

# **Children's University, Gandhinagar**



## **Proposed Syllabus of Post Graduate Diploma in School Counselling Titles of Papers**

**PGDSC-101- Fundamentals of Educational Psychology**

**PGDSC-102 Guidance for Human Development and Adjustment**

**PGDSC-103- Counselling Process and Strategies**

**PGDSC-104 Career Development**

**PGDSC-105 Development of Mental Health and Adjustment skills**

**PGDSC-106- Assessment and Evaluation in Guidance and Counseling**

**PGDSC-107 Special Concerns in Counselling**

**PGDSC-108- Essential measurement in Guidance and Counselling**

## **Course Objectives:**

After going through this course, the learners will be able to:

- Understand about fundamentals of the psychology and educational psychology.
- Discuss about life span development of human and problems and challenges related to each stage.
- Understand about various approaches, process and strategies of effective counseling.
- Explain about various skills required for adjustment.
- Understand about theories and principles of personality development.
- Understand about career information and its application for guidance and career development.
- Understand about concept and principles of mental health and various strategies to cope up.

## PGDSC-101- 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  |  |
|----------|---|--|
| <b>1</b> | <b>Psychology and Nature of Learner</b>   |  |
| 1.1      | Psychology and educational psychology: Concept, nature, scope and functions   |  |
| 1.2      | Growth and development meaning, concept and principles factors affecting growth and development, Stages of development.   |  |
| 1.3      | Types of development (Physical, mental, social and emotional) characteristics, developmental tasks (Physical, mental, social, emotional) and learners' educational needs at each stage. |  |
| <b>2</b> | <b>Adolescence, Adjustment and Motivation in the Indian Context</b>   |  |
| 2.1      | Characteristics of adolescence in Indian context. Their developmental task, needs, problems and expectations, counseling needs of adolescents.  |  |
| 2.2      | Adolescence in Indian context, various types of development, physical, emotional, intellectual, social and moral during adolescence.  |  |
| 2.3      | Adjustment: meaning, concept and characteristics. Causes of maladjustment, conflicts, frustration and defense mechanism.  |  |
| 2.4      | Motivation : Meaning, concept, nature and theories of Maslow and  |  |

|          |   |  |
|----------|---|--|
|          | McClelland  |  |
| <b>3</b> | <b>Individual differences and Exceptional Child</b>   |  |
| 3.1      | Individual differences meaning, nature, factors responsible, types, areas in which one can identify individual differences.   |  |
| 3.2      | Exceptional children: concept, types and characteristics: physically handicapped; mentally retarded, gifted: emotionally disturbed and socially maladjusted.  |  |
| 3.3      | Specific Learner centered techniques of instruction for Creative, Slow learners, gifted, mentally retarded children. Learning Disability: Introduction, meaning, concept and types (Dyslexia, Attention Deficiency Disorder :ADD, ADHD: Hyper Disorder) |  |
| <b>4</b> | <b>Behavioral problems and disorders of Child</b>   |  |
| 4.1      | Misbehavior During Sleep: Hypersomnia, Insomnia, Somnambulism, Nightmare, Night-Terrors, Enuresis, Brixism, Somniloquie, Responding to Misbehavior  |  |
| 4.2      | Anti Social behavior of child and other behavior : Thumb sucking, biting finger nails, head banging, tantrum, Monolouge, feeling boring, Trichtillomania, swearing  |  |
| 4.3      | Mental disorders: Anxiety, Depression, Self Pity, Self Blame, Stress  |  |
| 4.4      | Hurdles of Personality Development of Child : Temper Tantrum, Naughty Child, Anger, Phobia  |  |

**Practicum: (Any three from following)**

1. Visit any toddler education institution and prepare report of physical, mental and social development of five children.
2. Prepare assignment on Psychology and educational psychology: Concept, nature, scope and functions
3. Observe five students/ Children and prepare list of motivational remedies provided them as per theory of Maslow and McClelland

4. Present seminar on any one topic of unit 3 Individual differences and Exceptional Child
5. Select any two students and carried out a comparative study and prepare a report focusing on individual differences.
6. Compare highly motivated and low motivated students in reference to factors responsible for their academic achievement

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## PGDSC-102 Guidance for Human 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     | Guidance for Human Development and Adjustment                                    |  |
|----------|--|--|
| <b>1</b> | <b>Life Span Human Development</b>   |  |
| 1.1      | Nature of Human Development- Physical, Cognitive, Language, Social and Emotional |  |
| 1.2      | Developmental mile stone of human  |  |
| 1.3      | Heredity, Environment and development  |  |
| 1.4      | Counseling in context of Life Span Development                                   |  |
| <b>2</b> | <b>Perspective of Personality Development</b>                                    |  |
| 2.1      | Meaning and Nature of Personality  |  |
| 2.2      | Approaches to Personality Development- Psychological, Behaviorist and Cognitive  |  |
| 2.3      | Humanistic Approaches  |  |
| 2.4      | Concept of <i>Atama</i> and <i>Chetana</i> and its significance                  |  |
| <b>3</b> | <b>Adjustment and Maladjustment</b>  |  |
| 3.1      | Meaning of Adjustment and Maladjustment  |  |
| 3.2      | Maladjusted behavior   |  |
| 3.3      | Adjusted Behavior and Mental Health  |  |



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|----------|--|--|
|          | 3.3.1 Characteristic of mental health  |  |
| 3.4      | Defense Mechanisms   |  |
| 3.5      | Psychological or mental health problems  |  |
| <b>4</b> | <b>Attainment of Development and Adjustment</b>  |  |
| 4.1      | Development and adjustment a complementary processes   |  |
| 4.2      | Factors affecting the development and adjustment<br>4.2.1 Internal factors<br>4.2.2 External factors<br>4.2.3 Interaction of internal and external factors and its significant |  |
| 4.3      | Skills required for tasks related to development of human  |  |
| 4.4      | Construction of self identity  |  |
| 4.5      | Some useful strategies for Counselor / teachers  |  |

#### **Practicum :-**

1. Present seminar on given topic related to life span development
2. Prepare exhibition in group of five on various aspect of human development and remedies for the proper development.
3. Prepare a report on two well known personalities with distinguished personality type and its impact on success in life/profession
4. Write an essay on importance of adjustment in life with special reference to student life
5. Prepare article on various defense mechanism and remedies thereof

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## PGDSC-103- Counseling Process and Strategies

### Objectives:

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

- 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 approaches of counseling.

| Unit     | Counseling Process and Strategies                         |  |
|----------|---|--|
| <b>1</b> | <b>Essentials of Counseling Process</b>                   |  |
| 1.1      | Steps of Effective Counseling Process                     |  |
| 1.2      | Factors affecting Counseling Process                      |  |
| 1.3      | Essential Support and Crisis                              |  |
| 1.4      | Types of Data in Guidance and Counseling                  |  |
| <b>2</b> | <b>Counseling Techniques and Counseling Skills</b>        |  |
| 2.1      | Various techniques of counseling                          |  |
| 2.2      | Different Approaches of counseling                        |  |
| 2.3      | Tools for data collection                                 |  |
| <b>3</b> | <b>Quality and Competencies of an Effective Counselor</b> |  |
| 3.1      | Qualities and Characteristics of Counselor                |  |
| 3.2      | Function and Role of Counselor                            |  |
| 3.3      | Professional Ethics of Counselor                          |  |
| 3.4      | Role of teacher as a counselor                            |  |
| <b>4</b> | <b>Counseling Approaches</b>                              |  |
| 4.1      | Psychoanalytic Approach                                   |  |
| 4.2      | Emotional Approach and Existential Approach               |  |
| 4.3      | Behaviorist Approach                                      |  |
| 4.4      | Cognitive Approach  |  |

## **Practicum :-**

1. Prepare an assignment on effective counseling process with an example
2. Present seminar on Counseling Techniques and Counseling Skills
3. List out qualities of good counsellor
4. Group discussion on counselling approaches
5. Prepare a poster on Quality and Competencies of an Effective Counselor

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## PGDSC-104 Career Development

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

- Understand the meaning, concept & importance of Career Guidance.
- Know various techniques and tools useful for Career Guidance.
- Know about various information useful for career guidance
- Understand the difference between educational information and vocational information.
- Understand about various factors taken into consideration for administration of psychological test.
- Understand about techniques useful for interpretation of information collected from any psychological tests.

| <b>Unit</b> | <b>Career Development</b>   |  |
|-------------|---|--|
| <b>1</b>    | <b>Introduction to Career Guidance</b>                                |  |
| 1.1         | Meaning and Concept of Career Guidance                                |  |
| 1.2         | Importance of Career Guidance   |  |
| 1.3         | Need of Career Guidance and Information in recent times               |  |
| 1.4         | Difference between educational information and Vocational Information |  |
| <b>2</b>    | <b>Principles and Aims of Career Guidance</b>                         |  |
| 2.1         | Basic principles of career guidance                                   |  |
| 2.2         | Aims of Career Guidance at various levels of School education         |  |
| 2.3         | Occupational Eligibility and Role of Career Counselor at School level |  |
| 2.4         | Career Information in Guidance and Counseling                         |  |
| <b>3</b>    | <b>Career Information</b>   |  |
| 3.1         | Types of Career Information   |  |
| 3.2         | Sources of Career information   |  |
| 3.3         | Methods of Information collection related to Career                   |  |
| 3.4         | Method of Storage and dissemination of Career Information             |  |

|          |   |  |
|----------|---|--|
| <b>4</b> | <b>Techniques and Tools for Career Guidance</b>   |  |
| 4.1      | Various techniques for Career Guidance : Questionnaire, Observation, Sociometry etc.  |  |
| 4.2      | Primary introduction of various tools for career guidance : Intelligence test, Aptitude Test, Personality Inventories etc.  |  |
| 4.3      | Factors remembering for the administration and Interpretation of Psychological test for Career Guidance<br>Administration of Psychological test<br>Interpretation of Psychological test |  |
| 4.4      | Cumulative record card : Nature and Utility   |  |
| 4.5      | Counseling in Career Guidance   |  |

**Practicum :-**

1. Visit any five schools and study about establishment of school counseling
2. Prepare an assignment on Principles and Aims of Career Guidance with an example
3. Study cumulative report card of any five institutes and critically evaluate them in view of utility for career guidance
4. Visit employment office of your district and prepare a report on various services provided for career development
5. Conduct any psychological test in school/ class regarding career guidance and prepare a brief note on it.
6. Present seminar on given topic

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## PGDSC-105 Development of Mental Health and Adjustment skills

### 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     | <b>Development of Mental Health and Adjustment skills</b>   |  |
|----------|---|--|
| <b>1</b> | <b>Concept and approaches of Mental Health</b>  |  |
| 1.1      | Meaning and Concept of Mental Health  |  |
| 1.2      | Various Approaches of Mental Health<br>Clinical Approach, Criterion Approach, Psycho-social Approach  |  |
| 1.3      | Characteristics of Mental Health  |  |
| <b>2</b> | <b>Skills related to Mental Health and Programmes for Rehabilitation</b>  |  |
| 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      | Rehabilitation on Mental Health   |  |
| 2.3      | Programmes for Mental Health and Happy life   |  |

|          |   |  |
|----------|---|--|
|          | Primary Control Programmes<br>Identification and Management Programmes<br>Follow up Programmes  |  |
| 2.4      | Establishment of Appropriate environment for Mentally Healthy Life<br>Personal Factors (Satisfaction of Needs, Health and Physical development, Intellectual development)<br>Environmental Factors (Home, Family, School, Teacher – Student Relationship and cultural Impact) |  |
| <b>3</b> | <b>Development of Adjustment Skills</b>   |  |
| 3.1      | Meaning of Pressure / Stress  |  |
| 3.2      | Sources of Mental Stress  |  |
| 3.3      | Consequences of Mental Stress   |  |
| 3.4      | Adjustment with Mental Stress   |  |
| 3.5      | Implications for Counselors and Teachers  |  |
| <b>4</b> | <b>Acceptance of Cultural Diversity for Adjustment</b>  |  |
| 4.1      | Concept of Culture and its Significance   |  |
| 4.2      | Cultural Impact on Adjustment   |  |
| 4.3      | Acceptance of Cultural Diversity : Adverse, Self Awareness, Cultural exchange, Communication skill  |  |
| 4.4      | Role of Counseling in Culture: Cultural Transmission, ethnocentrism, Characteristics of Culturally sensitive counselor.   |  |

**Practicum :-**

1. Present seminar on given topic related to mental health
2. Visit mental health centre and prepare a report
3. Write and publish an article on mental health and personal and environmental factors effecting mental health
4. Group discussion on relationship between mental health and culture
5. Prepare a comprehensive report on stress of students regarding their home, school, study, relationship, health etc..

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## PGDSC-106- Assessment and Evaluation in Guidance and Counseling

### 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     |     | Assessment and Evaluation in Guidance and Counselling  |  |
|----------|-----|--|--|
| <b>1</b> |     | <b>Understanding of Assessment and Evaluation</b>  |  |
|          | 1.1 | Assessment and Evaluation Meaning and Concept :<br>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<br>Accurate 1.3.5 Confidential                         |  |
| <b>2</b> |     | <b>Assessment in Counselling</b>   |  |
|          | 2.1 | Process of assessment  |  |

|          |     |   |  |
|----------|-----|---|--|
|          |     | <p>2.1.1 Target determination</p> <p>2.1.2 Exploration of tools and techniques for assessment</p> <p>2.1.3 data Collection</p> <p>2.1.4 Explanation of special data</p> <p>2.1.5 Integration of data received from various sources</p> <p>2.1.6 Assessment of information</p> <p>2.1.7 Reconstruction of target</p> |  |
|          | 2.2 | <p>Qualitative assessment in guidance and Counseling 1</p> <p>2.3.1 Nature of qualitative Assessment</p> <p>2.3.2 Differences between quantitative and quantitative inquiries</p> <p>2.3.3 Trigulation for validation of qualitative assessment</p>   |  |
|          | 2.3 | Types of Qualitative assessment in guidance and Counseling 1  |  |
|          |     | <p>2.3.1 Observation</p> <p>2.3.2 Interview</p>   |  |
|          | 2.4 | Types of Qualitative assessment in guidance and Counseling 2  |  |
|          |     | <p>2.4.1 Socieometry</p> <p>2.4.2 Case study</p>  |  |
| <b>3</b> |     | <b>Use of Psychological tests in counseling</b>   |  |
|          | 3.1 | <p>Types of Psychological Testing</p> <p>3.1.1 Characteristic of Psychological testing.</p> <p>3.1.2 Individual and Group Tests</p> <p>3.1.3 Verbal, Non-Verbal and Performance Testing</p>   |  |
|          | 3.2 | <p>Significance of testing in counselling</p> <p>3.2.1 For prediction of future</p> <p>3.2.2 For Diagnosis</p> <p>3.2.3 Evaluation</p> <p>3.2.4 Research</p>  |  |
|          | 3.3 | Principles of use of testing in counseling ( Tolbert )  |  |
|          | 3.4 | Selection and Use of Tests for Counseling   |  |

|          |     |  |  |
|----------|-----|--|--|
| <b>4</b> |     | <b>Use of results of psychological tests in counseling</b> |  |
|          | 4.1 | Integration of data in counseling                          |  |
|          | 4.2 | When to use/present the data for counseling                |  |
|          | 4.3 | Use the data for counseling                                |  |

### **Practicum :-**

1. Organize a panel discussion on concept of evaluation and scheme of SCE at primary level
2. Conduct a counselling session for academic improvement on the basis of school notebook and answer book of student
3. Organize sociometry session in one class and indentify highly social and isolated students
4. Collect verbal nonverbal and performance test and its merits, demerits for counseling
5. Prepare a library note on various psychological tests available in Gujarati.

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## **PGDSC-107 Special Concerns in Counselling**

### **Objectives :**

After going through this course students will be able to:

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



| <b>Unit</b> | <b>Special Concerns in Counselling</b>   |  |
|-------------|--|--|
| <b>1</b>    | <b>Group Counselling</b>   |  |
| 1.1         | Key Features of group counselling  |  |
| 1.2         | Groups Process   |  |
| 1.3         | Groups Actions- Group Guidelines, Group counselling, 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<br>Planning of counselling process, Selection of Members, Stages for group process, management of group counseling , Example of group counselling,  |  |
| <b>2</b>    | <b>Career Counseling</b>   |  |
| 2.1         | Career counseling:-<br>Vocational guidance and career guidance<br>Career guidance and career counseling,<br>Career development,<br>Career education, personal Social counseling and Career Counseling  |  |
| 2.2         | Need and importance of career counselling  |  |
| 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<br>Profession and personality type Holand’s classification of personality   |  |

|          |  |  |
|----------|--|--|
|          | (RIASEC) , Role of client (Kolb (1976) (AC-AE-CE-RO)) , Individual role (Life style)   |  |
| <b>3</b> | <b>Peer Group Counselling</b>  |  |
| 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<br>- 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)<br>Training of peer group counselor |  |
| 3.5      | Evaluation of peer facilitation program  |  |
| <b>4</b> | <b>Alternative Remedies</b>  |  |
| 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   |  |

Practicum :-

1. Prepare a list of Aasan and Pranayam and organize a Yoga session for health and spirituality as a part of celebration of international Yog Day
2. Participate in seminar on Reiki and prepare brief note on your experience
3. Review of researches done on the peer counseling strategies.
4. Prepare and publish an article on expressive therapies for school students
5. Prepare a power point presentation on role of client (Kolb's classification (1976) (AC-AE-CE-RO))
6. Organize a mock interview or role play regarding school counselling

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## PGDSC-108- Basic Statistics and measures in Guidance and Counselling

### Objectives :

After going through this course students will be able to:

- Understand the basics of measurement and scale
- Know about parametric and non parametric test
- Understand the concept of confidence interval and degree of freedom
- Know about one tailed and two tailed test
- Calculate measures of dispersion and central tendency
- Calculate test like t , chi square Mann whitney U
- Understand about useful measures of counseling

| Unit     |     |   |  |
|----------|-----|---|--|
| <b>1</b> |     | <b>Basic Statistics -1</b>  |  |
|          | 1.1 | Scales of Measurement :- Nominal, Ordinal, Interval, Ratio                                    |  |
|          | 1.2 | Parametric and Non Parametric Test  |  |
|          | 1.3 | Measures of dispersion  |  |
|          | 1.4 | Measures of Central Tendency  |  |
|          | 1.5 | Correlation- Multiple and Partial Correlation Technique                                       |  |
| <b>2</b> |     | <b>Understanding and evaluation of Intelligence</b>   |  |
|          | 2.1 | Different perspective of intelligence   |  |
|          | 2.2 | Contemporary views on intelligence :<br>Multiple, Three dimensional principal of intelligence |  |
|          | 2.3 | Emotional Intelligence  |  |
|          | 2.4 | Evaluation of Intelligence  |  |

|   |     |   |  |
|---|-----|---|--|
| 3 |     | Useful Measures of counselling 1        |  |
|   | 3.1 | Interest                                |  |
|   | 3.2 | Aptitude                                |  |
|   | 3.3 | Achievement                             |  |
|   | 3.4 | Anxiety                                 |  |
| 4 |     | <b>Useful Measures of counselling 2</b> |  |
|   | 4.1 | Personality                             |  |
|   | 4.2 | Learning Disabilities                   |  |
|   | 4.3 | Addiction and Suicidal tendency         |  |
|   | 4.4 | Behavioral disorders                    |  |

Practicum :-

1. Collect a raw data from any school/class and calculate & analyze the data by using measure of central tendency and dispersion
2. Administer any two test and calculate correlation between two measures with help of different techniques of correlation
3. Prepare an assignment on learning disabilities
4. Organize and participate in seminar on addiction and suicidal tendency
5. Administer emotional intelligence test or multiple intelligence test on school students and analyze the data

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