

# **Certificate Course (20218-19)**

## **Basic skills in Counselling [CC- II] (B)**

**Duration: 04 weeks (32 hours)**

**Credits: 1**

### **Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

1. Analysing the scope of counselling in shaping human behaviour with a focus on socio-cultural context.
2. Acquiring theoretical perspectives on counselling and its techniques
3. Developing appropriate skills for counselling
4. Exploring the possibilities of application in different counselling techniques
5. Designing interventions by applying various therapeutic techniques
6. Collaborating with school counsellors to facilitate normalization of student mental health

### **Unit 1: Basics in Counselling**

**05 hrs**

- 1.1 Concept: Need, meaning, scope, factors and common terminology.
- 1.2 Historical Perspectives: Emergence and growth of counselling psychology, counselling Movement in India. Present status of counselling.
- 1.3 Theoretical Approaches to Counselling: Classification - directive/nondirective/ eclectic, affectively, behaviourally, cognitively oriented approaches, family therapy. Psycho-Education, and community developing a pragmatic therapeutic position.
- 1.4 Ethical Issues: Meaning, issues in relationships and counselling psychology research.

### **Unit 2: Process of Counselling**

**05 hrs**

- 2.1 Initiating counselling: Preparation and intake procedures, establishing rapport, termination of and response to initial interview.
- 2.2 Establishing Structure: Attending behaviour, observation, non-verbal behaviour, listening, verbal patterning and communication responses, silence, use of questions, transference and counter-transference, regarding and respect in counselling relationship, involuntary clients, client expectation.
- 2.3 Termination of counselling: Termination of session and termination of counselling, variables affecting counselling process

### **Unit III: School Counselling**

**05 hrs.**

- 1.1 Meaning, nature and need for counselling services within schools.
- 1.2 Government directives and initiatives; developing counselling skills.
- 1.3 Identifying common classroom issues that require counselling.
- 1.4 Role of an educator as a first point-of-contact.
- 3.5 Making referrals to School Counsellors.



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## Practical Activities

07 hrs.

- 1) Psychological Assessment: Administration, scoring and interpretation of emotional intelligence test.
- 2) Techniques and Skills of Counselling: Relaxation, Systematic Desensitization, Assertiveness training, Operant conditioning, Technique, Cognitive Behaviour Modification, Biofeedback.
- 3) Transactional analysis, Individual and Group counselling, etc. (Students would be exposed to above techniques and would prepare a detailed report).
- 4) Field visit to various agencies of guidance and counselling centers and study its organizational structures, functions and achievements.
- 5) Development of students' profile by using standardized and non-standardized tools and techniques.
- 6) Workings in the Guidance / Counselling center, i.e. take up one case and prepare a report under the guidance of professional in the center.
- 7) Conducting awareness programmes and submitting a report on Educational Vocational and personal guidance / counselling services to secondary / intermediate / degree students etc.

## References:

1. Ashok Bhatnagar & Nirmala Gupta (eds.) (1988) Guidance and Counseling: A Theoretical Perspective Vol. I. Vikas, New Delhi.
2. Dash (2003) – Guidance services schools, Formin
3. ant Publishers and Distributors, New Delhi.
4. Gibson Robert – L. Michel Marianne J. (2005) Introduction to counseling and guidance, practice Hall India Private Limited.
5. InduDeve (1984) : The Basic Essentials of Counseling, Sterling Private Limited, New Delhi.
6. Jaffeey.A. Kotrer and Elian Kothat (1993) - Teacher is a Counselor, Sage Publications, London.
7. Joneja, G.K. (1997) : Occupational information in Guidance, NCER



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# Certificate Course (2019-20)

## Writing Skill Development [CC – III] (C)

**Duration: 4 weeks (32 hours)**

**Credits: 1**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

1. Appraising the evolution of Writing Skill Development.
2. Analyzing the importance of Writing Skill Development in Education
3. Planning, organizing and performing different forms of Writing Skill Development aligning with need-based themes.
4. Designing rubrics for assessing the skills of Writing Skill Development.

Unit No.	DESCRIPTION	Theory	Practical	Total
Unit I	* Basics of Writing Skill Development in Education * Basics of Writing Skill * Script writing Dialogue writing	07	10	17
Unit II	* Criteria of Evaluation * Writing Skill Development collaboration with school Writing Quality of script * Dialogue style / language * Effect of presentation	07	10	17
	<b>TOTAL</b>	<b>12</b>	<b>20</b>	<b>34</b>

**References:**

1. Writing Skill Development.
2. Writing Skills – Rath Emil
3. Steeps Of Handwriting – Karan Sing
4. Development Of Writing Skills – Lavender larry



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# Certificate Course (2020-21)

## Educational Management [CC – IV] (D)

**Duration: 04 weeks (32 hours)**

**Credits: 1**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

1. Applying the various dimensions of management models to the school environment
2. Maximizing the human resource potential for efficient functioning of the institution
3. Leading the team to achieve the vision and mission of the organization
4. Building collaborations for academic conclave
5. Communicating effectively the decisions, programs and expectations of the management
6. Organizing efficiently to minimize stress and nurture talent to create a congenial school climate

**Unit I – Management Model**

**10 hrs.**

- 1.1 Management as an Art and Science of an organization
- 1.2 Management and maintenance of Physical and material resources to optimize access to Teaching, organize and implement instructions.
- 1.3 Management and coordination of school function / classroom organization
- 1.4 Strategies for maximizing Teacher Potential as an enterprising manager
- 1.5 Classroom Assessment Techniques
- 1.6 Pedagogy – Management connection

**Unit II – Foundations in Management**

**10 hrs.**

- 1.1 Roles of Managers: Interpersonal roles, informational roles, decision roles, employability quotient – graduate attributes, industry – academic conclave

**Unit III -Leadership styles of HM and Teachers – Demand Driven Skills**

**12 hrs.**

- 3.1 Decision making
- 3.2 Effective communication,
- 3.3 Goal performance relationship,
- 3.4 Time management – skills,
- 3.5 Stress management / comfort management,
- 3.6 Talent management

**Practical Activities**

- 1) Observe the classrooms in different types of schools and write a report on the classroom arrangement with different resources.
- 2) Explore & enlist various physical and academic resources essential for an ideal functioning of a school.
- 3) Envision a learner friendly classroom & school and write about its climate.  
12  
brief report about it.
- 4) Interview different teachers and identify different types of students in the classrooms and explore the strategies used by the teachers.
- 5) Observe few classrooms and record the time management of teachers with respect to total time slot, instruction time, engaged time and academic learning time:



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**References:**

1. Alka Kalra (1977) Efficient School Management and Role of Principals, APH Publishing Corporation, New Delhi.
2. Anish QA – B.Ed., DIET, ETI, JBT – Series, School Management and Pedagogies of Education – Hand Book – Agrawal and Agrawal, Anshah Publishing House.
3. Bagley, Classroom Management, New York Macmillan
4. Buch.T. (et al) (1980) Approaches to School Management, Harper & Row Publishers, London.
5. Campbell.R.F., Corbally, J.E. and Nystrand, R.O (1983) Introduction to Educational Administration (6th Ed.) (1986) Allyn and Bacon, Inc. Boston Blumberg, A & Greenfield,W.
6. Educational Innovations and Management (2009) – Babu Mutheyu, R. Usha Rani, Pratikshna Jugran, Centrum Press, New Delhi.
7. Encyclopedia of Educational Administration and Management (2007) Pooja Nirman, Anmol Publications Pvt. Ltd., New Delhi
8. Government of India (1992), Programme of Action, MHRD, New Delhi
9. Managerial skills in Education Administration. Role of Organizational climate and Personality Factors (2004) – Vandana Punia, Foreword by Prof. R. P. Dahiya, Deep & Deep Publications Pvt. Ltd.
10. Operational Leadership (2006) – Jeffrey Glana, Corwin Press



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# Certificate Course(2021-22)

## Conversational English [CC – V ] (E)

**Duration: 04 weeks (32 Hours)**

**Credits: 1**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

1. Integrating accurate pronunciation in speech through an in-depth analysis of sounds in phonetics.
2. Applying the syntax of grammar in English to communicate effectively
3. Attaining fluency through regular practice and speaking skills through efficient usage of vocabulary.
4. Engaging in classroom discourse to develop skills in interactive communication so that deficiencies in spoken English are eliminated.
5. Designing pertinent dialogue for effective consolidation of education-based learning experiences.

Unit No	Description	Theory	Practical	Total
Unit I	<b>Unit I Phonetics</b> Sounds of English – Vowels, Consonants and Diphthongs	4	2	6
Unit II	<b>Vocabulary</b> Words used for day today communication	3	3	6
Unit III	<b>Common Communication Functions</b> Module I - Greetings and Introducing oneself Module II – Personal Information Module III – Hobbies and Interest Module IV – Everyday Activities Module V – Directions and Instructions Module VI – Job Interviews Module VII – Visiting places Module VIII – Enquiring Module IX – Thanking people and responding to thanks Module X – Apology and responding to sorry Module XI – Permission to do something	10	6	16
Unit - IV	<b>Grammar</b> Important parts of speech, Auxiliary verbs, Tenses, Active & Passive voice, Direct and reported speech	6	6	12
Total		23	17	40

**References:** Handbook provided by College



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# Certificate Course (2022-23)

## Soft Skills [CC- VI ] (F)

**Duration: 04 weeks (32 hours)**

**Credits: 1**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

1. Fostering efficient communication skills and interpersonal skills
2. Reflecting on leadership qualities for working collaboratively.
3. Developing skills of negotiation and conflict management
4. Enhancing decision making through innovative problem-solving strategies
5. Applying time and stress management strategies to daily life.
6. Acquiring employability in diversified roles in the contemporary society

S.No.	DESCRIPTION	Theory	Practical	Total
1	(I) COMMUNICATION SKILLS 2) International Phonetic Alphabet (IPA) Symbols 3) Speaking with grammatical accuracy 4) Oral - Planning, Delivering Presentation 5) Pronunciation 6) Academic Writing 7) Communication as a skill for career building	5	7	12
2	(II) INTERPERSONAL SKILLS 2) Verbal Communication 3) Non-verbal Communication 4) Listening Skill 5) Negotiation 6) Problem-Solving 7) Decision-Making 8) Assertiveness	6	6	12
3	(III) PUBLIC SPEAKING 1 Overcoming Fear 2 Knowing Your Audience 3 Researching Your Topic 4 Effective Content 5 Encouraging Audience Participation 6 Effective Content 7 Articulation (audible, clear, effective, eliminating slang) 8 Developing Public Speaking Techniques 9 Body Language (personal space, appearance, gestures)	6	6	12
		17	19	36

**References:** Handbook provided by College



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