



**Sophia College  
(Empowered Autonomous)  
University of Mumbai**

**Faculty of Humanities**

**Syllabus for S.Y.B.A.  
Semesters III and IV**

**Program: B.A.**

**Course: EDUCATION**

(As per the Choice Based Credit System,  
to be implemented with effect from the  
Academic Year 2023-2024)

**SOPHIA COLLEGE (Autonomous)  
UNIVERSITY OF MUMBAI**



**SYLLABUS FOR S.Y.B.A. COURSE in EDUCATION**

**Preamble:** As per UGC guidelines relating to the Choice Based Credit and Grading Semester System, in Autonomous Colleges, this Discipline Specific Core course (DSC) in the subject of Education, for **the Second Year Bachelor of Arts in Education** course, is designed.

**Eligibility:** Admission to the SYBA Education courses is open to students who passed the FYBA Education examination, and who have cleared the requisite minimum ATKT courses.

**Program Objectives of the SYBA Education Courses:**

Sophia College offers the BA in Education comprising three years. Education II and III are placed in the Optional Group of subjects in Social Sciences.

The main objectives of the SYBA Education courses are to introduce the learners to the fundamental concepts and theories in Educational Psychology, Educational Guidance, Vocational Guidance, Personal Guidance and Counseling.

**Total No. of lectures per semester: 90 [45 + 45] lectures**

Number of Instructional Days: 90 days per semester

3 lectures per week in two core courses

**No. of credits per course per semester: 3 credits**

200 marks (100 marks in the 3<sup>rd</sup> Semester + 100 marks in the 4<sup>th</sup> Semester)

**Internal Assessment: 50%**

**Semester-End Exam: 50%**

**SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)  
UNIVERSITY OF MUMBAI**



**Course Titles and Course Codes in SYBA Education**

**Semester III**

<b>Courses</b>	<b>COURSE TITLES</b>	<b>COURSE CODES</b>	<b>Credits</b>
Core Course II	<b>Educational Psychology</b>	SBAEDU301	3
Core Course III	<b>Guidance and Counseling</b>	SBAEDU302	3
TOTAL CREDITS			6

**Semester IV**

<b>Courses</b>	<b>COURSE TITLES</b>	<b>COURSE CODES</b>	<b>Credits</b>
Core Course II	<b>Educational Psychology</b>	SBAEDU401	3
Core Course III	<b>Guidance and Counseling</b>	SBAEDU402	3
TOTAL CREDITS			6

**SYBA Education Syllabus Structure:**

In SYBA Semester III and Semester IV, there are Core Courses II and III.  
Each Course will carry 3 Credits per Course per Semester.

**Assessment Scheme for SYBA Semester III and IV Courses:**

Sophia College (Autonomous) follows a 50:50 Assessment Scheme, each semester.  
The SYBA Courses II and III have Theory based courses, with **compulsory practical components, in each semester.**

Sophia College (Autonomous), affiliated to the University of Mumbai, will conduct the Semester III and Semester IV theory examinations and internal assessment, for each course, in each semester.

The student will have to secure a minimum of 40% marks in aggregate and a minimum of 20 out of 50 marks in Internal Assessment, and 20 out of 50 marks in the semester end-examination of each course.

Each student must submit her detailed Practical Report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography) to the Faculty member in-charge of the course, for assessment; before appearing for the semester-end examinations.

The Question paper Pattern for the Revised Syllabus for Semester III and Semester IV, Programme: B.A; Course: Education (CBCS, with effect from the Academic Year 2022- 2023) will be as per University of Mumbai guidelines for the Faculty of Humanities. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per the rules and guidelines for the Faculty of Humanities, University of Mumbai.

**Semester III**  
**Core Course Title: EDUCATIONAL PSYCHOLOGY**  
**Core Course Code: SBAEDU301**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

**Course Objectives:** At the end of this course, the student will be able to:

1. Develop an understanding of the nature, scope and relevance of educational psychology.
2. Apply the knowledge of the methods of educational psychology.
3. Analyse the trends in the growth and development during childhood & adolescence.
4. Develop an understanding of characteristics of growth and development during childhood
5. Develop an understanding of characteristics of growth and development during adolescence.

**Module 1: Fundamentals of Educational Psychology**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and nature of psychology.
- b) Describe the functions of psychology.
- c) Describe the concept of educational psychology.
- d) Describe the nature of educational psychology.
- e) Evaluate the functions of educational psychology.
- f) Evaluate the scope of educational psychology.
- g) Describe the relevance of educational psychology to teachers.
- h) Evaluate the relevance of educational psychology to learners.

**1.1 Psychology - Meaning, Nature and Functions**

**1.2 Educational Psychology - Nature and scope**

**1.3 Relevance of educational psychology to teachers, learners, teaching-learning**

**Module 2: Methods of Educational Psychology (Concept, Types and Merits)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and types of the observation method.
- b) Describe the applications of the observation method.
- c) Describe the concept of the introspection method.
- d) Describe the applications of the introspection method.
- e) Describe the concept and types of the experimental method.
- f) Describe the applications of the experimental method.
- g) Describe the concept of the case study method.
- h) Describe the applications of the case study method.

**2.1 Observation method and Introspection method**

**2.2 Experimental Method**

**2.3 Clinical method (Case Study method) - meaning and merits and demerits**

### **Module 3: Understanding Human Development**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept of human growth and development.
- b) Differentiate between human growth and development.
- c) Explain the principles of human development.
- d) Describe the factors influencing human development.
- e) Describe the physical, mental, emotional, social development during childhood.
- f) Describe the physical, mental, emotional, social development during adolescence.

**3.1** Growth and development - Meaning and differences

**3.2** Principles of development and Factors influencing development

**3.3** Stages of growth and development: Childhood and Adolescence

### **Module 4: Factors Affecting Growth and Development**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept, types and significance of individual differences.
- b) Describe the heredity influences on growth and development.
- c) Describe the environmental influences on growth & development.
- d) Differentiate between heredity & environmental impact on growth & development.
- e) Describe the relevance of heredity and environment.
- f) Describe the concept and importance of maturation.
- g) Describe the relevance of maturation in growth & development.

**4.1** Individual differences - concept and types, significance of individual Differences

**4.2** Heredity and Environment - meaning and difference, Relevance in Education

**4.3** Maturation - meaning and importance, Relevance in Education

### **Module 5: Practical Work in Educational Psychology:**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Perform the experiment of Transfer Of Learning, using the 'cup and ball' method.
- b) List the educational implications of Transfer Of Learning.
- c) Perform the experiment of the Learning Curve.
- d) List the educational implications of the Learning Curve
- e) Perform the experiment of Division of Attention.
- f) List the educational implications of Division of Attention.
- g) Perform the experiment of Auditory Distraction.
- h) List the educational implications of Auditory Distraction.
- i) Perform the experiment of Extrinsic Motivation.
- j) List the educational implications of Extrinsic Motivation.
- k) Perform the experiment of Perception.
- l) List the educational implications of Perception.

These experiments will be performed by each student, and recorded in a journal.

**5.1** Learning Curve OR Transfer of Learning

**5.2** Division of Attention

**5.3** Auditory Distraction

**5.4** Extrinsic Motivation

**5.5** Perception

**Semester IV**  
**Core Course Title: EDUCATIONAL PSYCHOLOGY**  
**Core Course Code: SBAEDU401**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

**Course Objectives:** At the end of this course, the student will be able to:

1. Develop an understanding of learning approaches
2. Acquire knowledge of learning theories and their relevance.
3. Develop an understanding of the process of learning and higher mental processes.
4. Acquire knowledge of mental processes and techniques to facilitate learning.

**Module 1: Mental Processes in Learning (Concept, Process, Types, Relevance)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concepts, types & differences between divergent & convergent thinking.
- b) Describe the concepts of critical, reflective and lateral thinking.
- c) Describe the concepts, types, causes and educational implications of memorisation.
- d) Describe the concept, types, causes and educational implications of forgetting.
- e) Compare the factors affecting memorisation & forgetting.
- f) Describe the concept, types and importance of attention.

**1.1** Thinking - concept, types – divergent, convergent, critical, reflective, lateral

**1.2** Memory and Forgetting - concept, types, causes, factors affecting memory, educational implications.

**1.3** Attention: concept, types and educational importance.

**Module 2: Techniques of Learning**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and process of creativity.
- b) Describe the teachers' role in nurturing creativity.
- c) Describe the concept and process of problem solving.
- d) Describe the educational implications of problem solving.
- e) Describe the concept of metacognition.
- f) Describe the educational implications of metacognition.

**2.1** Creativity: Meaning, process, teachers' role and educational implications

**2.2** Problem solving: Meaning, steps and educational implications

**2.3** Metacognition: Meaning and educational implications

### **Module 3: Developmental Learning Theories**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe Jean Piaget's cognitive development theory.
- b) Describe Jerome Bruner's cognitive development theory.
- c) Describe Lev Vygotsky's social development theory.
- d) Describe the concept and educational implications of learning styles.
- e) Describe Howard Gardner's Theory Multiple Intelligences.
- f) List the educational implications of Howard Gardner's Multiple Intelligences.

**3.1** Cognitive development theories- Jean Piaget and Jerome Bruner

**3.2** Social Development theory - Lev Vygotsky

**3.3** Learning Styles and Multiple Intelligence theory - Howard Gardner

### **Module 4: Approaches and Theories of Learning**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the constructivist approaches to learning.
- b) Describe the 7Es Model of constructivist learning.
- c) Describe the concept and process of collaborative learning.
- d) Describe the concept and process of inquiry – based learning.
- e) List the implications of collaborative learning.
- f) List the implications of inquiry-based learning.

**4.1** Constructivist Approaches to Learning (7Es Model)

**4.2** Collaborative Approaches to Learning

**4.3** Inquiry – Based Approaches to Learning

### **Module 5: Practical Work in Educational Psychology:**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Perform the experiment of concept formation.
- b) List the educational implications of concept formation.
- c) Perform the experiment of recall and recognition memory.
- d) List the educational implications of recall and recognition memory.
- e) Perform the experiment of rote and logical memory.
- f) List the educational implications of rote and logical memory.
- g) Identify your dominant Intelligence, using the Multiple Intelligence Test by Gardner
- h) List the educational implications of multiple intelligences.
- i) Identify the dominant Learning Style, using the Learning Style Inventory by Kolb
- j) List the educational implications of Learning Styles.

These experiments will be performed by each student, and recorded in a journal.

**5.1** Concept Formation

**5.2** Memory: Rote and Logical

**5.3** Memory: Recall and Recognition

**5.4** Learning Styles

**5.5** Multiple Intelligences

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10. [http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive\\_learning\\_styles.htm](http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm)
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**Semester III**  
**Core Course Title: GUIDANCE AND COUNSELING**  
**Core Course Codes: SBAEDU302**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

**Course Objectives:** At the end of this course, the student will be able to:

1. Develop an understanding of the basic concepts of guidance and counseling.
2. Develop an understanding of types of guidance.
3. Develop an understanding of types and approaches of counseling.
4. Acquire knowledge of the process and skills of counseling.
5. Interact with a counselor, during a guest lecture.
6. Analyse the trends in guidance and counseling.

**Module 1: Concept of Guidance**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and nature of guidance.
- b) Explain the principles of guidance.
- c) Write the need and significance of guidance.
- d) Describe the functions of the home as an agency for guidance.
- e) Describe the functions of the school as an agency for guidance.
- f) Explain the college as an agency for guidance.
- g) Describe the government as an agency for guidance.

**1.1** Meaning, Nature and Principles of Guidance

**1.2** Need and Significance of Guidance

**1.3** Agencies for Guidance - Home, School, College and Government.

**Module 2: Types of Guidance: (Concept, Need, Importance; Role of Teachers)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and need of educational guidance.
- b) Describe educational guidance at different levels.
- c) Explain the concept and need of vocational guidance.
- d) Describe vocational guidance at different levels.
- e) Explain the concept and need of personal guidance.
- f) Explain the personal guidance for various problems.

**2.1** Educational Guidance (concept, nature, need, functions and areas)

**2.2** Vocational Guidance (concept, nature, need, functions and areas)

**2.3** Personal Guidance (current mental health issues, internet and mobile phone addiction, cybercrime, substance abuse, body image, peer pressure, LGBTQIA students and queries related to sexual orientation, stress management, time management, goal setting).

### **Module 3: Concept of Counseling**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and purpose of counseling.
- b) Explain the scope and relevance of counseling.
- c) Describe the concept and need of directive counseling.
- d) Describe the concept and need of nondirective counseling.
- e) Describe the concept and need of eclectic counseling.
- f) Describe the concept of individualised counseling.
- g) Describe the concept and need of group counseling.
- h) Differentiate between individualised and group counseling.
- i) Explain the concept of the role of the counselor.
- j) Explain the role of the teacher as a counselor.

**3.1** Counseling: Meaning, Purpose, Scope and Relevance

**3.2** Approaches of Counseling: Directive, Non-directive and Eclectic Counseling.

**3.3** Types of Counseling: Individual Counseling and Group Counseling.

**3.4** Role of the Counselor, Role of the Teacher as a Counselor.

### **Module 4: Career Guidance**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and need of job analysis.
- b) Describe the concept of affecting job satisfaction
- c) Explain the factors affecting job satisfaction
- d) Describe the concept of occupational information.
- e) Explain the organisation of occupational information.

**4.1** Job Analysis: concept and need

**4.2** Job Satisfaction: concept and factors affecting job satisfaction

**4.3** Occupational Information: concept, need and organisation

### **Module 5: Practical Work in Guidance and Counseling**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Conduct a job analysis at the place of work/occupation, in the Mumbai district
- b) Record responses and conclusions in an individual report.
- c) Submit an individual report of the job analysis.
- d) Attend a session by a counselor, on her/his contribution to society.
- e) Submit an individual report of the group counseling session.
- f) Record the outcomes of the Achievement Test, and Aptitude Test and the Locus of Control Test; in the Experiment Journal.

Each Student will individually complete the following practicals, and submit a detailed individual report in the journal.

**5.1** To select a place of work/occupation, conduct a detailed Job Analysis and submit an individual report, in the Journal.

**5.2** To attend a session by a Counselor on her/his contribution to society, the different challenges faced, and the need for more school and college counselors.

**5.3** To be familiarized with the administration of an Achievement Test, and Aptitude Test and the Locus of Control Test.

**Semester IV**  
**Core Course Title: GUIDANCE AND COUNSELING**  
**Core Course Codes: SBAEDU402**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

**Course Objectives:** At the end of this course, the student will be able to:

1. Develop an understanding of the testing devices of guidance and counseling
2. Develop an understanding of the non-testing devices of guidance and counseling
3. Develop an understanding of the counseling process
4. Acquire knowledge of the areas and benefits of guidance and counseling.
5. Interact with a special teacher, during a guest lecture
6. Analyse the trends in guidance and counseling.

**Module 1: Testing devices for Guidance and Counseling**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the meaning and purpose of psychological testing
- b) Describe the concept, types and purpose of Intelligence tests
- c) Describe the concept, types and purpose of Aptitude tests
- d) Describe the concept and purpose of Attitude tests
- e) Differentiate between Aptitude tests and Attitude tests
- f) Describe the concept and purpose of Interest Inventories
- g) Describe the concept and purpose of Achievement tests
- h) Differentiate between Intelligence tests and Achievement tests
- i) Describe the concept, types and purpose of Personality tests

**1.1** Psychological Testing: Meaning, purpose, need, limitations

**1.2** Intelligence test, Aptitude test, Attitude test (purpose and uses)

**1.3** Interest test, Achievement test, Personality test (purpose and uses)

**Module 2: Non-testing Techniques: Uses and Procedure**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept, uses and procedure of interviews.
- b) Explain the concept, uses and procedure of case studies.
- c) Compare the elements of interviews with case studies.
- d) Describe the concept, uses and procedure of cumulative records.
- e) Explain the concept, uses and procedure of anecdotal records.
- f) Differentiate between cumulative records and anecdotal records.
- g) Describe the concept, uses and procedure of a reflective diary.
- h) Explain the concept, uses and procedure of student portfolios.

**2.1** Interviews and Case Studies

**2.2** Cumulative Records and Anecdotal Records

**2.3** Diary and Student Portfolios

### **Module 3: The Counseling Process**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the stages of initial disclosure and the in-depth exploration
- b) Differentiate between stages of initial disclosure and the in-depth exploration
- c) Explain the element of commitment to action stage of counseling
- d) Describe the rapport building skill of counseling
- e) Describe the listening skill of counseling
- f) Describe the questioning skill of counseling
- g) Describe the responding skill of counseling
- h) Explain the ethics of counseling.

**3.1** Stages of Counseling (Initial Disclosure, In-Depth Exploration, Commitment to Action)

**3.2** Skills of Counseling: (Rapport building, Listening, Questioning, Responding)

**3.3** Ethics of Counseling

### **Module 4: Understanding Students with Special Needs (Concept, Characteristics)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the special needs of students with problems like muscular dystrophy, multiple sclerosis, chronic asthma and epilepsy.
- b) Explain special needs of students with developmental problems: Down's Syndrome, Cerebral Palsy, Autism, Slow Learners, Learning Disabilities, gifted students.
- c) Explain the special behavioral/emotional needs of students with ADD, ADHD, oppositional defiance disorder, academic stress, bullying and addiction.
- d) Explain the special learning needs of sensory impaired students that are blind, visually impaired, deaf, and have limited hearing.

**4.1** Physical: Muscular Dystrophy, Multiple Sclerosis, Chronic Asthma, Epilepsy.

**4.2** Developmental: Down's Syndrome, Cerebral Palsy, Autism, Slow Learners, Students with Learning Disabilities, and Gifted Students.

**4.3** Behavioral/Emotional: ADD, ADHD, ODD, Academic Stress, Bullying, Addiction.

**4.4** Sensory Impaired: Blind, Visually Impaired, Deaf, Limited Hearing.

### **Module 5: Practical Work in Guidance and Counseling:**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Respond to question items of a Standardized Intelligence Test.
- b) Respond to question items of a Big-5 Personality test.
- c) Respond to question items of an Attitudinal Scale.
- d) Respond to question items of an Interest Inventory.
- e) Record the Psychological Tests in the Experiment Journal.
- f) Submit an individual report of the guest lecture by the special teacher.

Each Student will individually complete these practicals, record them in a journal and submit a detailed individual report in the journal.

**5.1** To be familiarized with the administration of a Standardized Intelligence Test, Big-5 Personality test, an Attitudinal Scale, and an Interest Inventory.

**5.2** To attend a guest lecture by a Special Education Teacher on her/his contribution to society, the challenges faced, and the need for more special teachers.

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**Sophia College (Autonomous), Mumbai-26.**  
**Affiliated to the University of Mumbai**  
**Department of Education, Faculty of Humanities**

**50:50 Assessment Scheme for Undergraduate Courses in BA Education**

The Department of Education, Sophia College (Autonomous) implements the 50:50 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education, with effect from the Academic year 2023-2024; and it is within the rules and guidelines for the Faculty of Arts, as regulated by the UGC guidelines and the University of Mumbai.

1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a **50:50 Assessment Scheme, in each semester.**
2. The FYBA, SYBA and TYBA Education Courses will have theory based courses, with compulsory practical components, in each semester.
3. In each course, there will be four theory modules and the fifth module will outline the practical work to be completed by the student.
4. **Semester-End-Examinations:**
  - a) Sophia College (Autonomous), will conduct the Semester End theory examinations and internal assessment, for each course, in each semester.
  - b) The student must secure a minimum of (50% marks in aggregate) **20 marks** out of 50 marks in the Semester-End-Examination, to be declared successful in the course.
5. **Internal Assessment:**
  - a) The Faculty member in-charge of the course, will facilitate the practical work, and assess the practical work report.
  - b) The student must secure a minimum of (50% marks in aggregate) **20 marks** out of 50 marks in the Internal Assessment, to be declared successful in the course.
6. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per Mumbai University rules and guidelines for the Faculty of Humanities.

**Internal Assessment (50 marks)**

Each student must appear for the **written tests and perform a set of practical work assignments**, based on the subject content of each coursework (outlined in Module 5).

Each student must submit her detailed **Practical Report** (with an introduction, significance, methodology, data, results, conclusions and complete bibliography), and present herself for oral assessment, to the Faculty member in-charge of the course; before appearing for the semester-end-examinations. **A Rubric (criterion-based assessment) will be used for Assessment** of the Practical Report, by the Faculty member in-charge of the course.