

PANJAB UNIVERSITY, CHANDIGARH

SYLLABI

FOR

**POST GRADUATE DIPLOMA IN
GUIDANCE AND COUNSELLING**

Examination

2013-14

**POST GRADUATE DIPLOMA IN GUIDANCE AND
COUNSELLING, SESSION 2013-2014**

- I. The duration of the course leading to the Post Graduate Diploma in Guidance & Counseling shall be one year. The examination shall be divided into **two semesters**. The examinations in first semester and second semester shall ordinarily be in the months of December and May/June respectively or on such other dates as may be fixed by the Syndicate.
 - II. Every candidate shall pay his examination fee for each Semester at the time of admission to the course, along with other charges, i.e., tuition fee etc.
2. The minimum qualification for admission to first semester of the course shall be
- (a) A Bachelor's/Postgraduate degree in any discipline of the University or a degree of any other University which has been recognized by the Syndicate as equivalent thereto with not less than **45%** marks in the aggregate.
3. Provided that in case of candidates having Bachelors degree of the university through modern India languages [Hindi/Urdu/Punjabi (gurmukhi Script)] and /or in a classical language (Sanskrit/ Persian/Arabic) or degree of any other university obtained in the same manner recognized by the syndicate, **45%** marks in the aggregate shall be calculated by

taking into account full percentage of marks in all the papers in language excluding the additional optional paper, English and the elective subject taken together.

(b) Preference will be given to the candidates possessing Bachelor of Education (B.Ed), Nursery Teacher Training (NTT) or ETT (with a B.A, Degree).or Fee structure as approved by Syndicate

4. The first semester examination shall be open to a regular student who

(i) has been on the rolls of the University Department/Principal of the College during one semester preceding the first semester examination; and

(ii) has attended not less than 75 percent of the lectures, seminars, case discussions, case conferences, internship sessions, practicum's etc

5. The second semester examination shall be open to a regular student who:

a) Has been on the rolls of the university department of education/principal of the college of education during one semester preceding the second semester examination

b) Has attended not less than 75% of lectures, seminars, case discussion. Syndicate sessions, field trips, project work etc for each papers and

c) Has passed the first semester examination or is covered under 'Reappear' Regulations 10.

6. The minimum number of marks to pass the examination in each semester shall be-(i) 35% in each paper in the University examination separately as well as jointly with internal assessment;

(i) 35% in the seminar, project and viva-voce;

(ii) 50% in the aggregate of(i) and (ii) above.

6.1 Grace marks shall be given @ one percent of the aggregate marks of the University examination for each semester. A candidate may avail of the grace marks either in the aggregate or in one or more papers as may be to his advantage. Grace marks shall, however, be given only for passing the examination or for earning the higher division and not for passing the examination with distinction.

7. A candidate who fails in the First semester but has secured at least 35% marks separately as well as Jointly with internal assessment in not less than 50% of the papers prescribed for that semester shall be permitted to continue his studies in the second semester but he will be required to reappear in the next May/June examination in such papers in which he had failed in the December examination, simultaneously with the second semester examination. If he fails to pass the first semester examination even in the second attempt his result for the second semester examination shall be cancelled and he will be required to leave the course.

(b) A candidate who fails in second semester examination but had secured at least 35% marks separately as well as jointly with internal assessment In not less than 50% papers prescribed for that semester shall be allowed to reappear in such papers in which he had failed in April examination in special examination to be held in August but not before the expiry of six weeks from the date of declaration of the result.

(c) A candidate who fails to clear the second semester examination even in the special examination held in August shall be given one more chance. He may appear either in December of the same year or in May/June examination next year in such papers in which he had failed in the special examination held in August.

A candidate who is unable to clear the second semester examination even after availing of the second chance as specified above shall be required to leave the course.

8. If a candidate is required to reappear in a paper, which has 75% internal assessment, he will be given one more opportunity to qualify in that paper without attending a fresh course. This work assignment may be determined by the Head of the University Department/Principal of the College.

9. A candidate who failed in the Ist or 2nd semester examination and is not covered under the ' Reappear' regulations may be given one more chance and allowed to appear In the next regular examination without attending a fresh course of lectures but he will have to repeat the entire examination. If a candidate fails to pass in a semester examination even after the second

attempt he will be required to leave the course.

10. Successful candidates shall be classified as under;

- (i) Those who obtain 75% or more of the total First Division with aggregate marks in all the semester examination taken together Distinction
- (ii) Those who obtain 60% or more of the aggregate marks but less than 75% marks in all the semester examinations taken together. First Division.
- (iii) Those who obtain below 60% of the aggregate marks in all the Second Division semester examinations taken together.

Rules

I. Proposed number of seats are 40.

I. I The head of the University Department/Principal of the College shall forward to the Controller of Examinations at least five weeks before the commencement of the examination for each semester a list of the students along with their admission forms and fees who have satisfied the requirements of regulations and are qualified to appear in the examination.

1.2 Whenever the application or fee of the candidate is received more than three days after the last date prescribed by the University. She/he shall pay an additional fee as fixed by the Syndicate, provided that such application shall be entertained only up to three weeks before the commencement of the examination.

2. Every candidate shall be examined in the subjects as laid down in the syllabus prescribed from time to time. Seminar, Project and Workshop will be assessed internally on 100% basis. Viva-Voce shall be conducted jointly by the internal and external examiners.

The Head of the University Department/Principal of the College shall forward these marks on the basis of periodical tests, written assignment, case discussion, Syndicate sessions, field trips etc., to the Controller of Examinations at least one week before the commencement of the examination.

3. The Head of the University Department/Principal of the College will preserve the records on the basis of which the internal assessment awards have been prepared for inspection, if needed by the University, up to six months from the date of declaration of the results.

Project reports shall be submitted to the Head of the University department/Principal of the College at least 30 days before the commencement of the examination. Reports received after the prescribed date shall not be accepted.

4. A deficiency up to 10 per cent lectures may be condoned by the Head of the University Department/Principal of the College.

4.1 The second semester examination shall be open to a regular student who-

(a) has been on the rolls of the University Department/Principal of the College during one semester

preceding the second semester examination;

(b) has attended not less than 75% of lectures, seminars, case studies, case conferences, internship sessions, practicum's etc., for each paper; (a deficiency up to 10% may be condoned by the Head of the University Department/Principal of the College); &

(c) has passed the First Semester examination or is covered under ' Reappear' Regulation 10.

5. The medium of instruction and examination shall be English, Hindi & Punjabi

6. The internal assessment awards of a candidate who fails in the examination shall be carried forward.

7. As soon as possible after the termination of the examination, the Controller of Examinations shall publish a list of the candidates who has passed.

**POST GRADUATE DIPLOMA IN GUIDANCE AND
COUNSELLING Session-2013-2014**

The Post Graduate diploma aims to create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of guidance and counseling- The course will also help the students to become exemplary in applying essential guidance and counseling knowledge and skills in a variety of settings with individuals from diverse backgrounds.

Goals and Objectives

Post graduate diploma in guidance and counseling will enable the students to:

1. Have the knowledge, personal attitudes and skills to provide effective guidance counseling and developmental services to clients diverse In age, gender and socioeconomic status
2. Have a strong Identity as professional counselors with a commitment to future development and possession of effective networking skills.
3. Have research and program evaluation skills that include development of research and program evaluation questions, selection of appropriate methodologies for collecting and analyzing data.
- 4 Have the skills to primarily deliver developmental and preventative services using individual as well as small and large group interventions to children with different abilities.

5. Have the ability to go beyond providing individual services and have skills to lead teams of teaching professionals developing and providing a comprehensive set of services as needed by the client population.
6. Have skills to advocate For student client issues and to foster productive organizational change.
7. Have a vision of career planning as a developmental process and to provide individual guidance and counseling and skills training to facilitate decision-making and to work with developmental life transitions.
8. Have the knowledge and skills to use, technology resources in professional practice and in research and to understand the application of ethical practice to use of assessment and information management tools.

Course Details

Duration of the Course

The duration of the course will be in one year in two semesters.

Theory

The course consists of core components in theory of guidance and counseling processes and procedures and psychological assessments.

Practical work

The course includes intensive training in practical / field work integrated with theory components

Internship

The course has an input of two weeks' internship programme.

Details

| | |
|-----------------------|--------------------------|
| Total no of papers is | 6(100 marks each) |
| Total Marks | 600 (100 X 6) |
| Internal assessment | 25 percent in each paper |
| External evaluation | 75 percent in each paper |

Note: For Evaluation

1. A total of 5 questions are to be attempted in each paper. There will be 4 questions (One from each unit) and one question of short notes.
2. Each question will carry 15 marks
3. There will be internal choice in first 4 questions
4. Questions of Short notes will be spread over 4 Units. There will be no choice in fifth question related to short notes
5. There will be house test in each of the first five papers carrying 25 marks each by way of internal assessment
6. There will be Viva voce (external) test in Paper VI carrying 25 marks. The internal assessment of Paper VI will be based on supervised practical work carrying 75 marks in which case study and internship will carry 30 marks each. Career conference and career exhibition will be of 15 marks

Paper I INTRODUCTION TO GUIDANCE
(Semester-I)

OBJECTIVES:

The course contents In this paper will enable the students:

1. To understand the meaning, principles, needs and types of guidance
2. To have a detailed knowledge about various guidance services
3. To organize guidance programme in elementary and secondary schools
4. To develop skills in using technology for guidance purpose

COURSE CONTENTS

Unit I MEANING, TYPES & EMERGING TRENDS OF GUIDANCE

1. Meaning, aims, principles, and needs of Guidance
2. Types of guidance: Personal, Social, Educational, Career, Leisure time, Health and guidance for children with different abilities.
3. Emerging trends of Guidance

Unit II COMPONENTS AND ORGANISATION OF GUIDANCE SERVICES

1. Individual Inventory service
2. Information service
3. Counseling service
4. Placement & Follow-up service

Unit III ORGANIZATION OF GUIDANCE PROGRAM

1. Essential requisites of Guidance Programme
2. Organization of guidance programme for elementary schools
3. Organization of guidance programme for secondary schools
4. Role of teachers, guidance personnel in organizing of the guidance programs.
5. Management of resources in guidance programme.

**Unit IV INFORMATION TECHNOLOGY AND GUIDANCE
(THEORY AND PRACTICAL)**

- I. Skill of using Information Technology and Internet
- II. Use online testing services, guidance services for education and career information
- III. Resource sharing.

PRACTICUM/ WORK BASED LEARNING

- I. Plan, organize and disseminate any one service using different mediums and methods e.g. Posters, pamphlets, multimedia presentation, interactive sessions, talks, workshops etc.

Paper II INTRODUCTION TO COUNSELLING

OBJECTIVES:

The contents in this paper will help the students:

- I. To understand the meaning, types and techniques of counseling
2. To learn about theories of counseling
3. To develop counseling skills in conducting counseling sessions
4. To learn about new emerging areas of counselling

COURSE CONTENTS

Unit I THEORETICAL FOUNDATION OF COUNSELLING

1. Meaning, historical development and Importance of counselling
2. Types: Individual and Group counseling.
3. Approaches of counselling: Directive, Non directive. Eclectic counseling.
4. Techniques in counseling: Testing and Non Testing techniques
5. The counselor-Qualities of effective counselor, self renewal: preventive burnout, ethical standards and legal considerations in counselling

Unit II THEORIES OF COUNSELLING

The theoretical beginnings, goals and therapeutic process of following theories of counselling:

1. Psychoanalytical theory (Freud, Jung)
2. Self concept/actualization theory (Rogers, Maslow)
3. Trait theory (Cattell)
4. Rational emotive theory (Albert Ellis)
5. Indian therapeutic approach (Patanjali's Yoga therapy)
6. Behavioristic (Skinner, Pavlov)

Unit III ADJUSTMENT AND MENTAL HEALTH

1. Meaning and process of adjustment, adjustment mechanisms, adjustment problems of children and adolescents.
2. Causes of maladjustment, physical, emotional, mental and social.
3. Differences between adjusted and maladjusted adolescents, criteria of good mental health, role of counselor in developing good mental health
4. Techniques of stress management, conflict resolution and mediation and violence prevention programs and models

Unit IV COUNSELLING SKILLS

- I. Building Trust: Listening, attending, building rapport, demonstrating empathy, observing
- II. Interview: types of Interview, procedure of conducting interview: preparation, process, interpretation, recording, termination
- III. Specialization concerns in counseling Substance abuse. Drug addiction. HIV AIDS; Child abuse (trauma), internet and technological abuse. Gerontology. Counseling for aging population); Life long learning; Preparation for family life (parenting and child rearing)
- IV. Professional interest and trends.

'PRACTICUM/ WORK BASED LEARNING

Conduct individual and group counseling sessions using non-testing techniques & counseling Skills in the classroom/groups & prepare a report.

PAPER III EDUCATIONAL AND PSYCHOLOGICAL APPRAISAL

OBJECTIVES:

After going through the contents in this paper the students will be able:

- I. To understand the concept of educational and psychological appraisal
- II. To know the criteria of selection of a test and characteristics of a good test
- III. To learn to administer and interpret psychological tests to know the Individual abilities and personality aspects
- IV. To make appropriate use of achievement and diagnostic test in locating learning difficulties
- V. To master elementary statistics and apply it in student's appraisal

COURSE CONTENTS

Unit I PSYCHOLOGICAL TESTING

1. History of Psychological Testing
2. The nature and uses of psychological tests
3. Test standardization: procedure, reliability and validity
4. Interpretation test scores: Qualitative and Quantitative
5. Ethical and social issues in testing

Unit II ADMINISTRATION AND INTERPRETATION OF STANDARDIZED PSYCHOLOGICAL TEST

- 1 Intelligence. Verbal, Non-Verbal & Performance tests
2. Personality: Self report inventories, projective tests, scales, 'situational test.
3. Aptitudes: Differential & Specific abilities (DAT, Music, Art, Science. Maths, Teaching).
4. Interests: Educational and Vocational
5. Attitudes: Diversities (Religion, Culture, and language)

Unit III ACHIEVEMENT AND DIAGNOSTIC TESTS

1. Achievement test: Use of teacher made and standardized subject specific tests
2. Diagnostic test: Learning difficulties; Behaviour problems
3. Administration and interpretation of achievement and diagnostic tests.

Unit IV ELEMENTARY STATISTICS

1. Descriptive statistics: measurers of central tendency, percentiles, measures of variability
2. Pearson's Product Moment & Spearman's Rank order correlation
3. Normal probability curve and its applications
4. Inferential statistics: parametric techniques (z test, t test and ANOVA (one way) and non parametric techniques (chi-square test and median test)

PRACTICUM/ WORK BASED LEARNING

- Preparation of a profile of one subject client using the above tests
- Preparation of one achievement test

**PAPER IV- COUNSELING CHILDREN AND ADOLESCENTS
WITH DIFFERENT ABILITIES**

(Semester-II)

OBJECTIVES:

The contents of this course will enable the students to master the techniques of:

1. Understanding the needs and problems of children and adolescents with exceptional abilities
2. Identification of academic, social, emotional and vocational problems of students
3. Conducting individual and group counselling
4. Preparing case history, doing case analysis and preparing profile of the case.

COURSE CONTENTS

Unit- I

TYPES, NEEDS AND PROBLEMS OF SPECIAL CHILDREN

1. Concept of different abilities & their types
2. Needs & Problems of children with different abilities
3. Needs and problems of adolescents with different abilities
4. Importance of counseling; of students with different abilities and counseling of parents, family and peers

Unit II IDENTIFICATION AND DIAGNOSIS OF PROBLEM AREAS

1. Identification of personal, social & academic problems of children (5-12 years) at elementary level
2. Identification of academic, social & vocational needs & problems of adolescents (13 to 18 yrs) at secondary level
3. Diagnosis of Problem areas
4. Meaning and types Stress and its causes

Unit III INTERVENTION PROGRAMMES

1. Individual and group counseling for children for emotional, social, behavioural and academic problems
2. Individual & group counseling the adolescents for emotional, social, academic & vocational problems
3. Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems
4. Personal management skills (eg. Time, self management etc)

Unit IV- CASE STUDY

1. Concept, importance and types of case studies.
- 2 Components and step followed in case study
3. Group discussions initiated by the teacher with regard to I of minimum) case studies of the following areas problems:
 - Academic Problems (Learning difficulties, choice of subjects
 - Class room problems (Discipline/ behaviour)
 - Giftedness (Gifted underachiever, academically gifted at least in one subject)
 - Slow learner/educationally backward child
 - Emotional/social problem (Adjustment)
 - Attention deficit hyperactive (ADH) Children
 - Problem of Decision making (Choice of career)
 - Visual/ auditory/ Speech challenged

- Orthopedically challenged,
- Mentally challenged
- Learning Disabled

PRACTICUM/ WORK BASED LEARNING

Preparation of a case profile of a student with different abilities • Case conference.

Paper V CAREER EDUCATION

OBJECTIVES:

The contents of this course will enable the students:

- To get a comprehensive introduction to career education through historical background
- To develop an understanding of the current trends and issues in career education
- To study decision-making and how the process applies to career planning.
- "To study the relationships among work, family, and leisure.
- To identify career issues related to special students.
- To be able to use the Internet and online guidance services
- To overview methods of disseminating and using career information, including computer-based delivery systems (Internet).

COURSE CONTENTS

Unit-I

-CAREER DEVELOPMENT

- Meaning and historical development of career counseling
- Stages of career development
- Career development and human conditions
- Identifying and analyzing life career themes and career talents ."
- Emerging world of work careers and need for career education

Unit II THEORIES OF CAREER DEVELOPMENT

1. Super's theory of vocational development
2. Tiedman and O'hara's theory of career development
3. Williamson's Trait theory
4. Ginzberg and Associates theory of occupational development
5. Roe's theory of career choice
6. Relationship of career theories to career planning

Unit-III CONDITIONS GIVING RISE TO CAREER GUIDANCE & CAREER EDUCATION

1. Changing economic conditions of society & the impact of labour market
2. Psycho-social conditions of the individuals
3. Advancement of technology and survival skills
4. Problems pertaining to work, family, education, and leisure

Unit IV- CAREER CHOICE AND DECISION MAKING

1. Career maturity: concept: and factors
2. Empowering students in career decision making (strategies)
3. Matching career talents with career decision making
4. Guidance for developing life goals & choices

PRACTICUM/ WORK BASED LEARNING

1. A visit to a educational/vocational career center
2. Preparation of a research based project report of an emerging career. The project may include the following information along with any other: • The Profession • Work Environment'• Main Areas • Training Required Skills and attitude • Entry • Education Required • Eligibility • Institutes • Job Prospects • Remuneration • Pressures • Future Prospects "Related Careers" Any Other

Paper VI SUPERVISED PRACTICUM / INTERNSHIP/ WORK BASED LEARNING

OBJECTIVES:

The supervised practical work will train and enhance the student's skills:

1. In identifying the problems of an individual with the help of selecting, administering appropriate test, interpreting the data, preparing the complete history and profile of the case
2. To interpret/ diagnose the case problem and select an appropriate intervention for helping the case in adjustment/

development of relevant life goals and making appropriate choices

3. To be attached to a school /an institution or an agency with an onsite counselor

COURSE CONTENTS

Case Study

- Field work: Identification of 4 cases out of the following areas through testing and referrals: (collection of data)
 - Academic Problems (Learning difficulties, choice of subjects)
 - Class room problems (Discipline/ behaviour)
 - Giftedness (Gifted underachiever, academically gifted at least in one subject)
 - Slow learner/ educationally backward child
 - "Emotional/social problem (Adjustment)
 - Attention deficit hyperactive (ADH) problems
 - Problem of Decision making (Choice of a career)
 - Visual/auditory/Speech challenged
 - Orthopedically challenged
 - Mentally challenged
 - Learning disabled
2. Case preparation and case analysis of the four selected cases
 3. Case conference with fellow students
 4. Intervention (use of appropriate guidance/ counseling strategies)
 5. Written report of the cases

Career Conference

The students will plan and organize career talks and career exhibitions

Internship

The course has an input of two weeks' internship programme. Trainees are required to have an attachment with a school or an institution or an agency under an experienced onsite counsellor for the stipulated period. During the period of internship, the trainees would plan and undertake work related to planning and execution of guidance and counselling activities including counselling casework. They will prepare a project report of the apprenticeship work done by them and with the reviewed learning outcomes by the onsite counselor and the supervisor and submit the same for evaluation.

SUGGESTED READINGS

Paper-II

Arbuckale, D.S. (1965) Counseling: Philosophy, theory and practice. Boston Ailyn and Bacon

Paper-II

Carroll, Michael & Walton Michael, Ed- (1997). Handbook of counseling in organizations. New Delhi: SAGE Publications India Pvt Ltd.

Paper-I, II & IV

Chandra Ramesh, (2002). Guidance and counselling. Delhi:

Paper-IV

Kalpaz Publications S/Cruickshank, W.M. (1963). Psychology of Exceptional Children and Youth. N.Y. Prentice Hall!

Paper-I

Dash, Nibedita (2004). Secondary School organization, Guidance and Educational Technology. New Delhi; Dominant Publishers and Distributors-Dressel, RL (1976). A Handbook of Academic Evaluation. London. Jossey-/Bass Publishers

Paper-III

Garret.H.E. (1981) Statistics in education and Psychology. Bombay. Vakils Feffer and Simons LTD

Paper-II, IV

Geldard, Kathryn & Geldard, David (1997). Counselling children- A practical Introduction. New Delhi: Sega publications

Paper-II, IV & V

Gladdinos, S.T. (2009). Counseling- A Comprehensive Profession. Pearson Publications libson R.L. & Mitchell M.H (2008) Introduction to Counseling and guidance. Pearson Publication.

Paper-III

Gregory, R.J. (2004). Psychological Testing: History Principles and Application. N.Y Pearson Education Group

Paper-I

Jones, Arthur J, (1970). Principles of Guidance Sixth Edition. New Delhi: Tata McGraw Publishing Company Ltd.

Paper-I &II

Knapp, Robert H, (1953). Practical Guidance Methods for Counselors, Teachers and Administrators. New York: McGraw Hill Book Company, Inc

Paper-I &II

Kochhar, S.K. (1996). Guidance and counselling in colleges ad universities. New Delhi: Sterling Publishers Pvt Ltd.

Paper-II

Lapworth, Phil, Sills Charlotte & Fish Sue, (2001). Integration in counselling & Psychotherapy- Developing a personal approach. London: SAGE publications

Paper-II

Lazarus, R. (1969) Patterns of Adjustment and human Effectiveness. N.Y, McGraw hill

Paper-I

Lytton, Hugh & Craft Maurice, Ed. (1974). Guidance and counselling in British schools- A discussion of current issues. London: Edward Arnold (Publishers) Ltd

Paper-III

Noll et al (1979). Introduction to Education and Measurement. Boston Houghton Mifflin Co.

Paper-IV

Panda ,K.C.(2004) Education of the Exceptional Children) New Delhi, Vikas Publishing House Pvt. LTD

Paper-V

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Paper-II

Palmer, Stephen, dainow Sheila and Milner Pat, (1996). Counselling- The BAC counselling reader. New Delhi: Sega Publications

Paper-II

Patterson, C.H. (1973) Theories of Counseling and Psychotherapy. N.Y. Harper and Raw

Paper-I

Qureshi. Hasnain (2004). Educational Counselling. New Delhi: Anmol Publications Pvt Ltd.

Paper-I &II

Safaya, B.N. (2002). Guidance & Counselling. Chandigarh: Abhishek Publications

Scott, M.J. & Stradling, S.G, (2001) Counseling for

Posttraumatic Stress Disorder. London; Sage Publication

Paper-II

Shatter. L.F&Shoben, E.J. (1970) The Psychology of Adjustment, Boston, Houghton Mifflin

Paper-III

Shah. R.K. (2002). Educational Testing and Measurement. Jaipur- INDIA, Pointer Publishers

Paper-I

Sharma, Ram Nath & Sharma Rachana, (2004). Guidance and counseling in India. New Delhi Atlantic Publishers and Distributors

Paper-V

Sharma, Shashi Prabha (2004). Career Guidance and counseling. New Delhi: Kanishka Publishers, Distributors

Paper-I

Sharma, Tara Chand (2002). Modern methods of guidance and counselling. New Delhi: sarup & Sons

Paper-I & V

Sharma, Yogendra K. (2004). Principles of educational and vocational guidance. New Delhi: Kanishka Publishers. Distributors

Paper-I & V

Sharma. Yogendra K- (2004). Text book of Educational Psychology. New Delhi: Kanishka Publishers. Distributors

Paper-II

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Paper-II &V

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Paper-I

Shenzer, Bruce & Stone Shelly C (1996). Fundamentals of guidance. Third Ed. London: Houghton Mifflin Company Boston

Paper-V

Sinha. Neelam (1996). Strategies, Issues and Concepts in Vocational Education. New Delhi: Common Wealth Publishers
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Paper- III

- Garret, H.E. (1981) Statistics in education and Psychology. Bombay. Vakils Feffer and Simons LTD
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