



VALUE ADDED MULTIDICIPLINARY CERTIFICATE COURSE
(DEPARTMENT OF EDUCATION)

Course Code		Title of the Course	Academic Wrting
Total Credits of the Course	2	Total Hours	30

Course Objectives:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none"> • Differentiate academic and Non Academic Writing • Evolve structure of different types of academic writing • Reflect on the process of writing • Explore ways of citing credible sources • Apply Critical Thinking to evaluate academic writing
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Course Content		
Unit	Description	Weightage* (%)
1	<p>Understanding Academic Writing and its Process Approach</p> <ul style="list-style-type: none"> • Meaning,Uses of Academic Writing, Types of Academic Writing • Characteristics of Academic Writing and Structures of various types of Academic Writing • Writing Skill: Meaning and Components • Pre-Requisites of Writing • Different Stages of Process Approach 	50%
2	<p>Selection of Credible Source and Organization of Writing</p> <ul style="list-style-type: none"> • Using the correct writing style – tone, grammar, vocabulary • Organising and Finalising writing – proofreading, editing, writing your abstract. • Criteria for selecting a credible source • Using your research material – referencing, citing, paraphrasing, quoting, summarizing 	50%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr.	Details of the Evaluation	Weightage





No.		
1.	Written Examination or written assignment submission The written examination/the assignment topics shall cover the full content of the syllabus of the respective courses.	70%
2.	Presentations	30%

Course Outcomes: Having completed this course, the learner will be able to

1.	Explore types of academic writing.
2.	Develop knowledge, understanding, and insight of the various types of academic writing and their prescribed structures.
3.	Explain pre-requisites of Writing.
4.	Apply the theoretical knowledge of citing credible sources
5.	Use writing skills to compose academic writing

Suggested References:

Bailey, S. (2015). Academic Writing: A Handbook for International Students. London and New York: Routledge.

Craswell, G.(2004). Writing for Academic Success. Sage Publication.

Murray, N. (2012). Writing Essays In English language and Linguistics. Cambridge University Press.

Oshima, A & Hogue, A. (2005). Writing Academic English. Addison-Wesley, New York.

Swales, J & C. Feak. (2012). Academic Writing for Graduate Students: Essential Skills and Tasks. Michigan University Press.

Online Resources:

<https://www.eapfoundation.com/writing/what/>

https://www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-FINAL_VERSION_.pdf





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING (Semester I)

Course Code		Title of the Course	Fundamentals of Guidance
Total Credits of the Course	4	Total Hours	60

Course Objectives:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none"> • Explain the meaning, and Scope of guidance. • Recognize the role of guidance with reference to education. • Recall various techniques of group guidance. • Analyse the skills and qualities of an effective counsellor.
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Course Content		
Unit	Description	Weightage* (%)
1	Concept of Guidance <ul style="list-style-type: none"> • Meaning, Definition of Guidance • Main Characteristic of Guidance • Need and Importance of guidance • Principles of guidance 	25%
2	Foundation and types of guidance <ul style="list-style-type: none"> • Types of guidance – Educational, Vocational & Personal: Meaning, Concept. • Educational, Vocational & Personal guidance : Objectives • Educational, Vocational & Personal guidance : Importance • Group guidance: Meaning, advantages of group guidance. 	25%
3	Strategies of guidance <ul style="list-style-type: none"> • Need of Group guidance • Objectives and Principles of group guidance • Techniques of group guidance- Class talk, orientation talk, Group discussion, Career Conference, Career Corner, Role play • Clinical Guidance 	25%
4	Guidance Services <ul style="list-style-type: none"> • Principles for Organizing guidance services • Characteristics of well organized guidance • Various types of Services counselling • Roles of a class Teacher 	25%





Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Written Examination or written assignment submission The written examination/the assignment topics shall cover the full content of the syllabus of the respective courses.	50%
2.	Presentations	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the meaning and importance of guidance.
2.	Evaluate the guidance process and relation with education.
3.	Derive at different types of guidance and its process.
4.	Compare the guidance and counselling process and relate its differences.
5.	Interpret and judge qualities of an effective counsellor.

Suggested References:
Bhatnagar, Gupta, & Nirmala, (1999), Guidance and Counselling, Vol. 1, Vikas Publication, New Delhi Bhatnagar, Gupta, & Nirmala, (1999), Guidance and Counselling, Vol. 2, Vikas Publication, New Delhi Cormier, L. & Hackney, H. (1987), The Professional Counsellor, Englewood Cliffs, Prentice Hall, New Jersey Dave, I. (1984), The Basic Essentials of Counselling, Sterling Publication, New Delhi Pietrofesa, J. & Stanford, S. (1980), Guidance: An Introduction, Rand McNally, Chicago Rao, S. (1981), Counselling Psychology, Tata McGraw Hill, New Delhi Saraswat, R. (1994), Manual for Guidance Counsellors, NCERT, New Delhi On-line resources to be used if available as reference material https://www.britannica.com/topic/guidance-counseling https://www.tripurauniv.ac.in/Content/pdf/StudyMaterials https://ncert.nic.in/textbook/pdf/lehe108.pdf





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING (Semester I)

Course Code		Title of the Course	Fundamentals of counseling
Total Credits of the Course	4	Total Hours	60

Course Objectives:	The course will enable the learner to..... <ul style="list-style-type: none">• Describe the concept of counseling• Differentiate between the counselling and other related terms• Explain the various theories to counselling• Compare the various approaches to counselling• Discuss the steps involved in counselling process
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Course Content		
Unit	Description	Weightage* (%)
1	Understanding the counseling <ul style="list-style-type: none">• Meaning, concept, and characteristics of counseling• Difference between counseling and other terms (Guidance, psychotherapy, and teaching)• Principles & basic assumptions of counseling• Level of counseling & areas of counselling	25%
2	Theories and approaches of counselling-I <ul style="list-style-type: none">• Behaviour approach of counseling: Introduction• Behaviour approach of counseling and its representative theories /techniques/theories• Rational approach of counseling: Introduction• Rational approach of counseling and its representative theories /techniques/theories	25%
3	Theories and approaches of counselling-II <ul style="list-style-type: none">• Psychoanalytical approach to counseling: Introduction• Techniques in psychoanalytical approach• Eclectic approach to counseling• Integrated approach to counseling	25%
4	Counseling process <ul style="list-style-type: none">• Basic principles of the counseling process• Process of counselling• Factors influencing counselling process• Role of counsellor during the process	25%





Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the concept of counseling
2.	Develop knowledge, understanding, and insight into the various theories of counseling
3.	Develop knowledge, understanding, and insight into the various approaches to counseling.
4.	Conduct the counseling session following the various steps of counselling

Suggested References:
<p>Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Sterting publishers Pvt. Ltd.</p> <p>Choudhary Monisha (2015) Educational Counselling, Wisdom Press New Delhi</p> <p>Cobia, D. & Henderson, D. (2003). Handbook of school counseling. Upper Saddle River, NJ: Pearson Education, Inc.</p> <p>Narayana Rao, S (1989) Counselling Psychology, New Delhi: Tata McGraw Hill Publishing co</p> <p>Sharma, R. A. (2003). Fundamental of Guidance & Counselling. Meerut: Surya Publication</p> <p>Vernon, A. (1999). Counseling children and adolescents (2nd Ed.). Denver, Colorado: Love Publishing Company.</p> <p>Welfel, E. & Patterson, L. (2005). The counseling process: A multitheoretical integrative approach. Belmont, CA: Thomson Publishers.</p>





**POST GRADUATE DIPLOMA IN GUIDANCE AND COUNCELLING COURSE
(Semester : I)**

Course Code		Title of the Course	Guidance Services in Schools
Total Credits of the Course	4	Total Hours	60

Course Objectives:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none">• Explore the need of Educational Guidance• Derive the Principles and functions of Educational Guidance• Apply the appropriate training strategies for guidance Workers• Apply the appropriate Strategies for Personal and group and social guidance
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Course Content		
Unit	Description	Weightage* (%)
1	Educational Guidance <ul style="list-style-type: none">• Educational Guidance : meaning, nature and• Need and objectives of Educational Guidance• Principles of Educational Guidance• Functions of educational Guidance	25%
2	Training of Guidance Personnel and Evaluation of Guidance Programme <ul style="list-style-type: none">• Trainig for guidance Workers, Career Master & Counsellor• Qualification, qualities and functions of Workers, Career Master & Counsellor• Training Strategy• Evaluation of Guidance Programme : need, problems and approaches	25%
3	Organisation of Personal & Group Guidance in Schools <ul style="list-style-type: none">• Personal guidance : Meaning, nature and objectives• Strategies of Personal guidance• Group Guidance : Meaning, Nature and Objectives and advantages• Characteristics and techniques of group guidance	25%
4	Organisation of Social Guidance in Schools <ul style="list-style-type: none">• Social Guidance : Meaning, needs and objectives• Types and causes of social Problems• Strategies of Social guidance• New Trends of guidance	25%





Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3) Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explore the need of Educational Guidance
2.	Derive the Principles and functions of Educational Guidance
3.	Apply the appropriate training strategies for guidance Workers
4.	Apply the appropriate Strategies for Personal and group and social guidance

Suggested References:
<ul style="list-style-type: none">- Fundamentals of Guidance & Counselling by R.A. Sharma, Surya publication, Meerut, 2003- Brewer, J.M.(1962). Education guidance, New York : Macmillan Co.- Murphy, G. (1955). The Cultural Context of Guidance. Personal and guidance Journal.- Ohlsen, M.M.(1977). Group counselling(2 nded.). New York : Holt Rinehart and Winston.





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING
Semester : I

Course Code		Title of the Course	Internship in Schools
Total Credits of the Course	4	Total Hours	60

Course Objectives:	<p>The course will enable the learners to.....</p> <ul style="list-style-type: none"> • identify capacities to work effectively in school. • recognise the school organization and atmosphere. • apply theoretical knowledge into practice. • practice theories to provide proper guidance & counselling to school students
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Course Content	
Description (Total 15 days)	Weightage* (%)
<ul style="list-style-type: none"> • Orientation to internship • Observe school counselors as they conduct classroom activities and prepare a report on them. • Conduct classroom activities with school counsellors • Observe counselors during individual counseling sessions • Observe counselors conducting group counseling activities • Observe counselors consulting with parents and teachers • Prepare a detailed and comprehensive report on the basis of the observation of the counselor • Provide individual counseling to students of various ages and to various personal/social concerns • Conduct a group counseling session addressing personal/social and academic concerns • Interview with parents for academic concern • Observe students in classrooms to analyze their behaviour and prepare a report on it • Plan & execute the activity to provide career counseling • Conduct group activities addressing career and educational planning • Collect and interpret data regarding student groups who are at risk of academic failure • Administration , interpretation, and reporting of any one psychological test & do the need analysis based on result 	100%





Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination , Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the roles of a counsellor in school
2.	Apply the theoretical knowledge into practice.
3.	Analyse the students problems and adapt the necessary techniques to address them.
4.	Explain the important of educational & career guidance and discuss with others.
5.	Execute the skill as a personnel of guidance & counselling
6.	Administer & interpret the psychological test
7.	Conduct activities for career guidance & counselling

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SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2023-2024





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING (Semester II)

Course Code		Title of the Course	Basic Statistics in Guidance and Counselling
Total Credits of the Course	4	Total Hours	60

Course Objectives:	To enable the students... <ul style="list-style-type: none">• to understand the concept of treatment of data• to gain clarity regarding descriptive and inferential statistics• to differentiate between parametric and non-parametric statistics• to employ different parametric and non-parametric tests
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding the Data <ul style="list-style-type: none">• Concept of Treatment of Data• Measurement Levels of Data• Normal Distribution and Normal Probability Curve• Non-Normal Distribution and Non-Normal Probability Curve	25%
2.	Descriptive and Inferential Statistics <ul style="list-style-type: none">• Meaning of Descriptive and Inferential Statistics• Organization of Data• Summarization of Data• Hypothesis Testing	25%
3.	Parametric and Non-parametric Statistics <ul style="list-style-type: none">• Parametric Statistics: Concept, Assumption, Advantages and Disadvantages• Non-Parametric Statistics: Concept, Assumption, Advantages and Disadvantages• Parametric Statistics: Introduction to t-test and Pearson's Correlation• Non-Parametric Statistics: Introduction to Mann-Whitney U test and Chi-square test	25%
4.	Computation of Some Parametric and Non-parametric Statistics <ul style="list-style-type: none">• Computing t-test• Computing Pearson's Correlation• Computing Mann-Whitney U test• Computing Chi-square test	25%





Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Brain Storming, Seminars, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	to understand the concept of treatment of data
2.	to gain clarity regarding descriptive and inferential statistics
3.	to differentiate between parametric and non-parametric statistics
4.	to employ different parametric and non-parametric tests

Suggested References:
Asthana H.S, and Bhushan. B. (2007) Statistics or Social Sciences, Prentice Hall of India, New Delhi B. L. Aggrawal (2009) Basic Statistics. New Age International Publisher, Delhi Guilford, J. P. (1965) Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Company Garret, H E. (2005), Statistics in Psychology and Education. Jain Publishing, India Yale. G.U., Kendall. M.G. (1991). An Introduction to the Theory of Statistics. Universal Books, New Delhi





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING (Semester II)

Course Code		Title of the Course	Counseling Systems & Counsellors
Total Credits of the Course	4	Total Hours	60

Course Objectives:	<p>The course will enable the learners to.....</p> <ul style="list-style-type: none"> • Differentiate between directive and non-directive counseling • Describe the counseling techniques for special persons • Explain the role and characteristics of a counselor • Elaborate on the duties and functions of a counselor • Explain the purpose of the code of ethics in counseling • Discuss the code of ethics in counseling
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Course Content		
Unit	Description	Weightage* (%)
1	Directive & Non-directive counselling <ul style="list-style-type: none"> • Directive counselling : Concept & steps in directive counselling • Directive counselling : advantage & limitations • Non-Directive counselling : Concept, basic assumptions & steps in non-directive counselling • Non-Directive counselling : characteristics ,advantages & limitations 	25%
2	Counselling for special clients <ul style="list-style-type: none"> • Counselling to HIV/AIDS affected persons • Counselling to a person having ,stress , anxiety & depression • Counselling to persons having suisital tendency • Counselling students having learning disabilittis 	25%
3	Role & Functions of counsellor <ul style="list-style-type: none"> • Charaterics of counsellor • Educational qualifications of counsellor • Roles , Duties & Functions of counsellor • Qualities of counsellor 	25%
4	Training programme for a counselling & professional ethics <ul style="list-style-type: none"> • Meaning of ethics & ethical principles of counseling • Professional codes of ethics • American Counseling Association Code of Ethics • Training programme of counsellor 	25%





Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the concept of directive and nondirective counselling
2.	Develop knowledge, and understanding for the counseling of different persons
3.	Demonstrate understanding of various types of counseling
4.	Execute the counseling sessions for different persons
5.	Apply different techniques of counseling while dealing with different persons
6.	Execute different roles & functions as a counselor
7.	Follow the code of ethics in counseling

Suggested References:
Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Sterting publishers Pvt. Ltd.
Choudhary Monisha (2015) Educational Counselling, Wisdom Press New Delhi
Cobia, D. & Henderson, D. (2003). Handbook of school counseling. Upper Saddle River, NJ: Pearson Education, Inc.
Corey, G. (2008). Theory and Practice of Counseling and Psychotherapy. USA: The Thompson Brooks.
Diana Sanders (2003). Counselling for Anxiety Problems. Sage Publications NY
Narayana Rao (2008). Counseling and Guidance. New Delhi: Tata Mc-Graw Hill.





Nelson-Jones, R. (2002). Basic Counselling Skills: A Helper's Manual. Sage Publications Ltd.

Samuel T. Gladding (2009). Counseling: A Comprehensive Profession. Pearson Education.

Sharma, R. A. (2003). Fundamental of Guidance & Counselling. Meerut: Surya Publication

Tim Bond (2000): Standards and Ethics for Counselling in Action. SAGE

Publication

Veeraraghavan, V and Singh, Shalinig (2000) Treatment of Anxiety Disorders.

Sage Publications.

Vernon, A. (1999). Counseling children and adolescents (2nd Ed.). Denver, Colorado: Love

Publishing Company.

Welfel, E. & Patterson, L. (2005). The counseling process: A multitheoretical integrative approach. Belmont, CA: Thomson Publishers.





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING (Semester II)

Course Code		Title of the Course	Developing Mental Health & Coping Skills
Total Credits of the Course	4	Total Hours	60

Course Objectives:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none">• Differentiate Concept of Mental Health according to Bhartiya & Western perspectives• Identify the mental health conflicts and its causes• Derive the therapeutic values of Bhartiya Psychology• Apply the alternative Therapies for better mental health• Execute the need based models of mental health for maintaining ones own mental health
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Course Content		
Unit	Description	Weightage* (%)
1	Concept of Mental Health & Mental Hygiene <ul style="list-style-type: none">• Concept of Mental Health according to Bhartiya & Western perspectives• Concept of Mental Hygiene• Importants of Mental Health• Characteristics of a Mentaly Healthy Person & Good Mental Health Habits	25%
2	Mental Health Conflicts & Alternative Therapies <ul style="list-style-type: none">• Meaning and nature of Mental Health Conflicts• Causes of Mental-Ill Health (Biological, Psychological and Socio-cultural Factors)• Therapeutic values of Bhartiya Psychology• Alternative Therapies : Yoga- Meditation, Reiki, Naturopathy, Accupressure and Acupuncture	25%
3	Models of Mental Health <ul style="list-style-type: none">• Medical or Biological Model• Psycho-Analytical or Dynamic Model• Learning Theory Model• Socio-Cultural Model & Moral Model	25%
4	Mental & Physical Self care <ul style="list-style-type: none">• How to overcome Anxiety, conflict and Tension	





	<ul style="list-style-type: none"> • Conquest of fear & Frustration • Forgiveness and Social Adjustman • Power of Mind and Love 	
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Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3) Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Differentiate Concept of Mental Health according to Bhartiya & Western perspectives
2.	Identify the mental health coflicts and its causes
3.	Derive the therapeutic values of Bhartiya Psychology
4.	Apply the alternative Therapies for better mental health
5.	Execute the need based models of mental health for maintaing ones own mental health

Suggested References:
<p>Mental Health And Hindu Psychology By Swami Akhilananda, PRINTED BY LITHOGRAPHY AND BOUND IN GREAT BRITAIN BY JARROLD AND SONS LIMITED, NORWICH</p> <p>ADLER, ALFRED. The Practice and Theory of Individual Psychology. Translated by P. Radin. New York: Harcourt, Brace & Co., 1932. ALEXANDER, FRANZ.</p> <p>Conflicts of Power in Modern Culture. New York: Harper & Brothers, 1947. . Fundamentals of Psychoanalysis. London: George Allen & Unwin Ltd., 1950.</p> <p>AKHILANANDA, SWAMI. Hindu Psychology. New York: Harper 8c Brothers, 1946. Hindu View of Christ. New York: Philosophical Library, 1949</p> <p>Models of Mental Health (Foundations of Mental Health Practice, 2) 1st ed. 2015 Edition by Gavin Davidson (Author), Jim Campbell (Author), Ciarán Shannon</p>





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING (Semester II)

Course Code		Title of the Course	Internship in Educational Institution
Total Credits of the Course	5	Total Hours	75

Course Objectives:	The course will enable the learners to..... <ul style="list-style-type: none">• identify capacities to work effectively in school.• apply theoretical knowledge into practice.• practice theories to provide proper guidance & counselling
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Course Content	
Description (Total 15 days)	Weightage* (%)
<ul style="list-style-type: none">• Orientation to internship• Work out and implement any three practicum from the following:<ol style="list-style-type: none">1) Educational Guidance2) Career information for promoting career development3) Planning and execution of an activity for the development of Self-esteem4) Planning and execution of life-Skills education5) Planning and execution of an activity for the enhancement of Mental Health• Administration, interpretation and reporting of the psychological tests (Aptitude, Interest, Personality, Value, Adjustment, IQ and EQ)• Collect and interpret data of student groups who are at risk of academic failure• Plan the activities for placement service and provide the guidance• Identify the persons seeking help and plan the counselling session to overcome the problem of the person• Conduct the interview session with the personnel of the institute and identify the need for guidance and counselling• Visit any guidance & counselling centre and prepare a comprehensive report regarding the functioning of the center• Conduct a small survey to check the awareness of professional counselors with regard to the ethical code in counseling• Prepare the report on the overall experience gained during internship	100%

Evaluation Pattern





Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination , Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the roles of a counsellor
2.	Apply the theoretical knowledge into practice.
3.	Analyse the persons' problems and adapt the necessary techniques to address them.
4.	Explain the importance of educational & career guidance and discuss with others.
5.	Execute the skill as a personnel of guidance & counselling
6.	Administer & interpret the psychological test
7.	Conduct activities for career guidance & counselling
8.	Plan the activities to enhance mental health

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SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2021-2022





POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELING (Semester II)

Course Code		Title of the Course	Vocational Guidance & Career Counselling
Total Credits of the Course	4	Total Hours	60

Course Objectives:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none"> • Explain the meaning, and scope of vocational guidance. • Experience the process of gathering occupational Information. • Explore the concept of Job Analysis with its descriptions and specifications. • Connect various theories of personality with Guidance and counselling
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Course Content		
Unit	Description	Weightage* (%)
1	Vocational Guidance: Basic concept, purpose and functions <ul style="list-style-type: none"> • Meaning ,Definition and Vocational Guidance • Importance of Vocational Guidance • Basic assumptions of Vocational Guidance, Factors in Vocational Guidance • Vocational Guidance and Vocational Education 	25%
2	Collection, Filing and Dissemination of Occupational Information <ul style="list-style-type: none"> • Need for Occupational Information • Collecting occupational information • Filing the information • Methods of disseminating information. 	25%
3	Job Analysis <ul style="list-style-type: none"> • Job Analysis : Concept • Purposes of job analysis, Limitations • Job description and specification. • Securing job information. 	25%
4	Theories of personalities and relating it to career counselling <ul style="list-style-type: none"> • Concept of personality. • Theories of personality • Purpose of personality testing • Techniques of testing personality. 	25%
Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.	





Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Written Examination or written assignment submission The written examination/the assignment topics shall cover the full content of the syllabus of the respective courses.	50%
2.	Presentations	50%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain and recall the concept of work and evaluate the present world of work.
2.	Compare and explain different theories of career choice and personality
3.	Relate the career information with education and explain its importance and examine different activities of dissemination of career information.
4.	Explain the concept of career adjustment and career maturity and evaluate the career maturity
5.	Explore various theories of personality and connect them with the act of guidance and counselling

Suggested References:
Bhatnagar, Gupta, & Nirmala, (1999), Guidance and Counselling, Vol. 1, Vikas Publication, New Delhi
Glickman, C. & Wolfgang, C. (1981), Solving Discipline Problems: Strategies for Classroom Teachers, Allyn and Bacon, Boston
Mathewson, R. (1962), Guidance Policy and Practices, 3rd Edition, Harper and Row, New York
Gupta, N. (1991), Career Maturity of Indian School Students, Anupam Publication, New Delhi
Joneja, G. (1997), Occupational Information in Guidance, NCERT, New Delhi
Mohan, S. (1998), Career Development in India: Theory, Research and Development, Vikas Publishing House, New Delhi
Saraswat, R. & Gaur, J. (1994), Manual for Guidance Counsellors, NCERT, New Delhi
Sharf, R. (2005), Applying Career development theory to counselling, WadsWorth Publishing Co.





M.Ed. (MASTER OF EDUCATION) Semester III

Course Code		Title of the Course	Soft-skills Education
Total Credits of the Course	4	Total Hours	60

Course Objectives:	The course will enable the student teachers to <ul style="list-style-type: none">• explore the need of soft skills• do SWOC analysis• develop different coping skills
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Course Content		
Unit	Description	Weightage* (%)
1	Introduction to Soft-Skills <ul style="list-style-type: none">• Meaning and importance of Soft-skills• Different Sift-Skills• SWOC Analysis• Soft-Skills – Motivation: importance, types, functions and need	25%
2	Soft-Skills: Communication and Creativity <ul style="list-style-type: none">• Communication: concept, need, types and communication cycle• Medium of communication, defects while in communication and methods of increasing the harmony of human relations through communication and activities• Creativity: meaning, importance and characteristics• Qualities for developing creativity, Barriers to creativity development and their remedies	25%
3	Soft-Skills: Time management and Stress management <ul style="list-style-type: none">• Time management: meaning, importance• How is time spent and time saving, priority matrix• Stress management: meaning, symptoms of stress and types of stress• causes of stress and its effects, Stress management techniques	25%
4	Soft-Skills: leadership and Positive attitude <ul style="list-style-type: none">• role, functions and responsibility of leader• Team building Education/ developing partnership and conflict management• Problem solving and decision-making skills• Soft-Skills – Positive attitude: meaning, importance & positive goal	25%





Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	explore the need of soft skills
2.	do his/her SWOC analysis
3.	live with different coping skills

Suggested References:
<ul style="list-style-type: none">- Soft-Skills module, GCERT, Gandhinagar- Claus P. Hard truth about the Soft-skills- Bridging the Soft Skills Gap: How to Teach the Missing Basics to Today's Young Talent – by Bruce Tulgan- Soft Skills Training: A Workbook to Develop Skills for Employment – by Frederick H. Wentz- Everyone Communicates, Few People Connect: What the Most Effective People do Differently – by John C. Maxwell





Master of Education (Semester IV) (Elective)

Course Code		Title of the Course	Introduction to Indian Knowledge System
Total Credits of the Course	4	Total Hours	60

Course Objectives:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none">• Evolve Idea of India in spiritual and elicit salient features of Indian philosophical thinking• Derive role of Indian Philosophy of life in living life in diversity.• Derive salient features of indian education system and indian thiking on education.• Explore Contribution of India in various fields.• Examine various vidyas and their uniqueness in shaping India• Examine uniqueness of India in terms of art,history and aesthetics.
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Course Content		
Unit	Description	Weightage* (%)
1	Spritual Bharat <ul style="list-style-type: none">• Bhartiya Concept of Spirituality : Gyaan Marg, Bhakti Marg, Karm marg, Yog Marg• Bhartiya Spiritual Thinking Leading to Unity• Bhartiya Philosophy of Life and Implications for Bhartiya Life Style• Bhartiya Spirituality: Reflecting in Social and National systems	25%
2	Science Oriented Bharat <ul style="list-style-type: none">• Bhartiya Contribution in Mathematics• Bhartiya Inventions in Science• Various Vidyas: Krishi Vidya, Dhanur Vidya, Nauka Vidya,• Various Vidyas: Dhatu Vidya, Aayurvedya, Khagol Vidya,	25%
3	Bhartiy Education System <ul style="list-style-type: none">• Ancient Bhartiya Education System: Its Characteristics, Teaching Method, Curriculum and Evaluation Patten• Ancient Bhartiya Universities : Takshila, Nalanda, Kashi, Vikramshila• Bhartiya Educational Thinkers : Mahatma Gandhiji, Ravindranath Tagore, Maharshri Arwind, Swami Vivekanand (Basic Thinking)• Bhartiya Educational Thinkers : Vinoba Bhave, Dayanad	25%





	Sarasvati, J Krishnamurti, Dr RadhaKrishanan (Basic Thinking)	
4	India and Its Uniqueness <ul style="list-style-type: none">• Bhartiya Literature• Bhartiya Asthetics : basic Characteristics and Elements• Bhartiya Theory of <i>Rasa</i>• Bhartiya Historical Figures, Ancient Indian Women and Their Contribution in shaping India	25%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Seminars, tutorials, Research Exercises
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination Internal Continuous Assessment in the form of Practical, Vivavoce, Quizzes, Seminars, Assignments, Attendance	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explore spiritual and cultural heritage of India
2.	Develop knowledge, understanding, and insight of the various philosophical traditions and their role in building Indianness.
3.	Explain educational implications to transform education system as per philosophical tradition of India.
4.	Explore various Indian Arts
5.	Develop knowledge, understanding, and insight of Indian Aesthetics and Indian theory of Emotions
6.	Use facual knowledge of Indian History to derive ideas for solving present day problems prevailing in India.





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