

**POSTGRADUATE DIPLOMA  
IN  
GUIDANCE AND COUNSELLING (PGDGC)  
2025-2026**

**(GENERAL INFORMATION & SYLLABUS)**

**PROSPECTUS**



**DEPARTMENT OF EDUCATION [CASE]  
FACULTY OF EDUCATION AND PSYCHOLOGY  
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
VADODARA**

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## **PART – I**

### **INTRODUCTION**

Guidance and counselling is an integral part of living. It comes naturally to us to seek guidance at a crossroad in an unfamiliar place. We face many such unfamiliar crossroads in our journey through life at all ages. This is particularly so in a world that is constantly in change. We cannot take shelter in our traditional beliefs and practices in today's world. For our ways of living, working, and relating all have undergone a sea change. Add to this the pulls and pressures of a fast moving and competitive society that we live in today. The result of all these on the average individual is in confusion, helplessness, stress and coping out. Even our school-going children are not spared of such negative consequences. All these speak for the need for guidance and counselling services made available to our people to help them strengthen their coping and actualizing resources. But there are far too few such services and trained professional counselors available for our people to turn to.

### **THE DEPARTMENT OF EDUCATION (Center of Advanced Study in Education-CASE)**

The Department of Education is one of the three departments under the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda; the other two departments are the Department of Educational Administration and the Department of Psychology. At the time of establishment of the Maharaja Sayajirao University of Baroda 1949, the existing Secondary Teachers Training college of Baroda was continued as the Department of Education. Ever since its inception the Department has been in the forefront in the field of Teacher Education in the country. In recognition of its excellent contributions in the areas of teaching, research and extension the Department was raised to the status of the Centre of Advanced Study in Education- CASE, by the University Grants Commission in 1963-64.

The Department of Education, Faculty of Education and Psychology, The M.S. University of Baroda, is conducting a one- year part time programme, the Postgraduate Diploma in Guidance and Counselling (PGDGC), from the academic year 2001-2002, with the purpose of meeting the requirements of trained personnel in guidance and Counselling. The PGDGC programme is sufficiently generic in kind and it prepares its candidates to work as frontline

counselors and mental health professionals in a wide variety of settings. However, at a time when guidance and counselling is being integrated into the school and college systems across the globe, the personnel trained through the PGDGC course will be an asset to educational institutions.

★ **PROGRAMMES OFFERED BY THE DEPARTMENT OF EDUCATION**

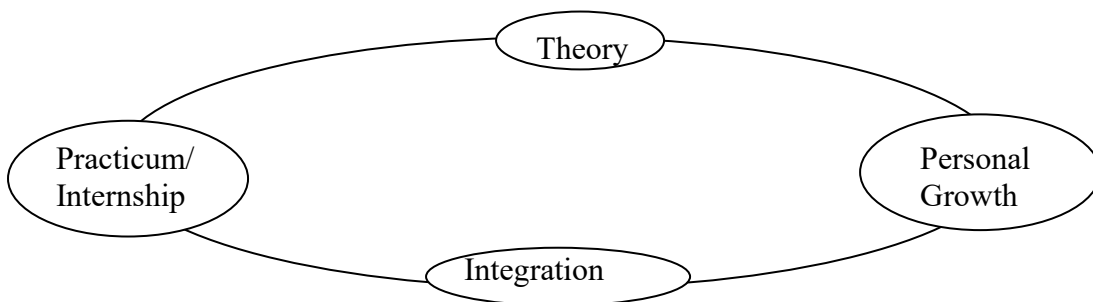
* Bachelor of Education	B. Ed.
* Master of Education	M. Ed.
* M. Phil Education	M. Phil
* Doctor of Education	Ph. D.
* Post Graduate Diploma in Guidance and Counselling	PGDGC

★ **OFFICERS ASSOCIATED WITH THE PGDGC COURSE.**

Dean, Head and Director : Prof. Ashutosh Biswal

Coordinator : Prof. Jaishree Das

**A SCHEMATIC REPRESENTATION OF CURRICULAR CONCERNS**



A Special feature of the course is that it combines counselor skills training with the personal growth of the Counsellor trainees and guides them on to develop their own unique theory practice integration based on their experiences.

**OBJECTIVES:**

The Post-Graduate Diploma in Guidance and Counselling is designed to:

- Prepare personnel for the profession of guidance and counselling with requisite knowledge, skills and attitude.

- Prepare personnel who would work with
  - (a) Students at all levels of education to guide their educational, personal and career development.
  - (b) Any person with a problem to facilitate its working through.
- Enable the candidates to develop understanding of :
  - (a) Human Development
  - (b) Personality Development
  - (c) Personality Disorders
  - (d) Adolescents and young persons and their needs.
  - (e) Guidance process and requisite skills
  - (f) Various Counselling approaches and Practices.
- Facilitate personal growth of the candidates of the Diploma course.
- Develop competence in counseling through practice.

#### **(O.PGDGC-1) RULES OF ADMISSION**

A candidate seeking admission to Post- Graduate Diploma in Guidance and Counselling must satisfy following conditions.

- (i) He/She must be a graduate from any institution recognized by the M.S.University in any discipline with a minimum of 50% of marks in the aggregate or equivalent grade.
- (ii) If He/She does not have 50% at graduate level but have any one year diploma after graduation with minimum of 50% of marks.

#### **(O.PGDGC-2) DURATION OF THE PROGRAMME**

The candidate admitted to the PGDGC Programme shall undergo the prescribed courses of study for one academic year, comprised of two semesters.

#### **INTAKE CAPACITY**

The maximum limit of candidates to be admitted to the programme is Thirty (40)

#### **(O.PGDGC-3) ATTENDANCE**

Every candidate must have 80% attendance in each of the Courses except in case of Course V which is experiential where in a hundred percent attendance is prescribed.

#### **(O.PGDGC-4) MEDIUM OF INSTRUCTION**

The medium of instruction will be in English. However, students may write examination, integration Course and records of Practicum also in Hindi and Gujarati.

#### **(O.PGDGC-5) THE OVERVIEW OF THE COURSE**

The total credits of the entire PGDGC programme will be 32 credits. The layout of the Courses and other particulars are as follows:

	<b>Semester-I</b>			<b>Semester-II</b>		
<b>Course No.</b>	<b>Course Code No.</b>	<b>Course Title</b>	<b>No of Credits</b>	<b>Course Code No.</b>	<b>Course Title</b>	<b>No of Credits</b>
I	EEA4109 C01	Human Growth and Development-I	2	EEA4207 C06	Human Growth and Development-II	2
II	EEA4110 C02	Organization and Administration of Guidance Services-I	2	EEA4208 C07	Organization and Administration of Guidance Services-II	2
III	EEA4111 C03	Personality and Psychopathology-I	2	EEA4209 C08	Personality and Psychopathology-II	2
IV	EEA4112 C04	Counseling and Psychotherapy-I	2	EEA4210 C09	Counseling and Psychotherapy-II	2
V	EEA4113 C05	Basic Counseling skills Training and personal Growth Laboratory-I	2	EEA4211 C10	Basic Counseling skills Training and personal Growth Laboratory-II	2
VI	EEA4114 I01	Practicum-I	2	EEA4212 I01	Practicum-II	2
	EEA4115 V01	Viva-Voce Test-I	2	EEA4213 V02	Viva-Voce Test-II	2
				EEA4214 N01	Integration	4
	<b>Semester-I</b>		<b>14</b>	<b>Semester-II</b>		<b>18</b>
	<b>Total Credits= 32, 800 marks</b>					

**PGDGC COURSE  
SEMISTER-I**

Course No.	Course Code No.	Course Title	No. of Credits	Marks	
				IA	UA
1	EEA 4109 C01	Human Growth and Development-I	2	15	35
2	EEA 4110 C02	Organization and Administration of Guidance Service-I	2	15	35
3	EEA 4111 C03	Personality and Psychopathology-I	2	15	35
4	EEA 4112 C04	Counseling and Psychotherapy-I	2	15	35
5	EEA 4113 C05	Basic Counseling Skills Training and Personal Growth Laboratory-I	2	15	35
6	EEA 4114 I01	Practicum-I	2	50	-
7	EEA 4115 V01	Viva-Voice Test-I	2	-	50
<b>Total</b>			<b>14</b>	<b>125</b>	<b>225</b>
<b>Grand Total</b>				<b>350</b>	

**PGDGC COURSE  
SEMISTER-II**

Course No.	Course Code No.	Course Title	No. of Credits	Marks	
				IA	UA
1	EEA 4207 C06	Human Growth and Development-II	2	15	35
2	EEA 4208 C07	Organization and Administration of Guidance Service-II	2	15	35
3	EEA 4209 C08	Personality and Psychopathology-II	2	15	35
4	EEA 4210 C09	Counseling and Psychotherapy-II	2	15	35
5	EEA 4211 C10	Basic Counseling Skills Training and Personal Growth Laboratory-II	2	15	35
6	EEA 4212 I02	Practicum-II	2	-	50
7	EEA 4213 V02	Viva-Voice Test-II	2	-	50
8	EEA 4214 N01	Integration	4	-	100
<b>Total</b>			<b>18</b>	<b>75</b>	<b>375</b>
<b>Grand Total</b>				<b>450</b>	
<b>Total Credits=32, Marks=800</b>					

## (O.PGDGC-6) SCHEME OF EVALUATION

The course will follow internal assessment scheme.

- (I) The performance of each candidate in all the Courses will be evaluated in terms of Marks. Indirect grading system is adopted. In final grade sheets marks and equivalent grades will be shown. The details regarding grade along with its grade points and equivalent range of grade points and percentages and class are as under:

Grade	Grade Points	Range of Grade Points	Ranges of Percentages	Division	Description
O	10	9.01 to 10.00	90.1 to 100.0	First Class with Distinction	Out standing
A	9	8.01 to 9.00	80.1 to 90.0	First Class with Distinction	Excellent
B	8	7.01 to 8.00	70.1 to 80.0	First Class with Distinction	Very Good
C	7	6.01 to 7.00	60.1 to 70.0	First Class	Good
D	6	5.01 to 6.00	50.1 to 60.0	Second Class	Fair
E	5	4.01 to 5.00	40.1 to 50.0	Pass Class	Average
F	4	Up to 4.00	Below 40.0	F	Dropped

**Note: Equivalent Percentage should be calculated with only ONE Decimal precision.**

- |                                    |                      |
|------------------------------------|----------------------|
| 1. First division with Distinction | CGPA 7.00 onwards    |
| 2. First division                  | CGPA 6.00 up to 6.99 |
| 3. Higher second Division          | CGPA 5.50 up to 5.99 |
| 4. Second Division                 | CGPA 5.00 up to 5.49 |
| 5. Pass Division                   | CGPA 4.00 up to 4.99 |

- (II) The Grade sheet will contain grades in each of the Course, I to VI, Average grade of the two Viva Voce Test, Integration Course, Cumulative Grade point Average (CGPA), Aggregate Grade, Percentage and Class obtained
- (III) The transcripts will contain course wise marks and grade in Core Courses, practicum, integration course, average grade of two viva voce and overall grades. It will also contain the percentage and the class obtained. The Transcript will be available in the Faculty office on written request and by paying the prescribed fee.

#### **(IV) CORE COURSES**

The Performance of students in Core courses ( I-IV) will be judged on the basis of one periodical test or an assignment followed by the Semester end test at the end of each semester. The Semester end test will be based on the entire course covered during Semester and will be of 70 % weightage. The Semester end test in each course will have the 30% weightage of the periodical assessment. For organizational purpose each of the courses will be divided into two parts and part I will be taught in Semester I and Part II in semester – II.

#### **(V) PRACTICUM**

In course V, the work of student in the basic skills and personal growth Lab. will be assessed by both the peer group and the facilitator in charge together against criteria to be worked out in detail.

In course VI, the students will be attached to any educational / service Institution for Guiding / Counselling. They will maintain verbatim records of their Counselling and present them for supervision, which will be graded by the concerned guiding supervisor. Part I and Part II of course VI will be carried out in both the Semesters.

#### **(VI) VIVA VOCE TESTS**

Two Viva-Voce Tests will be conducted, one at the end of semester I and the other at the end of semester II, by a Panel of examiners appointed by the Examination Section of the University. Both the Viva- Voce tests will carry equal weightage and will be assigned marks separately. The Viva-Voce tests will focus on students' grasp of core courses and personal insights they have developed and application of the theory in their work in practicum and in their regular work situations.

#### **(VII) INTEGRATION COURSE**

The candidate's integration report will be evaluated by the panel of Examiners taking the 2<sup>nd</sup> Semester end Viva Voce tests by assigning grades. The Candidates personal account of changes they were able to facilitate in others they worked with as counselors during the year, and how they are able to conceptualize the process of

therapeutic change, that is, integrate theory and practice, will form the focus of evaluation of Integration course.

### **(O.PGDGC-7) STANDARD OF PASSING**

1. To qualify for appearing in the comprehensive test, the candidate must fulfill the requirement of appearing in periodical test, or an assignment. In case a candidate fails to appear in the periodical test or to submit assignment he/she will not be allowed to appear in the concerned Semester end test at the end of the semester.
2. To qualify for the Post-Graduate Diploma in Guidance and Counselling the candidate shall have to obtain a minimum passing **E** grade (40% marks) in each courses .

### **(A) CORE COURSES**

A candidate must obtain aggregate grade of **E** in each Core courses. If a candidate fails to obtain **E** grade in any Core courses, he/she shall have to appear in the Semester end test of the concerned course(s) at the end of next or subsequent semester within period of two years. His/Her grade in periodical assessment will be carried over for calculating aggregate grade. If he/she gets at least **E** grade in Semester end test or an aggregate grade of **E** or higher in the concerned course, he/she shall be declared to have passed.

### **(B) PRACTICAL**

Courses V & VI will have a minimum passing grade of **E** on 11 point scale. Each practicum should have a minimum of **E**, failing which they may be asked to repeat the practicum.

### **(O.PGDGC – 8) ORGANISATION OF THE COURSES**

The teaching of courses -I-V will be done from Monday through Friday between 6 and 8 in the evenings. Practicum/ internship will be done by candidates in the institutions assigned to them for a period of 2 hours per week, or an overall minimum of 100 hours within the entire duration of the programme.

## **PART – II**

### **PROGRAMME CONTENT**

#### **COURSE – I: HUMAN GROWTH AND DEVELOPMENT**

##### **OBJECTIVES:**

The course will enable candidates to understand:

1. The principles and dimensions of human development
2. The need and aspects of adolescence education
3. Behavior disorders of childhood and adolescence
4. The concept of disabilities and giftedness.

##### **Semester-I: EEA-4109 C01: HUMAN GROWTH AND DEVELOPMENT-I**

1. Principles and dimensions of human development: Physical cognitive, social, emotional.
2. Adolescence and Adolescence Education for facilitating personal development.
3. Factors affecting growth and development

##### **Semester-II: EEA-4207 C06: HUMAN GROWTH AND DEVELOPMENT-II**

1. (a) Problems associated with different dimensions of development.  
(b) Behavior disorders of childhood and adolescence
2. The concept and types of disabilities and ways to minimize their impact.
3. The concept of giftedness and ways to nurture it.

##### **Activities:**

1. Assignment on “ Understanding Adolescents”
2. Assignment on Disabilities
3. Characteristics of all stages of development
4. ‘Adulthood- a result of development up to adolescence period
5. Case Study of Gifted Children

##### **Mode of Transaction:**

Lecture. Discussion, Case study, Film show

##### **REFERENCES:**

1. Dash, M (1988) Educational Psychology. Delhi: Deep Publications
2. Doric, L (1990) Essentials of Educational Psychology, New Delhi: Sterling Polishers Private Limited.

3. Hurlock, Elizabeth: (1973) Child Development New York: Mc Grew Hill Publishing Company.
4. Joutald, S.M. (1980) Healthy personality, New York: Macmillan
5. Kapur, M (1995) Mental Health of Indian Children, New Delhi: Sage Publications.
6. Ketter, M (1981) Consultation and education in mental health problems and prospects. Beverly Hills sage Publications.
7. Sprinthal, N and Sprinthal R.C. (1990): Educational Psychology: A development approach. New York: McGraw hill publishing Company.
8. Worchel, S & Goethals, G.R. (1985) Adjustment: Pathways to personal growth, New Jersey: Prentice Hall.

## **COURSE –II: ORGANISATION AND ADMINISTRATION OF GUIDANCE SERVICES**

### **OBJECTIVES:**

The course will enable candidates to understand:

1. The meaning and significance of guidance.
2. The role of Various Personnel guidance
3. The Organizational and administrative aspects of guidance services.
4. The meaning and use of Psychological tools in guidance.
5. The significance of different career development theories in guidance.

### **Semester-I EEA-4110 C02: ORGANISATION AND ADMINISTRATION OF GUIDANCE SERVICES-I**

1. Introduction to guidance: Meaning, nature, need and significance.
2. Basic assumptions and principles of guidance.
3. Meaning of Psychological Assessment and appraisal. Tools of assessment: Testing and non testing techniques: IQ, Personality, Aptitude, Interest, Value,
4. Role of teachers, parents, guidance personnel and community

### **Semester-II EEA- 4208 C07: ORGANISATION AND ADMINISTRATION OF GUIDANCE SERVICES-II**

1. Organization and Administration of guidance services.
2. Type of Guidance: Educational, Vocational & Personal
3. Tools of assessment: Testing and non testing techniques: EQ, Interview, Observation, Sociometry.
4. Individual and group Guidance and Counselling.
5. Theories of career development and related issues in guidance.

**Activities:**

1. Assignment on “ Educational Guidance”
2. Assignment on “Pre- Vocational Development”
3. Vocational Development at all stages of development
4. Psychological Tests and report writing
5. Development of Sociogramme

**Mode of Transaction:**

Lecture. Discussion, Case study, Film show, Psychological testing, Demonstration

**REFERENCES:**

1. Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Sterting publishers Pvt. Ltd.
2. Gibson, R.L. & Mischek, M.H. (1985) Introduction to guidance. New York: McMillan.
3. Jones, A.J. (1963) Principles of Guidance. New York: Mc grew Hill Book Co.
4. Kocher, S.K. (1984) Educational vocational Guidance in Secondary Schools, New Delhi: Sterling Publisher Pvt.Ltd.
5. Narayana Rao, S (1989) Counselling Psychology, New Delhi: Tata McGraw Hill Publishing co.
6. Peter, H.J.& Aubrey, R.F.(Eds) (1975) Guidance Strategies and Techniques Denver : Love Pub Co.
7. Thompson, C.L. & William A.P. (1979) Guidance activities for counselors and teachers Monterrey, calif : Brooks/Cole. Pub. Co.
8. Vashist, S.R. (1993) Perspectives in Educational and vocational Guidance. New Delhi : Anmol Publications (Vols 1-5)

**COURSE -III: PERSONALITY AND PSYCHOPATHOLOGY****OBJECTIVES:**

The course will enable candidates to understand:

1. The nature and determinants of personality.
2. Some of the prominent theories of personality.
3. The need for individuals to develop an integrated personality.
4. The nature and causes of some behavioral disorders.

**Semester-I EEA-4111 C03: PERSONALITY AND PSYCHOPATHOLOGY-I**

1. General introduction to the psychology of personality. Theoretical and methodological issues in the study of personality.
2. Determinates of personality: biological and socio-culture Influences.

3. An in-depth examination of the following theories of personality: Freud Jung, Adler, Sullivan, Maslow, Rogers and Existential – Phenomenological approach to the study of persons.
4. Integrated personality development.

### **Semester-II EEA- 4209 C08: PERSONALITY AND PSYCHOPATHOLOGY-II**

1. Nature, approaches and characterization of Psychopathology.
2. Causative factors in abnormal behavior: biological and socio-culture factors.
3. A brief discussion of some of the following categories of behavior disorders: substance abuse anxiety and depression, eating, sleep, adjustment and personality disorders.

#### **Activities:**

1. Identification of Psychopathological factors from verbatim
2. Assignment on “Integrating Personality”
3. Case study

#### **Mode of Transaction:**

Lecture. Discussion, Case study, Film show, Psychological testing, Demonstration

#### **REFERENCES:**

1. Allport, G.U. (1968). Patterns and Growth of Personality.
2. Lawrence Afervin (1970) Personality: Theory, Assessment and research.
3. Coleman, J.C. R.C. Carson, J.N, Butcher (1988) Abnormal psychology and Modern Life.
4. James D Page (1975) Psychopathology – the science of understanding deviance.

### **COURSE – IV: COUNSELLING AND PSYCHOTHERAPY**

#### **OBJECTIVES:**

This course will enable the candidates to understand:

1. The meaning of counselling and Psychotherapy.
2. Same important therapeutic approaches.
3. The uses of diagnostic tools in counselling.

### **Semester-I EEA-4112 C04: COUNSELLING AND PSYCHOTHERAPY-I**

1. Concept, nature and definitions of counselling and psychotherapy.
2. Therapeutic Approaches – I  
Psychoanalysis

3. Therapeutic Approaches – II
  - (a) Rational emotive therapy
  - (b) Person – Centered therapy

### **Semester-II EEA- 4210 C09: COUNSELLING AND PSYCHOTHERAPY-II**

1. Therapeutic Approaches – III
  - (a) Play, Music, Dance and Art therapy
  - (b) Yoga Therapy
  - (c) Transactional analysis
  - (d) Behaviour Therapy
2. Diagnostic tests and their use in counseling and psychotherapy.
  - (a) Diagnostic interview, Case Study.
3. Therapist as a person: qualities, characteristics and training, professional code of ethics for counselors and the role of professional associations.

#### **Activities:**

1. Assignment on Case History
2. Assignment on Behaviour Modification technique
3. Worksheets on REBT
4. REBT Verbatim

#### **Mode of Transaction:**

Lecture. Discussion, Case study, Film show, Psychological testing, Demonstration

#### **REFERENCES:**

1. Bene, E(1961) Transactional Analysis in Psychotherapy. New York: Ballantine Books.
2. Belack, A.S. Larson, H & Kazdin, A.E. (Ed),(1982) International Handbook of Behaviour Modification and therapy. New York: Plenum Press.
3. Brammer, L.M. & Shostrom E.L. (1982) Therapeutic Psychology – Fundamentals of Counseling and Psychotherapy (4th F.C) Englewood Cliffs: Prentice Hall Inc.
4. Bramner, L.M. (1985) The helping relationship: Process and skills, Englewood Cliffs: prentice Private Limited.
5. Brown, D and Srebahus, D.j.(1988) An introduction to counselling profession. Englewood Cliffs, New Jersey: Prentice Hall.
6. Carkhuff, R. & Berenson G. (1967) Beyond Counselling and Therapy New York: Holt Rinehart & Winston.
7. Cormier, L & Hackney, H (1995) The professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
8. Corey, G. (1977) Theory and Practice of Counselling and Psychotherapy Monterey, CA Book/Cole publishing Company.
9. Ellis, A (1962) Reason and emotion in psychotherapy New York: Lyle Stuart.
10. Gladding, S.T. (1996) Counselling & Comprehensive Profession New Delhi: Prentice Hall.
11. Lazarus, R.S. & Folkman, S. (1984). Stress, Appraisal & Coping. New York: Springer.

12. May Rollo. (1977) The art of counsellign Nashville: abingdon.
13. Mearns, D and Thome B (1988) Person- Centered counselling in action. New Delhi: Sage Publications.
14. Nugent,F (1990) An introduction to the profession of counselling. Columbus, Ohio: Merill Pub. co.
15. Patterson, C.H.(1966) Theories of counseling and Psychotherapy. New York: Harper & How.
16. Seligman, L (1988) Seselecting effective treatments. San Francisco: Jossey Bass.
17. Wolpe, J (1973) The practice of behaviour therapy. New York: pergamen Press.

## **COURSE - V: COUNSELLING SKILIS TRAINING AND PERSONAL GROWTH**

### **OBJECTIVES:**

The candidates will be enabled to:

1. Develop appropriate skills and attitudes required for counselling.
2. Understand them and work through some of their own personal problems.

### **Semester-I EEA-4113 C05: COUNSELLING SKILLS TRAINING AND PERSONAL AND GROWTH LABORATORY-I**

Gerard Egan's Model of counselor training will form the focus of this part of Course V. The following skills will be dealt with:

1. Attending
2. Listening
3. Empathy (Primary level)
4. Respect
5. Concreteness
6. Genuineness
7. Empathy (Advanced level)
8. Confrontation
9. Self – disclosure
10. Immediacy
11. Problem solving skills (Force- field analysis)

N.B.: The methodology of training will be predominantly experiential and will follow a developmental approach. Modeling Peer group counseling and feedback, role plays and case discussions will be some the methods employed for the skills training

## **Semester-II EEA- 4211 C10: COUNSELLING SKILLS TRAINING AND PERSONAL AND GROWTH LABORATORY-II**

1. Personality tools like Mayer – Briggs Type Indicator (MBTI) or Enneagram will be employed to help the candidates to become aware of them and work through the unhealthy aspects of their own lives.
2. The candidates will work through their own personal problems in the group setting with the faculty in charge of the Courses as facilitator.

N.B.: Additionally students involvement in any one holistic system is recommended Yoga, Vipasana, Art of living, Pranic Healing, Raiki, Dynamic mediation, Raja yoga, Sahaj yoga, etc.

### **REFERENCES:**

1. Carkhuff, R.R.(1969) Helping an human relations. Vol 1: Selection and training, New York Holt Rinchart & Winston.
2. Carkhuff, R.R. (1972) The art of helping. Amherst, Mass: Human Resource Development press.
3. Carkhuff, R.R. The art of problem: Solving (1973) Amherst, mass: Human Resource Development Press.
4. Carkhuff, R.R. & Berenson, B.G. (1967) Beyond Counselling and therapy. Holt Rinchart & Vinston.
5. Egan, G. (1973) Face to Facs : The small group experience and interpersonal growth Monterey Brooks/ Cole.
6. Egan, G (1994) The Skilled helper (4<sup>th</sup> Education) Pacific Grove. CA : Brooks/Cole
7. Gazda, G.M. etal. (1973) Human relations development: a manual for educators. Boston: All & Bacon.
8. Futer, J.M. (1988) Personal Counselling Bombay: Better Book.

### **COURSE -VI: PRACTICUM AND INTERNSHIP**

#### **OBJECTIVES:**

This course will have the following objectives:

1. To develop the candidate's ability to administer, interpret and use the prescribed psychological tests in Counselling and Guidance.
2. To plan out and implement a programme of guidance/ Psychological Education/Personality development/study skills/ life skills education etc.

## **Semester-I EEA-4114 I01: PRACTICUM – INTERNSHIP-I**

The following are some of the prescribed activities for practicum.

1. Administration interpretation and reporting of the psychological tests dealt with in Course II and IV representative tests will be selected from the following categories: Aptitude, Interest, Personality, value, Adjustment, IQ and EQ.
2. Work out and implement a programme for:
  - (a) Educational Guidance
  - (b) Career information for promoting career development
  - (c) Development of Self-esteem
  - (d) Development of motivation
  - (e) Study skills
  - (f) Emotional literacy
  - (g) Self-assertiveness
  - (h) life-Skills education programme

Candidates may choose any one of the subjects given above for program development and implementation, or may work on any other relevant area in consultation with the teacher in charge, keeping in mind the needs of the group they are working with.

## **Semester-II EEA-4212 I02: PRACTICUM INTERNSHIP-II**

Candidates are to spend a minimum of 2 hours per week in Guiding / Counselling. For this purpose they may be attached to Educational / health / Social work and other related institutions of their choice.

1. Candidates are required to maintain a verbatim report of their counselling sessions and present them for supervision. A minimum of 20 such supervised sessions is prescribed.
2. In addition, candidates are required to present an audio / video record along with its transcript of a counselling Session prior to taking the second Comprehensive Tests.

## **Semester-II EEA-4214 N01: INTEGRATION COURSE**

### **OBJECTIVES:**

The Objectives of the integration course are:

1. To enable the candidates to reflect on their own experiences of learning during the year and personalize theory from practice.
2. To develop personal insight into what motivates in growth and problem solving.

Candidates are to record the journey of their own personal growth and those of others they work with during the year in their practicum and internship. They are to demonstrate how the theory and personal insight that they develop “fit” together to enable their own and other’s learning and growth. The candidates will make a report with firsthand experiences of their own work and submit two copies of the same which should be typed on A4 Size bond Course in double space prior to taking the 2<sup>nd</sup> comprehensive Tests. At the time of the 2<sup>nd</sup> Viva-Voce Tests, the candidates will make a short presentation of their integration course.

### **PART – III**

#### **TEACHING FACULTY ASSOCIATED WITH THE PGDGC COURSE:**

The teaching faculty for the programme consists of a team of professionals drawn from the Department of Education, other departments of the university and the community. In addition to the names mentioned, the programme also utilizes the services of a panel of external faculty drawn from a wide spectrum of practicing counselors/therapists to give the counselor trainees exposure to the very best practices in the field as visiting faculties.

<b>Name and Qualification</b>	<b>Designation</b>
Dr. Dipti Oza M. A. (Clinical Psychology) M.Ed. Ph.D. PGDHE, MBA, RCI Recognized Special Educator and Counsellor	Professor Department of Education The Maharaja Sayajirao University of Baroda
Dr. Jaishri Das M.A, M.Ed., Ph. D	Associate Professor Department of Education The Maharaja Sayajirao University of Baroda
Dr. Ronak Pandit M. A.( Psychology) M.Ed. ,Ph. D RCI Recognized Special Educator and Counsellor	Practicing Psychologist and Play Therapist in Vadodara
Mr Suneel Karkare MSW	Transactional analyst, ISO consultant in Private Practice in Vadodara
Dr . Anal Mehta MHMS, PGDGC	Consultant Homeopath Practitioner in Private Practice in Vadodara
Ms Bulbul Pandit M.Sc, B.Ed, PGDGC	Principal, Sophia High School, Gorwa, Vadodara

### **LIBRARY FACILITIES:**

The Students enrolled for PGDGC programme will have access to both Smt. Hansa Mehta Library and the CASE Library. Both the libraries have a fine collection of books on counseling and allied subjects.

### **THE UNIQUE FEATURES OF PGDGC PROGRAMME**

The PGDGC programme integrates theory of core courses, practice and personal growth in unique ways. The curriculum transaction follows the experiential learning paradigm and keeps the perspective of the practitioner. Learning from the experiences of the faculty is augmented by one's own experience and reading and those of fellow trainees, making learning truly and experience of group learning Students from previous batches have reported that being in the course has been transformative experience for them. The Integration course

that the students write is the record of change and transformation that they undergo gradually in the programme of the year.

### **WHO WOULD BENEFIT FROM THE PROGRAMME?**

The course is recommended for parents, teachers, counselors, social workers, special educators, managers, HRD Professional, Doctors, lawyers and all those whose jobs involve working with people and who want to make a difference in the lives of people, be they students, clients, or one's own near and dear ones. An open mind, ability to question oneself and one's behaviors, and learn cooperatively in groups are some qualities expected of the aspiring students for the PGDGC Programme.

### **HOW TO APPLY?**

Admission is done online. You may go to University web site [www.msubaroda.ac.in](http://www.msubaroda.ac.in) and fill the form online. Then you should submit the hardcopy of the form in the office of Faculty of Education and Psychology, The M. S. University of Baroda within stipulated time. All other relevant information like the dates of Entrance Test and Interviews, date of commencement of Classes, timings and particulars of fees, etc. will be provided with Application forms.

### **ATTANDANCE RECORD PGDGC -2019-2020**

Date: \_\_/\_\_/2018

Time :

<b>Sr. No.</b>	<b>Name of Student</b>	<b>Sign</b>
1		
2		
3		
4		
5		

**Name of the Teacher & Signature**