



Sophia College (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 2018-2019)

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



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

(As per the Choice Based Credit System, to be implemented with effect from the academic year 2018-2019)

Ordinance: _____

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

Programme Objectives of the SYBA Education Courses:

Education II and III are placed in the Optional Group of subjects in the Social Sciences. The main objective of these courses is to introduce the learners to the fundamental concepts of Educational Psychology, Guidance and Counseling. Learners will be able to understand the emerging concepts and scope of psychology, guidance and counseling in the academic context.

Total No. of lectures per semester: 90 (45 + 45) lectures

Number of Instructional Days: 90 days per semester

3 lectures per week, per course

No. of credits per course per semester: 3 credits

200 marks (100 marks 3rdSemester + 100 marks 4thSemester)

Internal Assessment 25%

Semester-End Exam 75%

Course Titles and Course Codes in SYBA Education

Semester III

Courses	COURSE TITLES	COURSE CODES	Credits	Marks
Core Course II	EDUCATIONAL PSYCHOLOGY – Part I	SBAEDU301	3	100
Core Course III	GUIDANCE AND COUNSELING – Part I	SBAEDU302	3	100
TOTAL CREDITS			6	200

SemesterIV

Courses	COURSE TITLES	COURSE CODES	Credits	Marks
Core Course II	EDUCATIONAL PSYCHOLOGY – Part II	SBAEDU401	3	100
Core Course III	GUIDANCE AND COUNSELING – Part I	SBAEDU402	3	100
TOTAL CREDITS			6	200

SYBA Education Syllabus Structure:

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

Assessment Scheme for TYBA Semester V and VI Courses:

1. Sophia College (Autonomous),affiliated to the University of Mumbai, followsa 75:25 Assessment Scheme, in each semester.
2. The SYBA Education Courses III and IV willhavetheory based courses, with compulsory practical components, in each semester.
3. Sophia College (Autonomous), will conduct the Semester III and Semester IV theory examinations and internal assessment, for each course, in each semester.
4. The student will have to secure a minimum of 40% marks in aggregate and a minimum of 10 marks out of 25 marks in Internal Assessment, and 30 marks out of 75 marks in the semester-end-examination of each course.
5. Each student must submit herdetailedPractical 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 university examinations.

The Question paper Pattern for the Syllabus for Semester III and Semester IV, Programme: B.A; Course: Education (Choice Based Credit System with effect from the Academic year 2018-2019) will be as per Mumbai University rules and 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 Mumbai University rules and guidelines for the Faculty of Humanities.

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 lectures per week
 100 marks in Semester III
 Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
 Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks)
 Theory Paper with Practical Work: 3 credits

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

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>i) To develop an understanding of the concept and nature of psychology.</i>	
<i>ii) To develop an understanding of the functions of psychology.</i>	
<i>iii) To develop an understanding of the concept and nature of educational psychology.</i>	
<i>iv) To develop an understanding of the scope of educational psychology.</i>	
<i>v) To acquire knowledge of the relevance of educational psychology to teachers.</i>	
<i>vi) To acquire knowledge of the relevance of educational psychology to learners and teaching-learning.</i>	
1.1 Psychology - Meaning, Nature and Functions	4 lectures
1.2 Educational Psychology - Nature and scope	4 lectures
1.3 Relevance of educational psychology to teachers, learners, teaching-learning	4 lectures
Module 2: Methods of Educational Psychology (Meaning, Types, Merits and Demerits)	
Module Objectives:	
<i>i) To develop an understanding of the concept, types and applications of the observation method.</i>	
<i>ii) To develop an understanding of the concept and applications of the introspection method.</i>	
<i>iii) To develop an understanding of the concept, types and applications of the experimental method.</i>	
<i>iv) To acquire knowledge of the concept and applications of the case study method.</i>	
2.1 Observation and Introspection method	4 lectures
2.2 Experimental Method	4 lectures
2.3 Clinical method (Case Study method) - meaning and merits and demerits	4 lectures

<p>Module 3: Understanding Human Development</p> <p>Module Objectives:</p> <p>i) To develop an understanding of the concept of human growth & development.</p> <p>ii) To develop an understanding of the differences between human growth and human development.</p> <p>iii) To acquire knowledge of the principles of human development.</p> <p>iv) To acquire knowledge of the factors influencing human development.</p> <p>v) To develop an understanding of the physical, mental, emotional and social development during the stage of childhood.</p> <p>vi) To develop an understanding of the physical, mental, emotional and social development during the stage of adolescence.</p>	
3.1 Growth and development - Meaning and differences	4 lectures
3.2 Principles of development and Factors influencing development	4 lectures
3.3 Stages of growth and development - Childhood and Adolescence (Physical, Mental, Emotional and Social development)	4 lectures
<p>Module 4: Factors Affecting Growth and Development</p> <p>Module Objectives:</p> <p>i) To understand the concept, types and significance of individual differences.</p> <p>ii) To acquire knowledge of the heredity influences on growth and development.</p> <p>iii) To acquire knowledge of environmental influences on growth & development.</p> <p>iv) To acquire knowledge of the differences between the heredity and environmental influences on human growth and development.</p> <p>v) To develop an understanding of relevance of heredity and environment.</p> <p>vi) To develop an understanding of the concept and importance of maturation.</p> <p>vii) To acquire knowledge of the relevance of maturation in growth & development.</p>	
4.1 Individual differences - concept and types, significance of study of individual Differences	4 lectures
4.2 Heredity and Environment - meaning and difference, Relevance in Education	4 lectures
4.3 Maturation - meaning and importance, Relevance in Education	4 lectures
<p>Module 5: Practical Work in Educational Psychology:</p> <p>Module Objectives:</p> <p>i) To acquire knowledge of the educational implications of transfer of learning.</p> <p>ii) To perform the experiment of transfer of learning, using 'cup and ball' method.</p> <p>iii) To acquire knowledge of the educational implications of the learning curve</p> <p>iv) To perform the experiment of the learning curve.</p> <p>v) To acquire knowledge of the educational implications of auditory distraction.</p> <p>vi) To perform the experiment of auditory distraction.</p> <p>vii) To acquire knowledge of the educational implications of division of attention.</p> <p>viii) To perform the experiment of division of attention.</p> <p>ix) To acquire knowledge of the educational implications of extrinsic motivation.</p> <p>x) To perform the experiment of extrinsic motivation.</p> <p>The following experiments in Educational Psychology will be performed by each student and recorded in a journal.</p> <p>5.1 Transfer of Training</p> <p>5.2 Learning Curve</p> <p>5.3 Auditory Distraction</p> <p>5.4 Division of Attention</p> <p>5.5 Extrinsic Motivation</p>	12 lectures
Total	60 lectures

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: SBAEDU401

3 lectures per week
 100 marks in Semester IV
 Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
 Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks)
 Theory Paper with Practical Work: 3 credits

Semester IV: Course Code: SBAEDU401 (November to April)

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.

<p>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 & 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.</p>	
1.1 Thinking - concept, types – divergent, convergent, critical, reflective, lateral	4 lectures
1.2 Memory and Forgetting - concept, types, causes, factors affecting memory, educational implications.	4 lectures
1.3 Attention: concept, types and educational importance.	4 lectures
<p>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.</p>	
2.1 Creativity: Meaning, process, teachers' role and educational implications	4 lectures
2.2 Problem solving: Meaning, steps and educational implications	4 lectures
2.3 Metacognition: Meaning and educational implications	4 lectures

<p>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 multiple intelligences. vii) To develop an understanding of the educational implications of Howard Gardner's multiple intelligences.</p>	
3.1 Cognitive development theories- Jean Piaget and Jerome Bruner	4 lectures
3.2 Social Development theory - Lev Vygotsky	4 lectures
3.3 Learning Styles and Multiple Intelligence theory - Howard Gardner	4 lectures
<p>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.</p>	
4.1 Constructivist Approaches to Learning (7Es Model)	4 lectures
4.2 Collaborative Approaches to Learning	4 lectures
4.3 Inquiry – Based Approaches to Learning	4 lectures
<p>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.</p> <p>The following experiments in Educational Psychology will be performed by each student and recorded in a journal.</p> <p>5.1 Concept Formation 5.2 Recall and Recognition memory 5.3 Rote and Logical memory 5.4 Multiple Intelligences 5.5 Creativity</p>	12 lectures
Total	60 lectures

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.
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28. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

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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: FUNDAMENTALS IN GUIDANCE AND COUNSELING
Core Course Codes: SBAEDU302

3 lectures per week
 100 marks in Semester III
 Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
 Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks)
 Theory Paper with Practical Work: 3 credits

Semester III: Course Code: SBAEDU302 (June to October)

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	4 lectures
1.2 Need and Significance of Guidance	4 lectures
1.3 Agencies for Guidance - Home, School, College and Government.	4 lectures
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	4 lectures
2.2 Vocational Guidance	4 lectures
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).	4 lectures

<p>Module 3: Concept of Counseling</p> <p>Module Objectives:</p> <p>i) To develop an understanding of the concept and purpose of counseling.</p> <p>ii) To develop an understanding of the scope and relevance of counseling.</p> <p>iii) To develop an understanding of concept and need of directive counseling.</p> <p>iv) To develop an understanding of concept and need of nondirective counseling.</p> <p>v) To develop an understanding of concept and need of eclectic counseling.</p> <p>vi) To develop an understanding of concept of individualised counseling.</p> <p>vii) To develop an understanding of concept and need of group counseling.</p> <p>viii) To develop an understanding of the differences between individualised and group counseling.</p> <p>ix) To develop an understanding of concept of the role of the counselor.</p> <p>x) To develop an understanding of the role of the teacher as a counselor.</p>	
3.1 Counseling: Meaning, Purpose, Scope and Relevance	3 lectures
3.2 Approaches of Counseling: Directive, Non-directive and Eclectic Counseling.	4 lectures
3.3 Types of Counseling: Individual Counseling and Group Counseling.	3 lectures
3.4 Role of the Counselor, Role of the Teacher as a Counselor.	3 lectures
<p>Module 4: Career Guidance</p> <p>Module Objectives:</p> <p>i) To develop an understanding of concept and need of job analysis.</p> <p>ii) To develop an understanding of concept of affecting job satisfaction</p> <p>iii) To develop an understanding of factors affecting job satisfaction</p> <p>iv) To develop an understanding of concept of occupational information.</p> <p>v) To develop an understanding of the organisation of occupational information.</p>	
4.1 Job Analysis: concept and need	3 lectures
4.2 Job Satisfaction: concept and factors affecting job satisfaction	4 lectures
4.3 Occupational Information: concept, need and organisation	4 lectures
<p>Module 5: Practical Work in Guidance and Counseling</p> <p>Module Objectives:</p> <p>i) To visit a place of work/occupation, in the Mumbai district.</p> <p>ii) To conduct an on-site job analysis of one person's job.</p> <p>iii) To record observations, responses and conclusions in an individual report.</p> <p>iv) To submit an individual report and presentation of the job analysis.</p> <p>v) To attend a talk by a counselor on her/his contribution to society, the challenges faced as a counselor, and the future prospects in counseling.</p> <p>vi) To submit an individual report of the counselor's lecture.</p> <p>vii) To attend a career counseling session and write a detailed account of one's own career decisions making process</p> <p>viii) To submit an individual report of the career counseling session, and the outcomes of career planning and decision making.</p> <p>Each Student will individually complete the following practicals, record them in a file and submit a detailed individual report.</p> <p>5.1 To visit a place of work/occupation and to conduct a Job Analysis.</p> <p>5.2 To attend a talk by a Counselor on her/his contribution to society, the challenges faced as a counselor, and the future prospects in counseling.</p> <p>5.3 To attend a career counseling session and following it, write a detailed account of one's own career decisions making process</p>	12 lectures
Total	60 lectures

Sophia College (Autonomous), Mumbai.
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Syllabus for S.Y.B.A. (Education) under CBCS in Semester IV
Core Course Title: GUIDANCE AND COUNSELING
Core Course Codes: SBAEDU402

3 lectures per week
 100 marks in Semester IV
 Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
 Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks)
 Theory Paper with Practical Work: 3 credits

Semester IV: Course Code: SBAEDU402 (November to April)

Course Objectives:

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

- i. develop understanding of the testing devices of guidance and counseling
- ii. develop understanding of the non-testing devices of guidance and counseling
- iii. develop 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	4 lectures
1.2 Intelligence test, Aptitude test, Attitude test (purpose and uses)	4 lectures
1.3 Interest test, Achievement test, Personality test (purpose and uses)	4 lectures
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	3 lectures
2.2 Cumulative Records and Anecdotal Records	3 lectures
2.3 Diary and Student Portfolios	3 lectures

Module 3: The Counselling Process	
Module Objectives:	
<ul style="list-style-type: none"> 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)	4 lectures
3.2 Skills of Counseling: (Rapport building, Listening, Questioning, Responding)	4 lectures
3.3 Ethics of Counseling	2 lectures
Module 4: Understanding Students with Special Needs (Concept and Characteristics)	
Module Objectives:	
<ul style="list-style-type: none"> 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 lectures
4.2 Developmental – Down Syndrome, Cerebral Palsy, Autism, Slow Learners, Learning Disabled and Gifted Students.	4 lectures
4.3 Behavioral/Emotional – ADD, ADHD, Oppositional Defiance Disorder, Academic Stress, Bullying, Addiction.	5 lectures
4.4 Sensory Impaired – Blind, Visually Impaired, Deaf, Limited Hearing	4 lectures
Module 5: Practical Work in Guidance and Counseling:	
Module Objectives:	
<ul style="list-style-type: none"> 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 the case study of a school or college student with special needs. 	
Each Student will individually complete the following practicals, record them in a file and submit a detailed individual report.	12 lectures
5.1 To be familiarized with administration of a Standardized Intelligence Test.	
5.2 To be familiarized with the administration of a Personality test, Attitudinal Scale, Interest Inventory and an Achievement test.	
5.3 To prepare a Case Study of a Student with Special Needs (School or College Student).	
Total	60 lectures

Book References:

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Sophia College (Autonomous), Mumbai-26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities
75:25 Assessment Scheme for SYBA Education Courses

The Department of Education will implement the 75:25 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education (CBCS), with effect from the Academic year 2018-2019; and it will be 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 75:25 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) 30 marks out of 75 marks in the Semester-End-Examination, to be declared successful in the course.**
- 5. Internal Assessment: Based on Module 5**
 - 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) 10 marks out of 25 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 (25 marks)

Each student must perform a set of practical work assignments, based on the subject the coursework in Module 5.

- I. 20 marks for a Submission and Presentation of the Practical Work Report (outlined in Module 5)**
- II. 05 marks for regular attendance.**

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.

Component 1: Practical Work Report Submission & Presentation (20 marks)

1. The duration of individual presentations of Practical Work/Journal, is 10 minutes.
2. There will be two compulsory questions, based on the structure, the methodology applied and the outcomes of the practical work.
3. Absenteeism will not be condoned for the day allotted for the Presentation of the Practical Work/Experimental Journal.
4. 10 marks are allocated for Oral Assessment of each student's practical work.
5. A Rubric (criterion-based assessment) will be used for Assessment of the Practical Report, by the Faculty member in-charge of the course.

SYBA Education, Semesters III and IV
Semester-End-Examinations (75 marks)

1. The duration of the written theory exam is 2.5 hours.
2. There will be five compulsory questions.
3. Question I will carry a maximum of 15 marks
Qs1[A] Objective-type question items / MCQs (7 items of 1 mark each)
 - a. Fill in the Blanks.
 - b. Match the items in the columns.
 - c. State if 'True' or 'False' and correct the 'False' statements.
 - d. Answer in one or two sentences.
 - e. Other MCQ type items
 - f. A neat labeled diagram

Qs 1 [B] Two out of four Short Notes or 'Explain Each Statement': (8 marks)
The question items will be based on remembering, understanding, applying or analysing.

For SYBA, the questions may be based on a Case study/ Tabular presentation of data (from an original or cited source) with questions based on data.

4. Question I Sub-questions will correspond to the four theory modules.
5. Questions II, III, IV and V will have essay-type questions which correspond to the four theory modules. The question items will be based on cognitive and psychomotor skills of remembering, understanding, applying or analysing.
The question items may have a long answer question which will from a combination of any two modules (to encourage correlation of concepts and discourage rote-learning).
6. Questions II, III, IV and V will contain internal choice.
7. The standard of passing (40% of 75 marks) is 30 marks.

Question Paper Pattern for Semester-End-Examination (75 marks)

Q.1 [A] Objective-type items / MCQs (Based on all four Modules)	(07 marks)
Q.1 [B] Two out of four [Short Notes or 'Explain Each Statement']	(08 marks)
Q.2 (Based on Module 1) a. OR b.	(15 marks)
Q.3 (Based on Module 2) a. OR b.	(15 marks)
Q.4 (Based on Module 3) a. OR b.	(15 marks)
Q.5 (Based on Module 4) a. OR b.	(15 marks)

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