



**Sophia College for Women
(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 2021-2022)

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



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

(As per the Choice Based Credit System, implemented since 2018-2019)

Preamble: As per UGC guidelines relating to the Choose 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 course is open to students who passed the FYBA examination, and who have cleared the requisite minimum ATKT courses.

Program Objectives of the SYBA 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 objective of the SYBA Education courses is to introduce the learners to the fundamental concepts and theories in Educational Psychology, Educational Guidance, Vocational Guidance; and Personal Guidance and Counseling.

Course Titles and Course Codes in SYBA Education

Semester III

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

Semester IV

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

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 3rd Semester + 100 marks in the 4th Semester)

Internal Assessment: 50%

Semester-End Exam: 50%

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester III
Core Course Title: EDUCATIONAL PSYCHOLOGY
Core Course Code: SBAEDU301

3 ONLINE or BLENDED MODE lectures per week
100 marks in Semester III
Semester-End Exam 50%: 2 hours theory paper (50 marks)
Internal Assessment 50%: Continuous Assessment (50 marks)
Theory Paper with Practical Work: 3 credits

Semester III Course Code: SBAEDU301 (June to October)
EDUCATIONAL PSYCHOLOGY

Course Objectives:

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

- i) develop an understanding of the nature, scope and relevance of educational psychology.
- ii) develop an understanding of the methods of educational psychology.
- iii) develop an understanding of growth and development during childhood & adolescence.
- iv) develop an understanding of the characteristics of growth and development during childhood and adolescence.

Module 1: Fundamentals of Educational Psychology

Module Objectives:

- i) To develop an understanding of the concept and nature of psychology.*
- ii) To develop an understanding of the functions of psychology.*
- iii) To develop an understanding of the concept and nature of educational psychology.*
- iv) To develop an understanding of the scope of educational psychology.*
- v) To acquire knowledge of the relevance of educational psychology to teachers.*
- vi) To acquire knowledge of the relevance of educational psychology to learners and teaching-learning.*

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 (Meaning, Types, Merits and Demerits)

Module Objectives:

- i) To develop an understanding of concept, types and applications of the observation method.*
- ii) To develop an understanding of the concept and applications of the introspection method.*
- iii) To develop an understanding of concept, types and applications of the experimental method.*
- iv) To acquire knowledge of the concept and 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

Semester III Course Code: SBAEDU301
EDUCATIONAL PSYCHOLOGY

Module 3: Understanding Human Development

Module Objectives:

- i) To develop an understanding of the concept of human growth & development.*
- ii) To develop an understanding of the differences between human growth and development.*
- iii) To acquire knowledge of the principles of human development.*
- iv) To acquire knowledge of the factors influencing human development.*
- v) To develop an understanding of the physical, mental, emotional and social development during the stage of childhood.*
- vi) To develop an understanding of the physical, mental, emotional and social development during the stage of 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 (Physical, Mental, Emotional and Social development)

Module 4: Factors Affecting Growth and Development

Module Objectives:

- i) To understand the concept, types and significance of individual differences.*
- ii) To acquire knowledge of the heredity influences on growth and development.*
- iii) To acquire knowledge of environmental influences on growth & development.*
- iv) To acquire knowledge of the differences between the heredity and environmental influences on human growth and development.*
- v) To develop an understanding of relevance of heredity and environment.*
- vi) To develop an understanding of the concept and importance of maturation.*
- vii) To acquire knowledge of the relevance of maturation in growth & development.*

4.1 Individual differences - concept and types, significance of study 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 Objectives:

- i) To acquire knowledge of the educational implications of transfer of learning.*
- ii) To perform the experiment of transfer of learning, using 'cup and ball' method.*
- iii) To acquire knowledge of the educational implications of the learning curve*
- iv) To perform the experiment of the learning curve.*
- v) To acquire knowledge of the educational implications of auditory distraction.*
- vi) To perform the experiment of auditory distraction.*
- vii) To acquire knowledge of the educational implications of division of attention.*
- viii) To perform the experiment of division of attention.*
- ix) To acquire knowledge of the educational implications of extrinsic motivation.*
- x) To perform the experiment of extrinsic motivation.*

The following experiments in Educational Psychology will be performed by each student.

5.1 Extrinsic Motivation

5.2 Learning Curve

5.3 Auditory Distraction

5.4 Division of Attention

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester IV
Core Course Title: EDUCATIONAL PSYCHOLOGY
Core Course Code: SBAEDU301

3 ONLINE or BLENDED MODE lectures per week
 100 marks in Semester IV
 Semester-End Exam 50%: 2 hours theory paper (50 marks)
 Internal Assessment 50%: Continuous Assessment (50 marks)
 Theory Paper with Practical Work: 3 credits

Semester IV: Course Code: SBAEDU401
--

Course Objectives:

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

- i) develop an understanding of learning approaches
- ii) acquire knowledge of learning theories and their relevance.
- iii) develop an understanding of the process of learning and higher mental processes.
- iv) acquire knowledge of mental processes and techniques to facilitate learning.

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

Module Objectives:

- i) *To develop an understanding of the concept, types and differences between divergent and convergent thinking.*
- ii) *To acquire knowledge of the concept of critical, reflective and lateral thinking.*
- iii) *To acquire knowledge of the concept, types, causes and educational implications of memorisation.*
- iv) *To acquire knowledge of the concept, types, causes and educational implications of forgetting.*
- v) *To develop an understanding of factors affecting memorisation & forgetting.*
- vi) *To acquire knowledge of 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 Objectives:

- i) *To develop an understanding of the concept and process of creativity.*
- ii) *To acquire knowledge of the teachers' role in nurturing creativity.*
- iii) *To acquire knowledge of the concept and process of problem solving.*
- iv) *To acquire knowledge of the educational implications of problem solving.*
- v) *To acquire knowledge of the concept of metacognition.*
- vi) *To acquire knowledge of 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 Objectives:

- i) To develop an understanding of Jean Piaget's cognitive development theory.*
- ii) To develop an understanding of Jerome Bruner's cognitive development theory.*
- iii) To develop an understanding of Lev Vygotsky's social development theory.*
- iv) To develop an understanding of the concept of learning styles.*
- v) To develop an understanding of educational implications of learning styles.*
- vi) To develop an understanding of Howard Gardner's Theory Multiple Intelligences.*
- vii) To develop an understanding of 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 Objectives:

- i) To develop an understanding of constructivist approaches to learning.*
- ii) To acquire knowledge of the 7Es Model of constructivist learning.*
- iii) To acquire knowledge of the concept of collaborative learning.*
- iii) To acquire knowledge of the process of collaborative learning.*
- iv) To acquire knowledge of the concept of inquiry – based learning.*
- v) To acquire knowledge of the process of inquiry – based learning.*
- vi) To develop an understanding of implications of constructivist learning.*
- vii) To develop an understanding of implications of collaborative learning.*
- viii) To develop an understanding of 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 Objectives:

- i) To acquire knowledge of the educational implications of concept formation.*
- ii) To perform the experiment of concept formation.*
- iii) To acquire knowledge of the implications of recall and recognition memory.*
- iv) To perform the experiment of the recall and recognition memory.*
- v) To acquire knowledge of the implications of rote and logical memory.*
- vi) To perform the experiment of rote and logical memory.*
- vii) To acquire knowledge of educational implications of multiple intelligences.*
- viii) To perform the experiment of multiple intelligences.*
- ix) To acquire knowledge of the educational implications of creativity.*
- x) To perform the experiment of creativity.*

The following experiments in Educational Psychology will be performed by each student and recorded in a journal.

5.1 Concept Formation

5.2 Perception

5.3 Memory: Recall and Recognition

5.4 Memory: Rote and Logical

5.5 Multiple Intelligences

Book References:

1. Agarwal J. C., Essentials of Educational Psychology, Vikas Publishing House
2. Agarwal J.C. (2007) "Basic Ideas in Educational Psychology", Shipra Publications, New Delhi
3. Aggarwal J. C., (2001) Basic Ideas in Educational Psychology, Shipra Publishers, Delhi.
4. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.
5. Baumrind, D. (1967). Child-Care Practices Anteceding 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.
12. Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd., Delhi.
13. Chauhan S. S. (1990) Advanced Educational Psychology, Vikas Publication House, Delhi.
14. Chauhan, S.S. (1978) Advanced Educational Psychology, VikasPublg house Pvt. Ltd., Delhi.
15. Crow L.D. & Crow Educational Psychology
16. Dandapani, S. (2001) A textbook of Advanced Educational Psychology. Delhi: AnmolPubls.
17. Dandekar W.N. (1995) Fundamentals of Educational Psychology, M. Prakashan, Poona.
18. Horton D.L. and Turnage T.W. (1976) "Human Learning", Prentice Hall, Englewood Cliffs, N.J.
19. Hurlock B. Elizabeth (1978) "Child Development", Tata McGraw Hill, New Delhi
20. Lahey R.B., Graham J.E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
21. Mangal S. K. (2000) An Introduction to Psychology. Prakash Brothers, Ludhiana
22. Mangal S.K. (2000) Advanced Educational Psychology, Prentice Hall of India, New Delhi.
23. Mangal S.K. (2008) "Advanced Educational Psychology" PHI Learning Private Limited, Delhi
24. Mangal, S. K. (2004) Educational Psychology, Tandon Publications, Ludhiana.
Mathur S.S. Advanced Educational Psychology, Vikas Publishing House, New Delhi.
25. Santrock John W. (2010) Educational Psychology, Irwin Professional Publishers, Delhi.
26. Sharma R.N. & Sharma R.K. (2003) Advanced Educational Psychology, Atlantic Pubs&
27. Woolfolk Anita &Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.
28. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Alyyn and Bacon, Boston.

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/Coop Learn/](https://courses.ed.asu.edu/Clark/Coop%20Learn/)
3. <http://www.kolar.org/vygotsky>
4. <http://www.marxists.org/archive/vygotsky>
5. http://en.wikipedia.org/wiki/Blended_learning
6. http://en.wikipedia.org/wiki/Out-of-school_learning
7. 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>
10. http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm
11. <http://www.thelearningweb.net/personalthink.html>
12. <http://www.wright.edu/~carole.endres/learnstyles.htm>

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester III
Core Course Title: GUIDANCE AND COUNSELING
Core Course Codes: SBAEDU302

3 ONLINE or BLENDED MODE lectures per week

100 marks in Semester III

Semester-End Exam 50%: 2 hours theory paper (50 marks)

Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)

Theory Paper with Practical Work: 3 credits

Semester III Course Code: SBAEDU301 (June to October)
GUIDANCE AND COUNSELING

Course Objectives:

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

- i. develop an understanding of the basic concepts of guidance and counseling.
- ii. develop an understanding of types of guidance.
- iii. develop an understanding of types and approaches of counseling.
- iv. acquire knowledge of the process and skills of counseling.

Module 1: Concept of Guidance

Module Objectives:

- i) To develop an understanding of the concept and nature of guidance.*
- ii) To develop an understanding of the principles of guidance.*
- iii) To develop an understanding of the need and significance of guidance.*
- iv) To develop an understanding of the home as an agency for guidance.*
- v) To develop an understanding of the school as an agency for guidance.*
- vi) To develop an understanding of the college as an agency for guidance.*
- vii) To develop an understanding of 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 and Role of Teachers)

Module Objectives:

- i) To develop an understanding of concept and need of educational guidance.*
- ii) To develop an understanding of educational guidance at different levels.*
- iii) To develop an understanding of concept and need of vocational guidance.*
- iv) To develop an understanding of vocational guidance at different levels.*
- v) To develop an understanding of concept and need of personal guidance.*
- vi) To develop an understanding of 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 Objectives:

- i) To develop an understanding of the concept and purpose of counseling.*
- ii) To develop an understanding of the scope and relevance of counseling.*
- iii) To develop an understanding of concept and need of directive counseling.*
- iv) To develop an understanding of concept and need of nondirective counseling.*
- v) To develop an understanding of concept and need of eclectic counseling.*
- vi) To develop an understanding of concept of individualised counseling.*
- vii) To develop an understanding of concept and need of group counseling.*
- viii) To develop an understanding of differences between individualised and group counseling.*
- ix) To develop an understanding of concept of the role of the counselor.*
- x) To develop an understanding of 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 Objectives:

- i) To develop an understanding of concept and need of job analysis.*
- ii) To develop an understanding of concept of affecting job satisfaction*
- iii) To develop an understanding of factors affecting job satisfaction*
- iv) To develop an understanding of concept of occupational information.*
- v) To develop an understanding of 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 Objectives:

- i) To select a place of work/occupation, in the Mumbai district for online job analysis.*
- ii) To conduct an online job analysis of one person's job.*
- iii) To record responses and conclusions in an individual report.*
- iv) To submit an individual report of the online job analysis.*
- v) To attend a webinar by a counselor on her/his contribution to society, the challenges faced by a counselor, and the future prospects in counseling.*
- vi) To submit an individual report of the counselor's webinar.*

Each Student will individually complete the following practicals, record them in an online folder and submit a detailed online individual report.

5.1 To select a place of work/occupation and to conduct a Job Analysis, in online mode

(Group work by 3 students, group submission and group oral assessment)

5.2 To attend a webinar by a Counselor on her/his contribution to society, the challenges faced as a counselor, and the future prospects in counseling.

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester IV
Core Course Title: GUIDANCE AND COUNSELING
Core Course Codes: SBAEDU302

3 ONLINE or BLENDED MODE lectures per week

100 marks in Semester IV

Semester-End Exam 50%: 2 hours theory paper (50 marks)

Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)

Theory Paper with Practical Work: 3 credits

Semester IV: Course Code: SBAEDU402
--

Course Objectives:

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

- i. develop an understanding of the testing devices of guidance and counseling
- ii. develop an understanding of the non-testing devices of guidance and counseling
- iii. develop an understanding of the counseling process
- iv. acquire knowledge of the areas and benefits of guidance and counseling.

Module 1: Testing devices for Guidance and Counseling
--

Module Objectives:

- i) To develop an understanding of the concept and nature of guidance.*
- ii) To develop an understanding of the principles of guidance.*
- iii) To develop an understanding of the need and significance of guidance.*
- iv) To develop an understanding of the home as an agency for guidance.*
- v) To develop an understanding of the school as an agency for guidance.*
- vi) To develop an understanding of the college as an agency for guidance.*
- vii) To develop an understanding of the government as an agency for guidance.*

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 Objectives:

- i) To acquire knowledge of the concept, uses and procedure of interviews.*
- ii) To acquire knowledge of the concept, uses and procedure of case studies.*
- iii) To acquire knowledge of concept, uses and procedure of cumulative records.*
- iv) To acquire knowledge of concept, uses and procedure of anecdotal records.*
- v) To acquire knowledge of the concept, uses and procedure of diary.*
- vi) To acquire knowledge of 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 Counselling Process

Module Objectives:

- i) To develop an understanding of the initial disclosure stage of counseling*
- ii) To develop an understanding of the in-depth exploration stage of counseling*
- iii) To develop an understanding of commitment to action stage of counseling*
- iv) To develop an understanding of the rapport building skill of counseling*
- v) To develop an understanding of the listening skill of counseling*
- vi) To develop an understanding of the questioning skill of counseling*
- vii) To develop an understanding of the responding skill of counseling*
- viii) To acquire knowledge of 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 and Characteristics)

Module Objectives:

- i) To develop an understanding of the special needs of students with problems like muscular dystrophy, multiple sclerosis, chronic asthma and epilepsy.*
- ii) To develop an understanding of the special needs of students with developmental problems like down syndrome, cerebral palsy and autism.*
- iii) To develop an understanding of the special behavioral/emotional needs of students who are slow learners, learning disabled and gifted students.*
- iv) To develop an understanding of special behavioral/emotional needs of students with ADD, ADHD, oppositional defiance disorder, academic stress, bullying and addiction.*
- v) To develop an understanding of special learning needs of sensory impaired students that are blind, visually impaired, deaf, have limited hearing.*

4.1 Physical – Muscular Dystrophy, Multiple Sclerosis, Chronic Asthma, Epilepsy.

4.2 Developmental – Down Syndrome, Cerebral Palsy, Autism, Slow Learners, Learning Disabled Students and Gifted Students.

4.3 Behavioral/Emotional – ADD, ADHD, Oppositional Defiance Disorder, Academic Stress, Bullying, Addiction.

4.4 Sensory Impaired – Blind, Visually Impaired, Deaf, Limited Hearing.

Module 5: Practical Work in Guidance and Counseling:

Module Objectives:

- i) To acquire knowledge of verbal and non-verbal, group intelligence tests.*
- ii) To respond to question items of a standardized intelligence test.*
- iii) To acquire knowledge of the personality test, attitudinal scale, interest inventory and an achievement test.*
- iv) To respond to question items of a personality test, attitudinal scale, interest inventory and an achievement test.*
- v) To prepare a case study of a school or college student with special needs*
- vi) To submit an individual report of a case study of a school/college student with special needs.*

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

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

5.3 To prepare a Case Study of a Student with Special Needs (a Peer Student).

5.4 To analyse opinions of 10 senior college students towards online Guidance and Counseling.

Book References:

1. Bangalee, M. (1984): Guidance and counselling, Seth publishers. Bombay
2. Bhatia, K.K. (2002). Principles of Guidance & Counseling. Ludhiana: Kalyani Publishers
3. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
4. Chauhan, S. S. (2008). Principles & Techniques Of Guidance, UP: VikasPublg House Pvt Ltd.
5. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
6. Deshprabhu, Suchitra (2014) Inclusive education in India. New Delhi: Kaniksha Publishers
7. Geldard, K.: Counselling Children: A Practical Introduction, New Delhi: Sage, 1997.
8. Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003
9. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
10. Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
11. Kochhar. Educational & Vocational Guidance in secondary schools.
12. Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.
13. Manivannan, M. (2013) Perspectives on Special Education. Hyderabad: Neelkamal Publishers
14. Mathew, S. (2004) Education Children with Hearing Impairment. RCI, Delhi: KanishkaPubls.
15. McCormick, Sandra (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
16. Mittal, M.L.: KariyarNirdeshanAvemRojgarSuchana. Meerut: International Pub Hs, 2004.
17. Mohapatra, Damodar. (2006) Impact of Family Environment On Early Childhood Education. Hyderabad: Neelkamal Pub.
18. Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill, 1941.
19. Naomi, G Victoria, 2014 Optical Devices for Low Vision Reading, Hyderabad, NeelkamalPubl
20. Nayak, A. K. (2007). Guidance and counselling. New Delhi: APH Publishing
21. NCERT, Manual for a Guidance Counsellor, NCERT, New Delhi
22. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
23. Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
24. Rana, Nishta. (2013) Children With Special Needs. Hyderabad: Neelkamal Publishers.
25. Ranganathan, Snehlata. (2014) Guidelines for Children With Special Educational Needs. New Delhi: Kaniksha Publishers
26. Rangasayee, R. & Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
27. Rao, AllaAppa, (2010) Learning Disabilities. Neelkamal Publishers. Hyderabad
28. Rao, S. N.: Counselling and Guidance in Elementary School. Delhi: AnmolPrakashan, 2002.
29. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
30. RCI (2013) Status of disability in India 2012. New Delhi: RCI Publishers
31. Renuka, P. (2014) Children with Disabilities Hyderabad. Neelkamal Publishers
32. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications
33. Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.
34. Sharma, T.: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons, 2002.
35. Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
36. Shrivastava, K.K.: Principles of Guidance and Counselling. Delhi: Kaniska Publication, 2003.
37. Sidhu, H.S. (2005). Guidance and Counseling. Patiala: Twenty First Century.
38. Singh, R.: Educational and Vocational Guidance. New Delhi: Commonwealth Publs, 1994.
39. Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers
40. Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi:

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_ri_act-1992&amendment_act_2000.pdf

* * * * *

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 2020-2021; 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 will have to secure a minimum of (40% 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 will have to secure a minimum of (40% 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 online 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.
