

**AC 19.3.2012**

**Item No. 4.4**

# **UNIVERSITY OF MUMBAI**



**Revised Syllabus for the S.Y.B.A.**

**Program: B.A.**

**Course: Education**

**Semester III & IV**

(As per Credit Based Semester and Grading System  
with effect from the academic year 2012–2013)

UNIVERSITY OF MUMBAI  
**Syllabus for the S.Y.B.A.**  
Program : B.A.                      Course : Education

(Credit Based Semester and Grading System  
with effect from the academic year 2012-2013)  
**Syllabus as per Credit Based Semester and Grading system**

1. Name of the Program: B.A.
2. Course Code: \* \* \*
3. Course Title: S.Y.B.A. – EDUCATIONAL PSYCHOLOGY
4. Semester-wise Course Content:

3 lectures per week  
200 marks (100 marks 1<sup>st</sup> Sem + 100 marks 2<sup>nd</sup> Sem)  
**Internal Assessment 40%** : [ Class Test(10)+Practical Work(10)  
+ Assignment(10) + Class-Participation(05) + Conduct(05) ]  
**Semester-end External Exam 60%** : 2 hours theory paper (4 questions)

***Semester III :***

- Unit 1:** A) Nature, meaning, scope and functions of **Educational Psychology**.  
B) **Methods of Studying Behavior** – Introspection, Observation and Experimental method.
- Unit 2:** A) **Growth and Development** – meaning, stages; Mental, Emotional and Social Development during – childhood, adolescence.  
B) **Individual Differences** – meaning, significance and causes.
- Unit 3:** A) **Learning**: concept, characteristics, learning process, learning curve  
B) **Theories of Learning** – Trial and Error, Classical Conditioning.  
C) **Transfer of Learning** – concept, types, educational implications.
- Unit 4: Factors affecting Learning** (only concept, educational implications)  
A) Attention B) Perception C) Motivation.

**Practical:** To perform the following experiments and record them:

- i) Learning Curve                      ii) Transfer of Learning                      iii) Motivation  
iv) Distraction of Attention                      v) Division of Attention                      iv) Perception

***Semester IV:***

- Unit 5: Mental Processes Related To Learning:**  
A) Thinking – concept, types – divergent, convergent, critical, reflective, lateral.  
B) Memory – concept, types, factors affecting memory.  
C) Forgetting – concept, types, causes, educational implications.
- Unit 6: Intelligence and Creativity:**  
A) Concept, Gardner's Theory of Multiple Intelligence.  
B) Emotional Intelligence – concept, educational implications;  
C) Creativity – concept, educational implications
- Unit 7:** A) **Personality**- Concept; Self concept, Self Esteem;  
B) **Mental Health** – Concept and importance  
C) **Maladjustment** – Causes and prevention.

**Unit 8: Group Psychology:** Group Dynamics – meaning, process, importance; Sociometry.

**Practical:** To perform the following experiments and record them:

- i) Concept formation    ii) Lateral thinking    iii) Memory – Recall and Recognition

- iv) Memory – Rote and Logical      v) Creativity      vi) Sociometry

## 5. Objectives:

- i) to acquire knowledge of the characteristics of growth and development during childhood and adolescence.
- ii) to develop an understanding of the nature, scope and methods of educational psychology.
- iii) to develop an understanding of the nature, concept and factors affecting learning.
- iv) to develop an awareness of the influence of intelligence, creativity and personality on learning.
- v) to acquaint learners with the concept and process of group dynamics.

## References:

- Agarwal J. C., **Essentials of Educational Psychology**, Vikas Publishing House
- Aggarwal J. C., (1995) **Essentials of Educational Psychology**, Shipra Publishers, Delhi.
- Aggarwal J. C., (2001) **Basic Ideas in Educational Psychology**, Shipra Publishers, Delhi.
- Aggarwal J. C., (2004) **Psychology of Learning & Development**, Shipra Publishers, Delhi.
- Bhatia & Bhatia (1981) **Textbook of Educational Psychology**, Doaba House, Delhi.
- Bhatia H. R. (1997) **A Textbook of Educational Psychology**, MacMillan, New Delhi.
- Chatterjee S. K. (2000) **Advanced Educational Psychology** Books & Allied Pvt. Ltd., Delhi.
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- Mangal S.K. (1999) **Essentials of Educational Psychology**, Prentice Hall of India, Delhi.
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- Mangal, S. K. (2004) **Educational Psychology**, Tandon Publications, Ludhiana.
- Mangal, S. K., **Educational Psychology**, Tandon Publications, Ludhiana.
- Mathur S.S. **Advanced Educational Psychology**,
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- Sharma, R. N. & R. K. Sharma (1996) **Advanced Educational Psychology**, Surjeet Publications, Delhi.
- Walia J.S. **Foundations of Educational Psychology**, Paul Publishers, Jalandhar.
- Woolfolk Anita (2004) **Educational Psychology**, 9<sup>th</sup> Edition, Allyn and Bacon, Boston.
- Woolfolk Anita & Woolfolk Hoy Anita (2008) **Educational Psychology**, Pearson, New Delhi.

## 6. Credit Structure: 3 Credits per semester (90 hours work)

7. Number of lectures /unit: Varies from 8 to 13 lectures (tabled below)

8. Number of lectures / week of each semester: 3 lectures / week

UoM SYBA Education II CB&GS			
Sem III	Units	No. of Lectures	Student Hours
1	Educational Psychology, Methods of Studying Behaviour	8	16
2	Growth and Development, Individual Differences	8	16
3	Learning, Theories of Learning, Transfer of Learning	8	16
4	Factors affecting Learning	8	16
	Compulsory Practical Work	13	26
		45	90
Sem IV	Units	No. of Lectures	Student Hours
5	Mental Processes Related To Learning	8	16
6	Intelligence and Creativity	8	16
7	Personality, Mental Health, Maladjustment	8	16
8	Group Psychology	8	16
	Compulsory Practical Work	13	26
		45	90

**Scheme of Examination:**

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 60 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

**Special notes (if any): \*\*\***

**Eligibility (if any):** Completion of the FYBA course according to the Semester based Credit and Grading System or its equivalent

**Fee structure: \*\*\***

**Special Ordinance or resolution (if any): \*\*\***

UNIVERSITY OF MUMBAI  
**Syllabus for the S.Y.B.A.**  
**Program : B.A.                      Course : Education**

(Credit Based Semester and Grading System  
with effect from the academic year 2012-2013)

**Syllabus as per Credit Based Semester and Grading system**

1. Name of the Program: B.A.
2. Course Code: \* \* \*
3. Course Title: S.Y.B.A. – GUIDANCE AND COUNSELING
4. Semester-wise Course Content:

3 lectures per week  
200 marks (100 marks 1<sup>st</sup> Sem + 100 marks 2<sup>nd</sup> Sem)  
**Internal Assessment 40%** : [ Class Test(10)+Practical Work(10)  
+ Assignment(10) + Class-Participation(05) + Conduct(05) ]  
**Semester-end External Exam 60%** : 2 hours theory paper (4 questions)

***Semester III :***

**Unit 1:**A) Meaning, Nature, Need of Guidance

B) Functions of Guidance.

**Unit 2:** Types of Guidance

A) Educational Guidance – meaning, need and importance.

B) Vocational Guidance – meaning, need and importance.

C) Personal Guidance – meaning, need and importance.

**Unit 3:** Guidance Services

A) Job Analysis – concept, need

B) Job Satisfaction – concept, factors affecting job satisfaction

C) Occupational Information – concept, need.

**Unit 4:** A) **Guidance of the Differently-Abled Students** – Gifted, Slow Learners,

Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) – Identification

B) **Mainstreaming and providing support services** to Differently-Abled Students.

**Practical:** A) To do a Job Analysis and prepare a report thereon.

B) To visit a Guidance Centre and write a report thereon.

***Semester IV:***

**Unit 5:** A) **Counseling** – meaning, purpose, scope.

B) **Types of Counseling** – Directive, Non-directive, Eclectic.

**Unit 6:** A) **Process of Counseling** (introduction, in-depth, communication, suggestion).

B) **Skills in Counseling** (listening, questioning, responding).

C) **Role of the Counselor, Professional Ethics of a Counselor.**

**Unit 7:** Tools of Guidance and Counseling.

A) Psychological tests – meaning, need, limitations.

B) Testing – Intelligence, Aptitude, Attitude, Achievement, Interest, Personality.

**Unit 8:** Techniques of Guidance and Counseling

A) Interview – types, procedure;      B) Case Study,                      C) Cumulative Record.

D) Anecdotal Record.                      E) Diary.                              F) Questionnaire.

**Practical:** A) To do a Case Study of a differently-abled student and prepare a report.

B) To familiarize with the administration of a standardized intelligence test, an attitudinal scale and an achievement test.

## 5. Objectives:

- i) to develop an understanding of the concepts of guidance and counseling.
- ii) to develop an understanding of the types of guidance
- iii) to acquaint students with different testing devices and techniques of guidance
- v) to develop and understanding of the role of teacher as counselor
- vi) to create an awareness of the working of guidance centres

## References:

- Aggarwal J. C., (2004) **Educational and Vocational Guidance and Counseling**, 7<sup>th</sup> Edition, Doaba House, Delhi.
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- Sharma RamNath and Sharma Rachana (2004) **Guidance and Counseling in India**, Atlantic Publishers and Distributors, New Delhi.

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8. Number of lectures / week of each semester: 3 lectures / week

UoM SYBA Education III CB&GS			
Sem III	Units	No. of Lectures	Student Hours
1	Meaning, Nature, Need of Guidance	8	16
2	Types of Guidance	8	16
3	Guidance Services	8	16
4	Guidance of the Differently-Abled Students; Mainstreaming and providing support services to them	8	16
	Compulsory Practical Work	13	26
		45	90
Sem IV	Units	No. of Lectures	Student Hours
5	Counseling and its types	8	16
6	Process & Skills of Counseling, The Counselor	8	16
7	Tools of Guidance and Counseling	8	16
8	Techniques of Guidance & Counseling	8	16
	Compulsory Practical Work	13	26
		45	90

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**Fee structure: \* \* \***

**Special Ordinance or resolution (if any): \* \* \***

**Credit Based Semester and Grading System with effect from the academic  
SYBA Education**

2012-13		1st Semester Internal Assessment Record				
Roll No.	SYBA Education	Journal	Assignment	Test	Participation	Conduct
	Educational Psychology	Practicals		Written	Class Activities	
		10	10	10	5	5
A 11001	Student					

2012-13		2nd Semester Internal Assessment Record				
Roll No.	SYBA Education	Journal	Assignment	Test	Participation	Conduct
	Educational Psychology	Practicals		Written	Class Activities	
		10	10	10	5	5
A 11001	Student					

2012-13		1st Semester Internal Assessment Record				
Roll No.	SYBA Education	File	Assignment	Test	Participation	Conduct
	Guidance & Counseling	Practicals		Written	Class Activities	
		10	10	10	5	5
A 11001	Student					

2012-13		2nd Semester Internal Assessment Record				
Roll No.	SYBA Education	File	Assignment	Test	Participation	Conduct
	Guidance & Counseling	Practicals		Written	Class Activities	
		10	10	10	5	5
A 11001	Student					