



**SOPHIA COLLEGE FOR WOMEN  
(AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme: B.A.**

**Programme Code: SBAEDU**

**S.Y.B.A.**

**2020-21**

(Choice Based Credit System with effect from the year 2018-19)

**Programme Outline: SYBA (SEMESTER III)**

Course Code	Unit No	Name of the Unit	Credits
SBAEDU301		<b>Educational Psychology</b>	4
	1	Fundamentals of Educational Psychology	
	2	Methods of Educational Psychology (Concept, Types and Merits)	
	3	Understanding Human Development	
	4	Factors Affecting Growth and Development	
SBAEDU302		<b>Guidance and Counseling</b>	4
	1	Concept of Guidance	
	2	Types of Guidance: (Concept, Need, Importance; Role of Teachers)	
	3	Concept of Counseling	
	4	Career Guidance	

**Programme Outline: SYBA (SEMESTER IV)**

Course Code	Unit No	Name of the Unit	Credits
SBAEDU401		<b>Educational Psychology</b>	4
	1	Mental Processes in Learning (Concept, Process, Types, Relevance)	
	2	Techniques of Learning	
	3	Developmental Learning Theories	
	4	Approaches and Theories of Learning	
SBAEDU402		<b>Guidance and Counseling</b>	4
	1	Testing devices for Guidance and Counselling	
	2	Non-testing Techniques: Uses and Procedure	
	3	The Counseling Process	
	4	Understanding Students with Special Needs (Concept, Characteristics)	

**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.

### **PROGRAMME OBJECTIVES**

<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**

<b>PSO 1</b>	Students will be able to demonstrate individual and collaborative academic group work, by effectively expressing ideas, observations and data in oral, written and presentation form using the appropriate ICT and conventional support media
<b>PSO 2</b>	Students will be able to integrate knowledge from various disciplines such as sociology, psychology, philosophy into their understanding and practice of education, fostering a holistic approach to teaching and learning.
<b>PSO 3</b>	Students will be able to analyze personal and social issues related to environment and human rights and respond constructively through various online and offline platforms for educational equity, social justice and inclusive practices.

### SEMESTER III

NAME OF THE COURSE	Educational Psychology	
CLASS	SYBA	
COURSE CODE	SBAEDU301	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

### COURSE OBJECTIVES

CO 1.	To develop an understanding of the nature, scope and relevance of educational psychology.
CO 2.	To apply the knowledge of the methods of educational psychology.
CO 3.	To analyze the trends in the growth and development during childhood & adolescence.
CO 4.	To develop an understanding of characteristics of growth and development during childhood and adolescence

### COURSE LEARNING OUTCOMES

CLO 1.	Describe the concept and nature of educational psychology
CLO 2.	Explain the concept and application of observation, introspection, experimentation and case study methods
CLO 3.	Evaluate physical, mental, emotional, social development during childhood and adolescence
CLO 4.	Differentiate between heredity & environmental impact on growth & development

### SYLLABUS

UNIT 1	<b>Fundamentals of Educational Psychology (15 LECTURES)</b>
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
UNIT 2	<b>Methods of Educational Psychology (Concept, Types and Merits) (15 LECTURES)</b>
2.1	Observation method and Introspection method
2.2	Experimental Method

2.3	Clinical method (Case Study method) - meaning and merits and demerits
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UNIT 3	<b>Understanding Human Development (15 LECTURES)</b>
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
UNIT 4	<b>Factors Affecting Growth and Development (15 LECTURES)</b>
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

### SEMESTER IV

NAME OF THE COURSE	Educational Psychology	
CLASS	SYBA	
COURSE CODE	SBAEDU401	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

### COURSE OBJECTIVES

CO 1.	To develop an understanding of learning approaches
CO 2.	To acquire knowledge of learning theories and their relevance.
CO 3.	To develop an understanding of the process of learning and higher mental processes.
CO 4.	To acquire knowledge of mental processes and techniques to facilitate learning

### COURSE LEARNING OUTCOMES

CLO 1.	Explain the concepts, types & differences between divergent & convergent thinking
CLO 2.	Illustrate the concept and process of creativity and problem solving
CLO 3.	Describe Cognitive and Social Development theories
CLO 4.	Differentiate between Constructivist, Collaborative and Inquiry based approaches to learning

## SYLLABUS

UNIT 1	<b>Mental Processes in Learning (Concept, Process, Types, Relevance) (15 LECTURES)</b>
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
UNIT 2	<b>Techniques of Learning (15 LECTURES)</b>
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
UNIT 3	<b>Developmental Learning Theories (15 LECTURES)</b>
1.1	Cognitive development theories- Jean Piaget and Jerome Bruner
1.2	Social Development theory - Lev Vygotsky
1.3	Learning Styles and Multiple Intelligence theory - Howard Gardner
UNIT 4	<b>Approaches and Theories of Learning (15 LECTURES)</b>
1.1	Constructivist Approaches to Learning (7Es Model)
1.2	Collaborative Approaches to Learning
1.3	Inquiry – Based Approaches to Learning

### 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. Baumrind, D. (1967). Child-Care Practices Antecedent Three Patterns of Preschool Behaviour. Genetic Psychology Monographs, 75, 43-88.
6. Baumrind, D. (1991) The Influence Of Parenting Style On Adolescent Competence And Substance Use. Journal of Early Adolescence, 11(1), 56-95.
7. Berk Laura (2007), “Child Development”, Prentice Hall of India, New Delhi
8. Bernstein, D. A. (2011).Essentials of psychology. Belmont, CA: Wadsworth.
9. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi.
10. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.

11. Chase-Lansdale, P.L., and Brooks-Gunn, J., eds. *Escape from Poverty: What Makes A Difference For Children?* New York: Cambridge University Press, 1995.

**Weblinks:**

1. <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/human-development-14/infancy-and-childhood-72/influence-of-parenting-style-on-child-development-280-12815/>
2. [courses.ed.asu.edu/Clark/CoopLearn/](https://courses.ed.asu.edu/Clark/CoopLearn/)
3. <http://www.kolar.org/Vygotsky>
4. <http://www.marxists.org/archive/Vygotsky>
5. [http://en.wikipedia.org/wiki/Blended\\_learning](http://en.wikipedia.org/wiki/Blended_learning)
6. [http://en.wikipedia.org/wiki/Out-of-school\\_learning](http://en.wikipedia.org/wiki/Out-of-school_learning)
7. [http://kellogg.nd.edu/learning/Blum\\_0.pdf](http://kellogg.nd.edu/learning/Blum_0.pdf)
8. <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>
9. <http://www.ibparticipation.org/pdf/LearningInDiverseEnvironments.pdf>

**SEMESTER III**

NAME OF THE COURSE	Guidance and Counseling	
CLASS	SYBA	
COURSE CODE	SBAEDU302	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

**COURSE OBJECTIVES**

CO 1.	To develop an understanding of the basic concepts of guidance and counseling.
CO 2.	To develop an understanding of types of guidance.
CO 3.	To develop an understanding of types and approaches of counseling.
CO 4.	To acquire knowledge of the process and skills of counseling.
CO 5.	To interact with a counselor, during a guest lecture.
CO 6.	To analyze the trends in guidance and counseling.

## COURSE LEARNING OUTCOMES

CLO 1.	Describe the concept, principles, significance and agencies of guidance
CLO 2.	Explain different types of guidance
CLO 3.	Elaborate the approaches, role and types of counselling
CLO 4.	Outline the concept of job analysis and satisfaction and occupational information

## SYLLABUS

UNIT 1	<b>Concept of Guidance (15 LECTURES)</b>
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
UNIT 2	<b>Types of Guidance: (Concept, Need, Importance, Role of Teachers) (15 LECTURES)</b>
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)
UNIT 3	<b>Concept of Counselling (15 LECTURES)</b>
3.1	Counselling: Meaning, Purpose, Scope and Relevance
3.2	Approaches of Counselling: Directive, Non-directive and Eclectic Counselling
3.3	Types of Counselling: Individual Counselling and Group Counselling
3.4	Role of the Counsellor, Role of the Teacher as a Counsellor
UNIT 4	<b>Career Guidance (15 LECTURES)</b>
4.1	Job Analysis: concept and need
4.2	Job Satisfaction: concept and factors affecting job satisfaction
4.3	Occupational Information: concept, need and organization

## SEMESTER IV

NAME OF THE COURSE	Guidance and Counseling
CLASS	SYBA
COURSE CODE	SBAEDU402
NUMBER OF CREDITS	4
NUMBER OF LECTURES PER WEEK	4
TOTAL NUMBER OF LECTURES PER SEMESTER	60



EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

## COURSE OBJECTIVES

CO 1.	To develop an understanding of the testing devices of guidance and counseling
CO 2.	To develop an understanding of the non-testing devices of guidance and counseling
CO 3.	To develop an understanding of the counseling process
CO 4.	To acquire knowledge of the areas and benefits of guidance and counseling.
CO 5.	To interact with a special teacher, during a guest lecture
CO 6.	To analyze the trends in guidance and counseling.

## COURSE LEARNING OUTCOMES

CLO 1.	Describe the concept, types and purpose of various psychological tests
CLO 2.	Compare interview and case studies, cumulative and anecdotal records, diary and student portfolio
CLO 3.	Explain process skills and ethics of counselling
CLO 4.	Enumerate the special needs of students with physical, developmental, emotional and sensory impaired disabilities

## SYLLABUS

UNIT 1	<b>Testing devices for Guidance and Counselling (15 LECTURES)</b>
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)
UNIT 2	<b>Non-testing Techniques: Uses and Procedure (15 LECTURES)</b>
2.1	Interviews and Case Studies
2.2	Cumulative Records and Anecdotal Records
2.3	Diary and Student Portfolios
UNIT 3	<b>The Counselling Process (15 LECTURES)</b>
3.1	Stages of Counselling (Initial Disclosure, In-Depth Exploration, Commitment to Action)
3.2	Skills of Counselling: (Rapport building, Listening, Questioning, Responding)
3.3	Ethics of Counselling
3.4	Role of the Counsellor, Role of the Teacher as a Counsellor

UNIT 4	<b>Understanding Students with Special Needs (Concept, Characteristics) (15 LECTURES)</b>
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

### REFERENCES:

1. Bangalee, M. (1984): Guidance and Counseling, Sheth publishers. Bombay
2. Bhatia, K.K. (2002). Principles of Guidance & Counseling. Ludhiana: Kalyani Publishers
3. Bhatnagar, A. and Gupta, N.: Guidance and Counseling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
4. Chauhan, S. S. (2008). Principles & Techniques of Guidance, UP: Vikas Publ. Ltd.
5. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
6. Deshpande, Suchitra (2014) Inclusive education in India. New Delhi: Kanishka Publishers
7. Geldard, K.: Counseling Children: A Practical Introduction, New Delhi: Sage, 1997.
8. Gupta, Manju: Effective Guidance and Counseling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003
9. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.

### Weblinks:

1. RTE and disadvantaged children  
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/StatusreportRTE2013.pdf>
2. THE REHABILITATION COUNCIL OF INDIA ACT, 1992  
[http://www.svayam.com/pdf/the\\_rci\\_act\\_1992&amendment\\_act\\_2000.pdf](http://www.svayam.com/pdf/the_rci_act_1992&amendment_act_2000.pdf)

### ASSESSMENT DETAILS:

#### Internal Assessment (25 marks)

#### Part 1: Project Work (20 Marks)

- At the beginning of the semester, students should be assigned project topics drawn from Unit 1 to Unit 4.
- Students can work in groups of not more than 8 per topic.

- Project Marks will be divided as written submission: 10 Marks & Presentation & Viva: 10 marks)
- The Project/Assignment can take the form of Street-Plays/Power-Point Presentations/Poster Exhibitions and similar other modes of presentation appropriate to the topic.
- Students must submit a hard copy of the Project before the last teaching day of the semester.

**Part 2: Attendance –05 marks**

**Semester End Examination –External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

**Practical Assessment (for papers with practicals)**

- The duration of the practical exam will be two hours.
- The students are allowed to write the paper if the attendance for practicals is more than 75%
- To appear in the practical exam, students must bring a properly certified journal.