

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

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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	

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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	

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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 ' <i>Samskara</i> ' and <i>Samskara</i> 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	

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 - શિશુવાટિકા તત્વ અને વ્યવહાર : ઇંદુમતિ કાટદરે, સંસ્કાર ગુર્જરી, અમદાવાદ
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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	

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PGDSCF121- 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 Flanagna's Aptitude classification test	
4.4 Mayre's Esthetic Intelligence and Esthetic Judgement Scale	

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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	

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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	

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PGDSC203-Research Methodology

Objectives:

To enable students to

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

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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	

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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	

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PGDSCSK221-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	

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