

PGDSCC101- Fundamentals of Educational Psychology

Objectives:

After going through this course, students will be able to:

- Understand the meaning, concept, nature, scope and functions of psychology and educational psychology.
- Know about meaning and concept of growth and development.
- Understand various dimensions of development and its implications.
- Understand the concept of adolescent stage and problems related to this stage.
- Understand about individual differences and its specific implications for guidance and counseling.
- Understand about exceptional child and able to identify exceptional child.
- Understand about various kinds of behavioral problems and its remedies for development.

Unit	Fundamentals of Educational Psychology	Credit
1	Psychology and Nature of Learner	1
1.1	Psychology and educational psychology: Concept, nature, scope and functions	
1.2	Growth and development meaning and concept	
1.3	Principles factors affecting growth and development and stages of development.	
1.4	Characteristics, Types of development and its tasks (Physical, mental, social and emotional)and learners' educational needs at each stage.	
2	Early Childhood and Adolescence	1
2.1	Meaning, Concept and Characteristics of Early Childhood and Adolescence	
2.2	Guidance and Educational Implication for Early Childhood and Adolescence	
2.3	Physical, motor, cognitive, social, emotional and personality development in adolescence period	
2.4	Problem during adolescence period and Counseling during adolescence period	
3	Adulthood and Ageing	1
3.1	Adulthood: Physical and cognitive development	
3.2	Adulthood: Social and Personality development	
3.3	Ageing : physical, cognitive, social and personality development	
3.4	Death and bereavement	
4	Individual Differences, Defense Mechanism and Role of Motivation	1
4.1	Individual differences: Meaning, Concept and Types	

4.2	Factors responsible for Individual differences, Counseling and Educational needs for Individual differences
4.3	Defense Mechanism: Meaning and Classification Projection, Compensation, Rationalization, Identification, Regression
4.4	Motivation: Meaning, Concept and Nature, Maslow's Self Actualization Theory

References:

- Barker, H.J.(1959). Introduction to Exceptional children. New York: The Macmillan Company
- Bhatt, C.C. (1973). Gifted children- A psychological, sociological and educational study. Allahabad: United Publishers.
- Heck, A. O. (1940). The education of Exceptional children, its challenge to teachers, parents and laymen. New York: McGraw Hill
- Kirk, S. A. (1962). Educating exceptional children. Bombay: Oxford & IBH Publishing company
- Lenoff, F. G. (1966). Exceptional children residential treatment of emotionally disturbed boys at stotton Hall. London: Allen & Unwin.
- Miller, P. H. (2011). Theories of developmental psychology. New York, NY; Worth.
- Shaki, S. & Gevers, W. (2011). Cultural characteristics dissociate magnitude and ordinal information processing. Journal of Cross-Cultural Psychology, 42, 639-650.
- Faber, A., Mazlish, E., & Faber, J. (2012). How to talk so kids will listen and listen so kids will talk (scribner hardcover Ed.). New York: Scribner Classics.
- Siegel, D. J., & Hartzell, M. (2014). Parenting from the inside out: how a deeper self-understanding can help you raise children who thrive (10th Ed.). New York: Jeremy P. Tarcher/Penguin, a member of Penguin Group (USA).
- Mangal, S. K. (2007). Advanced Educational Psychology. (2nd Ed.). New Delhi: Prentice-Hall of India Private Limited.
- દેસાઈ, કે. જી. (2000). મનોવૈજ્ઞાનિક માપન (ચોથી આ.). અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- પરીખ, બી. એ. (2001). મનોવૈજ્ઞાનના સંપ્રદાયો અને સિદ્ધાંતો (ચોથી આ.). અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- પટેલ, એમ. (2001). અસાધારણ મનોવિજ્ઞાન (પાંચમી આ.). અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- શાહ, જીઅને પંડ્યા, કે. (1999). શૈક્ષણિક મનોવૈજ્ઞાન (ચોથી આ.). અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- શાસ્ત્રી, જયેન્દ્ર દવે , ઉપેન્દ્ર ભાઈ પાઠક, શિક્ષણની મનોવૈજ્ઞાનિક આધાર શિક્ષણ ,બી. એસ.શાહ પ્રકાશન, અમદાવાદ.
- શાહ ગુણવંત, (૧૯૮૨). શૈક્ષણિક મનોવિજ્ઞાન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ.

PGDSCC102- Fundamentals of Guidance and Counseling

Objectives:

After going through this course, students will be able to:

- Understand the concept of counseling
- Understand the process and strategies for effective counseling.
- Learn the various techniques and skills required for effective counseling.
- Understand about the qualities and competencies for an effective counselor.
- Understand the psychological approaches of counseling.

Unit	Content	Credit
1	Introduction to Guidance Process	1
1.1	Concept and Definition of Guidance	
1.2	Objectives of Guidance at School Level	
1.3	Basic Assumption of Guidance	
1.4	Need for Guidance for at School Level	
2	Types and Principle of Guidance	1
2.1	Types of Guidance : Educational, Vocational and Personal	
2.2	Principle of Guidance according to Crow and Crow	
2.3	Difference between Guidance and Counseling	
2.4	Role of teacher in Guidance	
3	Essentials of Counseling Process	1
3.1	Concept and Definition of Counseling	
3.2	Steps of Effective Counseling Process	
3.3	Factors effecting Counseling Process	
3.4	Essential Support and Crisis	
4	Counseling Techniques and Counseling Skills	1
4.1	Various techniques and skills of counseling Introductory techniques, Attentive Behaviors, Acceptance Technique, Reflection Technique, Interpretation Techniques, Questioning Techniques, Concluding Techniques, Non verbal Communication, Listening Techniques, Directive Techniques, Assuring Techniques	
4.2	Other Useful Counseling Skills (Observation Skills , Questioning Skills, Communication Skills, Listening, Feedback, nonverbal Making, Notes and Reflections, The Counseling Interview - Interviewing)	
4.3	Quality and Competencies of an Effective Counselor	
4.4	Professional Ethics and Role of Counselor	

Reference

- Makinde, O. (1983): Fundamentals of Guidance and Counselling. Ibadan: Macmillan Publishers. Read chapter 16 on records.

- Gelso, C.J., & Fretz, B. (2001). Counseling Psychology, (2nd ed.): Brooks Cole.
- Heppner, P., Leong, F.T.L., Chiao, H. (2008). A Growing Internationalization of Counseling Psychology. Handbook of Counseling Psychology. John Wiley & Sons: New York.
- Moodley, Gielen, & Wu (2013). Handbook of Counseling and Psychotherapy in an International Context. Routledge: New York.
- Brammer, L. M. (2002). The helping relationship: Process and skills (8th ed.). Boston: Allyn and Bacon.
- Corey, G., Corey, M.S. & Callanan, P. (2008). Issues and ethics in the helping professions (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Cormier, W. H., Nurius, P., Cormier, L. S. & Miller, G. R. (2008). Interviewing strategies for helpers. (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Egan, G. (2001). The skilled helper: A systematic approach to effective helping. (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Johnson, D. W. (2008). Reaching out: Interpersonal effectiveness and self actualisation. (10th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Kottler, J. A. & Brew, L. (2003). One life at a time: Helping skills and interventions. New York, NY: Brunner Routledge.
- Okun, B. F. (2007). Effective helping: Interviewing and counseling techniques. (7th ed.). Pacific Grove, CA: Brooks /Cole.
- Nelson-Jones, R. (2003). Six key approaches to counselling and therapy. London, UK: Sage.
- દેસાઈ કૃ. ગો.(૧૯૮૨). શૈક્ષણિક અને માર્ગદર્શનની પ્રવિધિઓ : અનુસ્નાતક કક્ષા : અમદાવાદ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- પટેલ એસ.ટી. (૨૦૦૧). સલાહ મનોવિજ્ઞાન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

PGDSCC103-Introduction of Research

Objectives:

After going through this course, students will be able to:

- Understand the concept of counseling
- Understand the process and strategies for effective counseling.
- Learn the various techniques and skills required for effective counseling.
- Understand about the qualities and competencies for an effective counselor.
- Understand the psychological approaches of counseling.

Unit	Content	Credit
1	Fundamentals of Research	1
1.1	Concept, need of Research	
1.2	types of Research	
1.3	Preparation of a research proposal	
1.4	Hypothesis and variables	
2	Tools and Techniques of Data Collection	1
2.1	Questionnaire	
2.2	Interview	
2.3	Inventories- Personality and Interest	
2.4	Scale- Attitude, Rating Scale	
2.5	Observations and participatory observations	
3	Hypotheses and Variables	1
3.1	Selection of Research Problem	
3.2	Hypothesis and Research Questions	
3.3	Objectives and Variables	
3.4	Steps of Research Proposal	
4	Population and Sample	1
4.1	Concept of Population and Sample	
4.2	Steps and Characteristics of a good sample	
4.3	Various methods of sampling: Probability and Non-probability	
4.4	Sampling errors and how to reduce them	

References:

- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Normal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to research in education, Prentice Hall, New Delhi

- Kerlinger, F.N. (1973), foundation of Behavioral Research, Holt, Rinehart and Winston, New York
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
- McMillan, James H. and Schumacher, S. (1989), research on Education: A conceptual Introduction, Harper and Collins, New York
- Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
- Van Dalen, D.B.(1962), Understanding Educational research, Mc Graw Hill, New York
- Young, P.V. (1960), Scientific Social Surveys and research, prentice hall, New Delhi
- Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.

ગુજરાતી સંદર્ભો:-

- ઉચાટ. ડી.એ. (૨૦૧૨). બીજી આવૃત્તિ. શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. રાજકોટ: પારસ પ્રકાશન.
- શાહ. એચ. ટી. (૨૦૧૩). શૈક્ષણિક સંશોધનના ઉપકરણો અને પ્રવિધિઓ. અમદાવાદ : અક્ષર પબ્લિકેશન.
- શુક્લ. એસ. એસ. (૨૦૧૭). ત્રીજી આવૃત્તિ. સંશોધન પદ્ધતિ પાથેય. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.
- આચાર્ય. એમ. (૨૦૧૭). શિક્ષણમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. અમદાવાદ : અક્ષર પબ્લિકેશન
- શુક્લ. એસ. પી. (૨૦૧૪). ત્રીજી આવૃત્તિ. સંશોધન પદ્ધતિ પાથેય. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.
- ડી.એ.ઉચાટ (૨૦૧૨). દ્વિતીય આવૃત્તિ શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર : રાજકોટ : પારસ પ્રકાશન
- ઢીલા. બી. ડી. (૨૦૧૩). પ્રથમ આવૃત્તિ. સંશોધન પદ્ધતિ, અમદાવાદ : અક્ષર પબ્લિકેશન.
- શાહ ડી.બી. (૨૦૦૮). શૈક્ષણિક સંશોધન (દિશા દર્શન). અમદાવાદ : પ્રમુખ પ્રકાશન
- ડી.એ.એસ. (૨૦૧૦). શૈક્ષણિક સંશોધન. આગ્રા : અગ્રવાલ પબ્લિકેશન
- દંતાણી કે.કે. અને ડૉ. દિવાન. આર.કે. (૨૦૧૭). પ્રથમ આવૃત્તિ શિક્ષણ અને સંશોધન અભિયોગ્યતા. અમદાવાદ : અક્ષર પબ્લિકેશન
- દેસાઈ. આર.એન. અને જાની બી.બી. (૨૦૧૬). ક્રિયાત્મક સંશોધનની ઇષ્ટતમ પદ્ધતિઓ દ્વિતીય આવૃત્તિ અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- વ્યાસ સી. પી. (૨૦૦૧). બીજી આવૃત્તિ. સાહિત્ય સંશોધનની પદ્ધતિ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- દેસાઈ એચ. જી. અને દેસાઈ કે. જી. (૨૦૧૩). આઠમી આવૃત્તિ. સંશોધન પદ્ધતિ અને પ્રવિધિઓ : અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- ઉચાટ ડી.એ. (૨૦૧૭). પ્રથમ આવૃત્તિ. અધિવિશ્લેષણ : સંશોધનોથી એક ડગલું આગળ રાજકોટ : પારસ પ્રકાશન

PGDSCE111-Early childhood Care and Education

Objectives:

The students will be able to:-

- Understand the various techniques to deal with family and society to serve the child.
- Develop method and various means of communication with family and society.
- Understand child development and the role of various policies and recommendations of acts.
- Produce and use various aids and materials for ECCE.
- Understand about essential characteristics for ECCE teacher / care taker.

Unit	Content	Credit
1	Family and Society	1
1.1	Understand the child, family and Society Concept of Indian Family and Society : Education in family and basic elements of Indian family system, Natural Characteristics of Child	
1.2	Personality Development : <i>Panchkoshatmak</i>	
1.3	Person to Universal	
1.4	'Samskara' and Samskara Process : From Birth to Five years	
2	Understanding the Child, Parents and their concerns	1
2.1	Indicators of Child Rearing (first five years) and nurturing experiences at home	
2.2	Role of Parent in relation to policy in ECCE, Recommendations of RTE and pre-school and primary level of education	
2.3	Discussion regarding role of Parents and community in pre primary and Aaganwadi Stage	
2.4	Natural Characteristics of Child, Myths and Misconceptions of Child Rearing in Society, Aspirations of Parents and special behaviour and habits of child and its causes and remedies	
3	Aids and Materials for ECCE	1
3.1	Age appropriate Aids selection	
3.2	Types of Classroom Material and its production	
3.3	Outdoor Activity's Materials, its arrangement and Maintenance	
3.4	Activity and Reading Corner, Books, Blocks, Teaching aids etc - its arrangement and importance	
4	Environment For Holistic Development of Child	1
4.1	Educational and Physical facilities of ECCE centre	
4.2	Importance of unbiased and equal environment for all, ECCE Teacher / care taker- Characteristics	
4.3	Importance of Child's Physical, Emotional, Security and safety Friendly atmosphere for artistic Development	
4.4	Programs for Early childhood care and Education center	

References:

- **Course_2**, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, Gandhinagar
 - **Course_4**, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, Gandhinagar
 - ભારતીય શિક્ષા ગ્રંથમાળા ૧ અને ૨, પુનરુત્થાન પ્રકાશન સેવા ટ્રસ્ટ, અમદાવાદ
 - શિશુવાટિકા તત્વ અને વ્યવહાર : ઇંદુમતિ કાટદરે, સંસ્કાર ગુર્જરી, અમદાવાદ
 - પરિવારની પાઠશાળા, ચિલ્ડ્રન્સ યુનિવર્સિટી, ગાંધીનગર
1. Foundations of Early Childhood Education; Teaching Children in a Diverse Society, by Janet Gonzalez-Mena, Mayfield Publishing, Revised Edition 2014.
 2. B. Copple, Carol and Bredekamp, Sue, Developmentally Appropriate Practices, In Early Childhood Programs, National Association for the Education of Young Children, revised edition 2009.
 3. Bhatnagar, R (2005): Little Steps. National Council for Educational Research and Training. New Delhi
 4. Donahue- Colleta N. (1992). Understanding Cross-cultural Child Development and Designing Programs for Children, Christian Children's Fund.
 5. International Baccalaureate Organization (2007). Primary Years Programme. Making the PYP happen: A curriculum framework for international primary education, Peterson House, UK
 6. Kaul, V. (Unpublished). The Primary Years; Making teaching Child Centred, NCERT
 7. Ministry of Women and Child Development, Ministry of Health and Family Welfare. (2010). Mother and Child Protection Card.
 8. NCERT (2006). Position Paper on Early Childhood Care and Education, National Focus Group. National Council for Educational Research and Training. New Delhi
 9. Rubello Britto. P. & Limlingan. M.C. (2012). School Readiness and Transitions. UNICEF, New York, USA
 10. Siraj – Blatchford ed. (1998). A Curriculum Development Handbook for Early Childhood Educators, Trentham Publications, UK
 11. Swaminathan, M. and Daniel, P. (2004): Play Activities for Child Development: A Guide to Preschool Teachers. National Book Trust, New Delhi.
 12. Tomlison, Carol. Ann (2000). Differentiation of Instructions in the Elementary grades. ERIC Clearing House, USA.
 13. WHO (2006). Child Growth Standards- Methods and Development, World Health Organisation

PGDSCE112-Assessment and Evaluation

Objectives:

After going through this course students will be able to:

- Understand the meaning of assessment and evaluation.
- Know principles of assessment.
- Know various skills related to rehabilitation of mental health.
- Identify difference between qualitative and quantitative assessment
- Understand the importance of assessment in counseling.
- Understand different methods of assessment for guidance and counseling.
- Use psychological test for counselling
- Understand the characteristic and importance of psychological test in guidance and counseling

Unit	Content	Credit
1	Understanding of Assessment and Evaluation	1
1.1	Assessment and Evaluation Meaning and Concept : Assessment, measurement, psychological testing and evaluation	
1.2	Application of Measurement and Evaluation	
1.3	Principles of Assessment : 1.3.1 Comprehensive 1.3.2 Continuous 1.3.3 Balanced 1.3.4 Accurate 1.3.5 Confidential	
2	Assessment in Counselling	1
2.1	Process of assessment 2.1.1 Target determination 2.1.2 Exploration of tools and techniques for assessment 2.1.3 data Collection 2.1.4 Explanation of special data 2.1.5 Integration of data received from various sources 2.1.6 Assessment of information 2.1.7 Reconstruction of target	
2.2	Qualitative assessment in guidance and Counseling 1 2.3.1 Nature of qualitative Assessment 2.3.2 Differences between quantitative and quantitative inquiries 2.3.3 Trigulation for validation of qualitative assessment	
2.3	Types of Qualitative assessment in guidance and Counseling 1 2.3.1 Observation 2.3.2 Interview	
2.4	Types of Qualitative assessment in guidance and Counseling 2 2.4.1 Socieometry 2.4.2 Case study	
3	Use of Psychological tests in counseling	1
3.1	Types of Psychological Testing 3.1.1 Characteristic of Psychological testing 3.1.2 Individual and Group Tests 3.1.3 Verbal, Non-Verbal and Performance Testing	
3.2	Significance of testing in counselling 3.2.1 For prediction of future 3.2.2 For Diagnosis 3.2.3 Evaluation 3.2.4 Research	
3.3	Principles of use of testing in counseling (Tolbert)	
3.4	Selection and Use of Tests for Counseling	

4	Use of results of psychological tests in counseling	1
4.1	Integration of data in counseling	
4.2	When to use/present the data for counseling	
4.3	Use the data for counseling	

References :

- Aiken, L.R. 2000. Psychological Testing and Assessment (10th ed.). Allyn & Bacon, New York.
- Anastasi, A., & Urbina, S. 1996. Psychological Testing. Pearson Education Inc, Delhi 101
- Hood, A.B & Johnson, R.W. 2002. Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. American Counseling Association.
- Khatena, J. and Torrance, E. P. 1976. Khatena: Torrance Perception Inventory. The Stoelting Company, Chicago.
- Kline, P. 2000. Handbook of Psychological Testing, Routledge, London, New York.
- Milner, J., & O'Byrne, P. 2004. Assessment in Counseling: Theory, process and decision making, Macmillan, Palgrave.
- Oscar K. B. (Ed.) 1972. The Seventh Mental Measurements Yearbook (vol. 2). Gryphon Press, Highland Park, N.I.
- Renzulli, J. S. 1983. Rating the Behavioural Characteristics of Superior Students. GCT, 30-35
- Rimm and Davis, 1980. Five years of intensive research with GIFT ; An instrument for identification of creativity. Journal of Creative Behaviour, 14, 35- 46.
- Whiston, S.C. 2004 Principles and Applications of Assessment in Counseling. Wadsworth Publishers, New York.
- પટેલ, એસ. ટી. (૨૦૦૧). સલાહ મનોવિજ્ઞાન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- ત્રિવેદી, મ.દ.ક. અને પારેખ ભ.ઉ. શિક્ષણમાં આંકડાશાસ્ત્ર, અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય (દ્વિતીય સંશોધિત આવૃત્તિ) -૧૯૮૧.
- ઉચાટ, ડી.એ. શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. (પ્રથમ આવૃત્તિ) શાંત', ૩, ટાગોરનગર, અમીન માર્ગ પાસે, રાજકોટ.
- દેસાઈ એચ. જી. અને કે.જી. : સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ , અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, તૃતીય આવૃત્તિ, ૧૯૮૩.
- દેસાઈ એચ. જી. અને ત્રિવેદી એમ.ડી. : શૈક્ષણિક સંશોધનની રૂપરેખા, રાજકોટ, (સૌરાષ્ટ્ર યુનિવર્સિટી ૧૯૮૨.)

PGDSCSK121- Psychological Testing

Objectives:

After going through this course students will be able to:

- Enable to understand the Psychological Testing Historical Perspective.
- Follow the proper process of Test Administration.
- Enable students to select and conduct IQ test.
- Train the students to use appropriate Tests for Toddlers and child.
- Enable the students to select special types of psychological test.

Unit		Credit
1	Basics Psychological Testing	1
1.1	Psychological Testing Definition, Historical Perspective, and characteristic of Psychological Testing	
1.2	Selection of Test and Test Administration	
1.3	Factors affecting results of Psychological test	
1.4	Ethics of using psychological test	
2	Intelligence test	1
2.1	Definition and Norms for IQ test and Calculation of IQ	
2.2	Characteristics of IQ Test	
2.3	Types of IQ test	
2.4	Problems in IQ testing at Elementary age and adult age	
3	Tests for Toddlers and child	1
3.1	Gesell Scale	
3.2	Bayley Scales of Infant Development	
3.3	Maccarthy Scales of Children's Abilities	
3.4	Scale for Development of Child in Gujarat: Sudha Desai's Scale	
4	Other Psychological tests	1
4.1	Bhatiya's Test	
4.2	Bender Gestalt Test	
4.3	Flanagan's Aptitude classification test	
4.4	Mayre's Esthetic Intelligence and Esthetic Judgement Scale	

References:

- Aiken, L.R. 2000. Psychological Testing and Assessment (10th ed.). Allyn & Bacon, New York.
- Anastasi, A., & Urbina, S. 1996. Psychological Testing. Pearson Education Inc, Delhi 101
- Hood, A.B & Johnson, R.W. 2002. Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. American Counseling Association.

- Khatena, J. and Torrance, E. P. 1976. Khatena: Torrance Perception Inventory. The Stoelting Company, Chicago.
- Kline, P. 2000. Handbook of Psychological Testing, Routledge, London, New York.
- Milner, J., & O'Byrne, P. 2004. Assessment in Counseling: Theory, process and decision making, Macmillan, Palgrave.
- Oscar K. B. (Ed.) 1972. The Seventh Mental Measurements Yearbook (vol. 2). Gryphon Press, Highland Park, N.I.
- Renzulli, J. S. 1983. Rating the Behavioural Characteristics of Superior Students. GCT, 30-35
- Rimm and Davis, 1980. Five years of intensive research with GIFT ; An instrument for identification of creativity. Journal of Creative Behaviour, 14, 35- 46.
- Whiston, S.C. 2004 Principles and Applications of Assessment in Counseling. Wadsworth Publishers, New York.
- દેસાઈ કે. જી. (૧૯૮૨) મનોવૈજ્ઞાનિક માપન. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ
- પટેલ, એસ. ટી. (૨૦૦૧). સલાહ મનોવિજ્ઞાન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- ત્રિવેદી, મ.દ.ક. અને પારેખ ભ.ઉ. શિક્ષણમાં આંકડાશાસ્ત્ર (૧૯૮૧). યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય (દ્વિતીય સંશોધિત આવૃત્તિ)
- ઉચાટ, ડી.એ. શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. (પ્રથમ આવૃત્તિ) 'શાંત', ૩, ટાગોરનગર, અમીન માર્ગ પાસે, રાજકોટ.
- દેસાઈ એચ. જી. અને કે.જી. (૧૯૮૩). : સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ (તૃતીય આવૃત્તિ): યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
- દેસાઈ એચ. જી. અને ત્રિવેદી એમ.ડી.(૧૯૮૨): શૈક્ષણિક સંશોધનની રૂપરેખા, સૌરાષ્ટ્ર યુનિવર્સિટી, રાજકોટ.

PGDSCF221-ICT in Education

Objectives:

On completion of this course the students will be able to:

- Understand the use of ICT.
- Know about network in detail.
- Understand about uses of Social networking sites in Education.
- Understand about concept of E – Schooling.
- Know about conceptual framework of E-Learning.
- Apply knowledge about E – learning in teaching-learning process.
- Know about importance of multi-media approaches to teaching – learning.

Unit	Content	Credit
1	ICT Introduction	1
1.1	Meaning, Concept – information, technology, communication, ICT	
1.2	Modern technologies used in ICT and its Limitations	
1.3	Advantages of ICT and Educational implications of ICT	
1.4	Computer, concept, structure, Functioning Input and Output Devices	
2	Different Types of Network LAN, MAN, WAN	1
2.1	Structure, Need and criteria for classification of Computer Network	
2.2	Network Topologies and Types of Network	
2.3	Internet, E-mail, WWW, Website	
2.4	Browser and search engine and use of social networking sites in Education	
3	E – School and E- Learning	1
3.1	Meaning and Nature of E – Schooling	
3.2	Features and Limitations of E – School System	
3.3	Meaning, aspect and conceptual framework of E- Learning	
3.4	Features, strength and Pedagogical Perspective of E – Learning	
4	Multi Media approach to Teaching Learning	1
4.1	Need, importance and Principles for the selection and Use of Multimedia	
4.2	Multimedia Approach in Teaching- Learning Techniques	
4.3	Types of Media: Print and Non-Print Media	
4.4	Steps of prepare multimedia presentation	

References:

- શુક્લા એસ. પી. ICT ની વિવેચનાત્મક સમજ : અમદાવાદ ક્ષિતી પબ્લિકેશન
- રાવલ એસ. સી. અને અન્ય. શૈક્ષણિક ટેકનોલોજી અને વ્યવસ્થાપન : અમદાવાદ અનડા બુક ડીપો, ૨૦૦૩

- પટેલ જી. વી. અને અન્ય. શૈક્ષણિક ટેકનોલોજી અને અધ્યયન – અધ્યાપન પ્રક્રિયા : અમદાવાદ અક્ષર પબ્લિકેશન, ૨૦૦૯
- સચદેવા એસ. એસ. એવં અન્ય : સૂચના, સંચાર એવં શૈક્ષિક તકનીકી : પટિયાલા ટ્વેન્ટી ફર્સ્ટ સેન્ટ્ર્યુરી, ૨૦૧૨

English Book

- Mangal S. K. and Mangal Uma (2017): Essentials of Educational Technology. PHI Learning Private Limited Delhi.
- Al Januszewski A.; Molenda Michael. (2007) Educational Technology: A Definition with Commentary.
- Sharma, S. R. (2003): Educational technology. Croom Helm London
- Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Alexey Semenov, UNESCO, (2005): *Information and Communication Technologies in Schools: A Handbook for Teachers*.
- Bose K Sanjay (1996): *Hardware and Software of Personal Computer*.
- Cashman, Gunter & Shelly. (2007). *Integrating Technology in the classroom*, Thomson course technology.
- Conrad, Kerri (2001) *Instructional Design for web-based Training* HRD Press.
- *Intl Teach to the Future –beginner's Curriculum*. 2000.
- Mallik, Utpal et al. (2001): *Learning with Computers Level-III*. NCERT New Delhi.
- Lee, William W; Diana L Owens (2001) *Multimedia-Based Instructional Design: Computer – Based Training*. Jossey-Bass.
- P K Sinha. (1990): *Computer Fundamental*.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
- Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).
- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.
- Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

PGDSC202-Personality Development and Adjustment

Objectives:

After going through this course, students will be able to:

- Understand the life span development of human and development as life long process.
- Know about various factors affecting growth and development in context of counseling.
- Understand about concept and characteristics of personality.
- Discuss and explain about the various approaches of personality development.
- Understand about human behavior specifically about adjusted behavior and mal-adjusted behavior.
- Understand about various factors related to human development and personality development.

Unit	Content	Credit
1	Personality: Concept and Principles	1
1.1	Concept of Personality, Types of Personality	
1.2	Growth and Development of Personality	
1.3	Factor affecting Personality Development	
1.4	Principles for Personality Development	
2	Theories of Personality Development	1
2.1	Psychoanalytic Theory of Personality Development	
2.2	Eric Erikson Theory of Personality Development	
2.3	Allport's Theory of Personality Development	
2.4	Maslow's Theory of Personality Development	
3	Indian Theory of Personality	1
3.1	Concept of Personality in India : <i>Trigunatmak (Sattva, Rajas, Tamas)</i>	
3.2	Introduction <i>Panchakoshatmak</i> Personality	
3.3	Personality as per Aayurveda : <i>Vat, Pitta, Kaffa</i>	
3.4	Personality as Per Yog : Ashtang	
4	Adjustment and Maladjustment	1
4.1	Meaning of Adjustment and Maladjustment	
4.2	Characteristics of Adjustment	
4.3	Barriers in Adjustment and role of teacher/counselor	
4.4	Principle of Adjustment	

References

- Adler A. (1927), The Practice and Theory of Individual Psychology, Harkotra Brass Jovanivak, New York
- Allport, G. (1961), Pattern and Growth in Personality, Hotwrinheart Wiston, Newyork
- Beck, L. E. (2003), Child Delegation Group (Sixth Edition). Pritas-Hall of India, New Delhi.
- Fay Dumannay, R. s. (2000), Day Values Across the Life Pen (Financial Instruction) Princes - Hall, You Jasir.
- Harlock, E. B. (1980), Developmental Psychology: A Life Pan Approach (fifth edition). Tata McGraw-Hill Limited, New York, New Delhi.
- Sa Talk, J. D.U. (2001), Child development (Ninth Edition). McGraw-Hill, York

PGDSC203-Research Methodology

Objectives:

To enable students to

- Students Prepare proposal.
- Follow the proper process of Research.
- Enable students to design and conduct a research in the field of education.
- Train the students to use appropriate quantitative methods.
- Enable the students to prepare tools for data collection.
- Enable the students to write a Research report.

Unit	Content	Credit
1	Research Methods	1
1.1	Research Methods: Concept and Various Methods	
1.2	Historical Research Method	
1.3	Survey Research Method	
1.4	Case Study : concept and Steps	
2	Action Research	1
2.1	Concept and Characteristics of Action Research	
2.2	Importance of Action Research for counselor	
2.3	Steps for Action Research	
2.4	Implications of action research in Counseling and Education	
3	Qualitative and Quantitative Research	1
3.1	Concept of Qualitative Research	
3.2	Methods of Qualitative Research	
3.3	Important Tools of Qualitative Research	
3.4	Data Analysis in Qualitative Research	
4	Research Report Writing	1
4.1	Format of Research Report	
4.2	Writing Style of Research Report	
4.3	Presentation of Preliminary and Base material	
4.4	Introduction to APA manual	

Reference:

- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Normal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to research in education, Prentice Hall, New Delhi
- Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York

- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
- McMillan, James H. and Schumacher, S. (1989), research on Education: A conceptual Introduction, Harper and Collins, New York
- Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
- Van Dalen, D.B.(1962), Understanding Educational research, Mc Graw Hill, New York
- Young, P.V. (1960), Scientific Social Surveys and research, prentice hall, New Delhi
- Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.

ગુજરાતી સંદર્ભો:

- ઉચાટ. ડી.એ. (૨૦૧૨). બીજી આવૃત્તિ. શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. રાજકોટ: પારસ પ્રકાશન.
- શાહ. એચ. ટી. (૨૦૧૩). શૈક્ષણિક સંશોધનના ઉપકરણો અને પ્રવિધિઓ. અમદાવાદ : અક્ષર પબ્લિકેશન.
- શુક્લ. એસ. એસ. (૨૦૧૭). ત્રીજી આવૃત્તિ. સંશોધન પદ્ધતિ પાથેય. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.
- આચાર્ય. એમ. (૨૦૧૭). શિક્ષણમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. અમદાવાદ : અક્ષર પબ્લિકેશન
- શુક્લ. એસ. પી. (૨૦૧૪). ત્રીજી આવૃત્તિ. સંશોધન પદ્ધતિ પાથેય. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.
- ઢીલા. બી. ડી. (૨૦૧૩). પ્રથમ આવૃત્તિ. સંશોધન પદ્ધતિ, અમદાવાદ : અક્ષર પબ્લિકેશન.
- શાહ ડી.બી. (૨૦૦૮). શૈક્ષણિક સંશોધન (દિશા દર્શન). અમદાવાદ : પ્રમુખ પ્રકાશન
- ઝા.એ.એસ. (૨૦૧૦). શૈક્ષણિક સંશોધન. આગ્રા : અગ્રવાલ પબ્લિકેશન
- દંતાણી કે.કે. અને ડૉ. દિવાન. આર.કે. (૨૦૧૭). પ્રથમ આવૃત્તિ શિક્ષણ અને સંશોધન અભિયોગ્યતા. અમદાવાદ : અક્ષર પબ્લિકેશન
- દેસાઈ. આર.એન. અને જાની બી.બી. (૨૦૧૬). ક્રિયાત્મક સંશોધનની ઇષ્ટતમ પદ્ધતિઓ દ્વિતીય આવૃત્તિ અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- વ્યાસ સી. પી. (૨૦૦૧). બીજી આવૃત્તિ. સાહિત્ય સંશોધનની પદ્ધતિ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- દેસાઈ એચ. જી. અને દેસાઈ કે. જી. (૨૦૧૩). આઠમી આવૃત્તિ. સંશોધન પદ્ધતિ અને પ્રવિધિઓ : અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- ઉચાટ ડી.એ. (૨૦૧૭). પ્રથમ આવૃત્તિ. અધિવિશ્લેષણ : સંશોધનોથી એક ડગલું આગળ રાજકોટ : પારસ પ્રકાશન

PGDSCE211-Exceptional Children

Objectives:

On completion of this course the students will be able to:

- Understand about Exceptional Children and Special Education.
- Know about physically handicapped child and their education.
- Understand about mentally retarded Child and their education.
- Able to identify gifted children.
- Understand about methods of Education for Gifted Children.
- Apply knowledge related to Test for measurement of creativity for identify creative children.

Unit	Content	Credit
1	Exceptional Children	1
1.1	Meaning, Definition and difference between Normal and Exceptional Children	
1.2	Classification of Exceptional Children	
1.3	Characteristics of special Education, difference between inclusive and special Education	
1.4	Special Education for Exceptional Children	
2	Physically Handicapped Child	1
2.1	Meaning, Types and causes of Physical Disability	
2.2	Visually Handicapped Child – causes, Effect of visual disability, Blindness and Child Development	
2.3	Hearing and Speech impaired Child – causes, Types, identification of Hearing-impaired Child	
2.4	Education for Physically Handicapped Children	
3	Mentally Retarded and Learning Disability	1
3.1	Meaning, Definition, Causes and Identification of Mentally Retarded Child	
3.2	Classification of Mentally retarded Child, Educational provision for mentally retarded Child	
3.3	Educationally backward and slow learner – Meaning, Definition, Characteristics and causes	
3.4	Learning Disability: Meaning and Types (Dyslexia, ADD, ADHD)	
4	Gifted Child and creative Children	1
4.1	Gifted Child – concept, Characteristics theories of giftedness,	
4.2	Identification and Methods of Education for Gifted Children	
4.3	Creative Children – concept, aspect, Characteristics and types	
4.4	Test for measurement of creativity and teaching of Creativity	

References:

- શુક્લ સતીશપ્રકાશ (૨૦૧૭) સમાવેશક શાળા : અમદાવાદ ક્ષિતિ પબ્લિકેશન
- પટેલ અતુલકુમાર ડી. અને અન્ય. (૨૦૦૯) વિશિષ્ટ શિક્ષણ : અમદાવાદ અક્ષર પબ્લિકેશન
- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, ed. 5. Arlington, VA, APA Press.
- Anand, R. (2006). Neuropsychiatry of learning disabilities. *Int J Neurology*, 6: 1.
- Anderson, K. (2013). A History of the word, “Handicapped”. London, Academia.
- Beadle-Brown, J., Mansell, J. &Kozma, A. (2007). Deinstitutionalization in intellectual disabilities. *Curr Opin Psychiat*, 20(5): 437-442.
- Beirne-Smith, M, Patton, J.R. & Kim, S.H. (2006). Mental Retardation: An Introduction to Intellectual Disabilities, ed. 7. Upper Saddle River, NJ, Pearson Merrill Prentice Hall.
- Harris, J.C. (2006). Intellectual Disability: Understanding its Development, Causes, Classification, Evaluation and Treatment. New York, Oxford University Press.
- Heward, W.L. (2012). Exceptional Children: An Introduction to Special Education, ed. 10. New York, Pearson.
- Inlow, J.K. &Restifo, L.L. (2004). Molecular and comparative genetics of mental retardation. *Genetics*, 166(2): 835-881.
- Kanner, L. (1960). Child psychiatry: Retrospect and prospect. *Am J Psychiat*, 117(1): 15-22.
- Kovas, Y. & Plomin, R. (2007). Learning abilities and disabilities: Generalist genes, specialist environments. *Curr Dir Psychol Sci*, 18(5): 284-288.
- Kronchak, L.A. & Ryan, T.G. (2007). The challenge of identifying gifted/learning-disabled students. *Int J Spec Ed*, 22(3): 44-53.
- Lange, Klaus W., Reichl, S., Lange, Katharina M., Tucha, Lara &Tucha, Oliver (2010). The history of attention deficit disorder. *ADHD*, 2(4): 241-255.
- Prutting, C. (1982). Scientific inquiry and communicative disorders: An emerging paradigm across six decades. In, Gallagher, T. &pruting, C. (eds). *Pragmatic assessment and intervention issues in language*. San Diego, College-Hill Press.
- Sonoma State University, School of Education, Department of Educational Leadership and Special Education (2014). *Exceptional Children*. Rohnert Park, CA.
- Treffert, D.A. (2009). The savant syndrome: An extraordinary condition. A synopsis: past, present, future. *Philos Trans Royal Soc B: Biol Sci*, 364(1522): 1351-1357.
- Volkmar, F.R. (2007). *Autism and Pervasive Developmental Disorders*, ed. 2. New York, Cambridge University Press.

PGDSCE212-Special Concerns in Counseling

Objectives:

After going through this course students will be able to:

- Understand the key features of group counseling
- Understand concept & importance of group counseling
- Understand requirements and importance of career counseling
- Understand requirements and Importance of partner group counseling.
- Know the various tools and techniques for career counseling.
- Understand alternative treatment for counseling.

Unit	Content	Credit
1	Group Counseling	1
1.1	Key Features of group counseling	
1.2	Groups Process	
1.3	Groups Actions- Group Guidelines, Group counseling, Group Psychotherapy , Group leadership	
1.4	Types of group- Support Groups, Education Groups, Discussion Group, Specific work group, Development and Experience Group, Medical Group, Self help Groups	
	Steps and skill for the group counseling process Planning of counseling process, Selection of Members, Stages for group process, management of group counseling , Example of group counseling,	
2	Career Counseling	1
2.1	Career counseling:- 1. Vocational guidance and career guidance 2. Career guidance and career counseling, 3. Career development, 4. Career education, personal Social counseling and Career Counseling	
2.2	Need and importance of career counseling	
2.3	Planning of careers counseling – Identification, Define the level and status, Organization, Inquiry , development of insight, decision making, level of implementation, progress review, conclusion, follow up work	
2.4	Career Counseling Tools and Techniques- Home work/ Assignment, Psychological Testing and questioner, Mock-interview/ Role Playing, Computer Assistant Guidance Systems (CAAGS), Vocational Information, Identification and analysis of life career theme.	
2.5	Role of the counselor : fact – though, person – object, profession – aptitude Profession and personality type Holand’s classification of personality (RIASEC) , Role of client (Kolb (1976) (AC-AE-CE-RO)) , Individual role (Life style)	
3	Peer Group Counselling	1
3.1	Need of peer group facilitator	
3.2	Origin of peer concept of peer facilitation	
3.3	Researches on effectiveness of peer counseling services	
3.4	Establishment of peer counseling program -Assessment of need, Emphasis on specific aims instead of universal aims, Selection of peer counselor facilitator , characteristic of good facilitator (friendly&	

	joyful nature, commitment, expectance and enthusiasm, empathy, communication skill) Training of peer group counselor	
3.5	Evaluation of peer facilitation program	
4	Alternative Remedies	1
4.1	Relevance of traditional health therapies , culture and health, spirituality, health and welfare	
4.2	Alternative therapies, Yog (Astang Yog), Meditation, Reiki, Naturopathy, Acupressure and acupuncture	
4.3	Other therapeutic method, Expressive therapies : Art, Music	
4.4	Common factors among alternative therapies	

References

1. Yalom, I. D. 1985. The Theory and Practice of Group Psychotherapy (3rd ed.). Basic Books, New York.
2. Ohlson, M. M., Horne, A. M. and Lawe, C. F. 1988. Group Counselling. Holt, Rinehart and Winston, Inc., New York.
3. Gazda, G. M. 1989. Group Counseling: A Developmental Approach. Allyn and Bacon, London.
4. Jacobs, E. E., Harvill, R. L. and Masson, R. L. 1994. Group Counseling Strategies and Skills. Brooks Cole Publishing Company, California.
5. Arnold, J. 1997. Managing Careers into the 21st Century. Chapman, London.
6. Bradley, R. W. 1982. Using behaviour order and sibling dynamics in career counselling. The Personal and Guidance Journal. 61, (1).
7. Gysbers, N. C and Moore, E. J. 1987. Career Counseling: Skills and Techniques for Practitioners. Prentice Hall. Inc., New Jersey.
8. Kolb, D. A. 1976. The Learning Style Inventory: Technical Manual. McBer & Company. Boston.64
9. Parsons, F. 1909. Choosing a Vocation. Hongston Mittlin. Boston. Super, D. E. 1957. The Psychology of Careers. Harper, New York.
10. Wolfe, D. M. and Kolb, D. A. 1980. Career Development, Personal Growth and Experiential Learning. In J. W. Springer (ed.), Issues in Career and Human Resource Development. American Society for Training and Development. Madison.
11. Willamson, E. G. 1965. Vocational Counselling. Mc Graw Hill. New York.
12. Ali, L. and Graham, B. 1996. The Counselling Approach to Career Guidance. Routledge Press. London.
13. Nuthan, R. and Hill, L. 1992. Career Counselling. Sage Publicaion. New Delhi.
14. Kidd, J. 2006. Understanding Career Counselling: Theory, Research and Practice. Sage Publication Ltd., London.
15. Walsh, W. B. and Osipow, S. H. 1990. Career Counselling: Contemporary Topics in Vocational Counselling. Lawrence Associates. Publishers, London.

PGDSC201-Mental Health

Objectives:

After going through this course students will be able to:

- Understand the meaning, concept & importance of Mental Health
- Know various approaches related to mental Health.
- Know about various skills related to mental health.
- Understand the various programmes for rehabilitation of mental health.
- Understand about development of various adjustment skills required for mental health.
- Understand about cultural diversity and impact of culture on mental health.

Unit	Content	Credit
1	Concept and movement related to Mental Health	1
1.1	Meaning and Concept of Mental Health	
1.2	Characteristics of Mental Health	
1.3	movement related to Mental health in India and its function	
1.4	Role of social factor related to rehabilitation of mental health	
2	Skills and approaches related to Mental Health	1
2.1	Skills related to Mental Health : Self knowledge and Self Acceptance, Self Control, Adjustment and Guidance, Value of Life and Social Accountability, Maturity, development of Healthy Habits and life skills, Adjustment with environmental changes, Work and entertainment, Spiritual approach towards life	
2.2	Factors affecting mental health of the students	
2.3	Factor related to Mentally Healthy Life Factors (Home, Family, School, Teacher – Student Relationship and cultural Impact)	
2.4	Various Approaches of Mental Health Clinical Approach, Criterion Approach, Psycho-social Approach	
3	Mental diseases	1
3.1	Symptoms and syndromes of mental diseases	
3.2	Causes of mental diseases	
3.3	Mind and mental peace and its barriers	
3.4	Ways to mental peace	
4	Types of mental diseases	1
4.1	Psychoneuroses – Meaning, Types and characteristics	
4.2	Psychoses – Meaning, Types and characteristics	
4.3	Schizophrenia – Meaning, Types and Characteristics	

References

- American Psychological Association. 1993. Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations. *American Psychologist*. 48, 45–48.
- Cheatham, H. E., Ivey, A. E., Ivey, M. B. and Simek-Morgan, L. 1993. Multicultural counseling and therapy: Changing the foundations of the field. In A.E. Ivey,
- Dryden, W. and Thorne, B. 1991. *Training and Supervision for Counselling in Action*. Sage. London.
- Geworge, R. L. and Christiani, T. S. 1990. *Counselling Theory and Practice*. PrenticeHall. Englewood Cliffs, New Jersey. Ivey, A. E.,
- Ivey, M. B. and Simek-Morgan, L. (Eds.). 1993. *Counselling and Psychotherapy: A Multicultural Perspective*. Allyn and Bacon. Boston.
- Pederson, P. B. (Ed.). 1985. *Handbook of Cross-cultural Counselling and Therapy*. Greenwood Press. Westport, CT.
- Agrawal, R. 2001. *Stress in Life and at Work*. Response Books, New Delhi.
- Lazarus, R. S. 1966. *Psychological Stress and the Coping Process*. McGraw-Hill. New York.
- Mason, J. W. 1975. A historical view of stress field. *Journal of Human Stress*. March, 6-12.
- Misra, G. (Ed). 1999. *Psychological Perspectives on Stress and Health*. Concept. New Delhi.
- Pestonjee, D. M. 1999. *Stress and Coping: The Indian Experience* (2nd ed.). Sage, New Delhi.
- Taylor, S. E. 2006. *Health Psychology* (6th ed.). Tata McGraw-Hill. New Delhi.
- Jourard, S. M. 1980. *Healthy Personality*. Macmillan, New York.
- Kapur, M. 1995. *Mental Health of Indian children*. Sage Publications. New Delhi.
- Ketter, F. 1981. *Consultation and Education in Mental Health Problems and Prospects*. Sage Publications. Beverly Hills