li><li>4. Explain the concept, process and educational implications of creativity, problem solving, metacognition.</li><li>5. Justify the teacher's role in nurturing creativity, problem solving and metacognition skills.</li><li>6. Compare and contrast Jean Piaget's and Jerome Bruner's cognitive development theories.</li><li>7. Evaluate Lev Vygotsky's social development and Howard Gardner's multiple intelligence theories.</li><li>8. List the educational implications of learning styles and multiple intelligences.</li><li>9. Enumerate the concept, process of constructivist learning with respect to collaborative and inquiry based approaches.</li></ol> |                                 |                               |                 |
| <b>Lectures per week (1 Lecture is 60 minutes)</b>  |                                 | <b>1</b>                      |                 |
| <b>Total number of Hours in a Semester</b>  |                                 | <b>60</b>                     |                 |
| <b>Credits</b>  |                                 | <b>4</b>                      |                 |
| <b>Evaluation System</b>  | <b>Semester End Examination</b> | <b>2 Hours</b>                | <b>50 marks</b> |
|   | <b>Internal Assessment</b>      | <b>--</b>                     | <b>50 marks</b> |





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| <b>UNIT 1</b><br>Mental Processes in Learning (Concept, Process, Types, Relevance) (1 Credit) | Salient features up to phylum level of: |   | 15 hours |
|   | 1.1                                     | Thinking - concept, types: divergent, convergent, critical, reflective, lateral               |          |
|   | 1.2                                     | Memory - concept, types, causes, factors affecting memory, educational implications.          |          |
|   | 1.3                                     | Forgetting - concept, types, causes, factors affecting forgetting, educational implications.  |          |
|   | 1.4                                     | Attention: concept, types and educational importance.   |          |
| <b>UNIT 2</b><br>Techniques of Learning (1 Credit)  | 2.1                                     | Creativity: Meaning, process and educational implications                                     | 15 hours |
|   | 2.2                                     | Problem solving: Meaning, steps and educational implications                                  |          |
|   | 2.3                                     | Group discussion - Concept, significance and educational implication.                         |          |
|   | 2.4                                     | Metacognition: Meaning and educational implications   |          |
| <b>UNIT 3</b><br>Developmental Learning Theories (1 Credit)                                   | 3.1                                     | Cognitive development theories - Jean Piaget and Jerome Bruner                                | 15 hours |
|   | 3.2                                     | Social Development theory - Lev Vygotsky  |          |
|   | 3.3                                     | Learning Styles – Concept, types and educational implications                                 |          |
|   | 3.4                                     | Multiple Intelligence theory - Howard Gardner   |          |
| <b>UNIT 4</b><br>Approaches and Theories of Learning (1 Credit)                               | 4.1                                     | Social, emotional, ethical learning - Concept, significance and educational implication       | 15 hours |
|   | 4.2                                     | Cooperative Approaches to Learning – No. Heads together, Jigsaw, Roundtable, Think-Pair-Share |          |



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|  | 4.3 | Constructivist Approaches to Learning -<br>Concept,significance and educational<br>implication |  |
|  | 4.4 | Project Based Approaches to Learning -<br>Concept,significance and educational<br>implication  |  |

### REFERENCES:

1. Agarwal J. C., (2007) Essentials of Educational Psychology, Vikas Publishing House
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