

PANJAB UNIVERSITY, CHANDIGARH

SYLLABI

FOR

**POST GRADUATE DIPLOMA IN
GUIDANCE AND COUNSELLING
(Semester System)**

Examinations 2020-2021

**POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING
SESSION 2020-2021**

**OUTLINES OF TESTS, SYLLABI AND COURSES
ONE YEAR DIPLOMA COURSE SEMESTER SYSTEM**

General Objectives

To prepare students as Counsellors, Guidance workers and Researchers for various institutions engaged in Teaching, Educational Research and organizational Planning.

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.

Aims 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 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.
4. Have skills to advocate For student client issues and to foster productive organizational change.
5. 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.
6. 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.

EVALUATION FOR CONTINUOUS ASSESSMENT

1. The twenty marks for internal evaluation shall be awarded by following criteria.
2. The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It may include written assignment, snap tests, participation in discussion in the class, term papers, attendance etc.
3. In order to incorporate an element of Continuous Internal Assessment of students, the Department will conduct one written test and one snap test and other activities as quantified below:

1. House Test	50 marks
2. Practicum	15 marks
3. ClassroomInteraction	10 marks
4. Assignments	15 marks
5. Attendance	10 marks
Total : 100 (reduced to 25)	

Duration of Semester end examination for each course / paper will be of three hours.

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)

Semester I						
Sr. No.	Paper	Course code	Course Title	Evaluation		
				Internal	External	Total
1	I	PGDGC-I	Introduction to Guidance	25	75	100
2	II	PGDGC-II	Introduction To Counselling	25	75	100
3	III	PGDGC-III	Educational And Psychological Appraisal	25	75	100
Semester II						
4	IV	PGDGC-IV	Counseling Children And Adolescents With Different Abilities	25	75	100
5	V	PGDGC-V	Career Education	25	75	100
6	VI	PGDGC-VI	Internship/ Work Based Learning	75	25	100

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, assignments, sessional and practicum 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 division of marks is as following:

- a. Case study (one):25
- b. Observation report :20
- c. Career conference/career talk:15
- d. career exhibition : 15

Semester-I
PAPER- I
COURSE CODE: PGDGC 01
COURSE TITLE: INTRODUCTION TO GUIDANCE

Total marks=100

External =75

Internal = 25

OBJECTIVES:

The course contents in this paper will enable the students:

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

COURSE CONTENTS

Unit I MEANING, TYPES & EMERGING TRENDS OF GUIDANCE

1. Guidance; Meaning, aims, principles and needs of Guidance services.
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 organization of the guidance programs.

Unit IV INFORMATION TECHNOLOGY AND GUIDANCE

1. Skill of using Information Technology and Internet
2. Use of online testing for education and career information
3. Resource sharing: Human, Financial and Infrastructural, Management of resources in guidance programme.

PRACTICUM/ WORK BASED LEARNING

Marks:15

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

Suggested Readings:

- Chadra Ramesh, (2002). *Guidance and counseling*. Delhi: Kalpaz Publications.
- Dash, Nibedita (2004). *Secondary School organization, Guidance and Educational Technology*, New Delhi: Dominat Publishers and Distributors.
- Dressel, P.L. (1976). *A Handbook of Academic Evaluation*. London. Jossey-Bass Publishers
- Jones, Arthur j, (1970). *Principles of Guidance Sixth Edition*. New Delhi: Tata McGraw Publishing Company Ltd.
- Knapp, Robert H. (1953). *Practical Guidance Methods for Counselors, Teachers and Administrators*. New York: McGraw-Hill Book Company, Inc
- Kochhar, S.K. (1996). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers Pvt. Ltd.
- Lytton, Hugh & Craft Maurice, Ed. (1974). *Guidance and counselling in British schools- A discussion of current issues*. London: Edward Arnold, Publishers Ltd.
- Qureshi, Hasnain (2004) *Educational Counselling*. New Dehli: Anmol Publications Pvt. Ltd.
- Sharma, Ram Nath& Sharma, Rachana (2004). *Guidance and Counselling in India*. New Delhi: Atlantic Publishers and Distributors.
- Sharma, Tara Chand(2002).*Modern Methods of Guidance and Counselling*. New Delhi: Sarup& Sons
- Sharam, YogendraK. (2004). *Principles of educational and vocational guidance*. New Delhi: Kanishka Publishers, Distributors.
- Sertzer, Bruce & Stone Shelly C (1996). *Fundamentals of Guidance*.Third Ed. London: Houghton Mifflin Company Boston.

PAPER- II

COURSE CODE: PGDGC 02

COURSE TITLE: INTRODUCTION TO COUNSELLING

Total marks=100

External =75

Internal = 25

OBJECTIVES:

The contents in this paper will help the students:

- To understand the meaning, types and techniques of counseling
- To learn about theories of counseling
- To develop counseling skills in conducting counseling sessions
- To learn about new emerging areas of counselling
- To make the students aware of maladjustment and concept of adjustment.

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 (Sigmund Freud)
2. Self concept/actualization theory (Maslow)
3. Rational emotive theory (Albert Ellis)
4. Indian therapeutic approach (Yoga and meditation)
5. Behavioristic theory (Aarna Beck)

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

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. Special concerns in counseling: Substance abuse, Drug addition, HIV AIDS, Child abuse ,Cyber-bullying, Counseling for aging population
- IV. Preparation for family life (parenting and child rearing) ,Emerging trends and areas in counselling

PRACTICUM/ WORK BASED LEARNING Marks:15

1. Prepare a plan for Peer counselling on Hypothetical problem and conduct under supervision and submit a report

Suggested Readings:

- Arbuckale, D.S. (1965). *Counseling: Philosophy, theory and practice*. Boston Allyn and Bacon
- Carroll, Michael & Walton Michael, Ed.(1997). *Handbook of counseling in organizations*. New Delhi: SAGE Publications. India Pvt. Ltd.
- Chandra Ramesh, (2002). *Guidance and counselling*. Delhi: Kalpaz Publications.
- Geldard, Kathryn & Geldard, David (1997). *Counselling children- A practical Introduction*. New Delhi: Sega Publications.
- Gibson, R.L. & Mitchell M.H.(2008). *Introduction to Counselling and Guidance*. New Delhi: Pearson Publications.
- Gladding, S.T. (2004) *Counselling- A Comprehensive Profession*. New Delhi: Pearson Publications.
- Gregory, R.J. (2004). *Psychological Testing: History Principles and Application*. N.Y. Pearson Education Group.
- Knapp, Robert H. (1953). *Practical Guidance Methods for Counselors, Teachers and Administrators*. New York: McGraw- Hill Book Company, Inc
- Kochhar, S.K. (1996). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers Pvt. Ltd.
- Lapworth, Phil, Sills Charlotte & Fish Sue, (2001). *Integration in counselling & Psychotherapy- Developing a Personal approach*. London: SAGE Publications.
- Lazarus, R. (1969). *Patterns of Adjustment and human Effectiveness*. N.Y., McGraw hill.
- Palmer, Stephen, Dainow Sheila and Milner Pat, (1996). *Counselling: The BACT counselling reader*. New Delhi: Sega Publications.
- Patterson, C.H. (1973). *Theories of Counseling and Psychotherapy*. N.Y. Harper and Raw
- Shaffer, L.F. & Shoben, E.J. (1970). *The Psychology of Adjustment*. Boston: Houghton Mifflin
- Sharma, A.S. (2000). *Counseling Psychology*. New Delhi: Commonwealth Publisher.
- Shertzer, Bruce & Stone Shelly C (1974). *Fundamentals of Counselling*. London: Houghton Mifflin Company Boston.

PAPER- III
COURSE CODE: PGDGC 03
COURSE TITLE: EDUCATIONAL AND PSYCHOLOGICAL APPRAISAL

Total marks=100

External =75

Internal = 25

OBJECTIVES:

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

- To understand the concept of psychological appraisal
- To know the criteria of selection of a test and characteristics of a good test
- To learn to administer and interpret psychological tests to know the Individual abilities and personality aspects
- To make appropriate use of achievement and diagnostic test in locating learning difficulties
- To know elementary statistics related to testing.

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. Adjustment

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 USING TESTS AND NORMS

1. Descriptive statistics: measures of central tendency, percentiles, measures of variability
2. Norms: concept and purpose

3. Types of Norms: grade, age, gender, stanines, mean, S.D., deciles and percentiles.

PRACTICUM/ WORK BASED LEARNING Marks:15

Administration of any two tests out of following:
Intelligence, Personality, Aptitude, Interest and Adjustment.

Suggested Readings:

Garret, H.E. (1981) *Statistics in education and Psychology*.
Bombay: VakilsFeffer and Simons LTD
Noll et al (1979). *Introduction to Education and Measurement*. Boston
Houghton Mifflin Co.
Shah. R.K. (2002). *Educational Testing and Measurement* . Jaipur. INDIA,
Pointer Publishers.

Semester-II

PAPER- IV

COURSE CODE: PGDGC 04

COURSE TITLE: COUNSELING CHILDREN AND ADOLESCENTS WITH DIFFERENT ABILITIES

Total marks=100

External =75

Internal = 25

OBJECTIVES:

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

- Understanding the needs and problems of children and adolescents with exceptional abilities
- Identification of academic, social, emotional and vocational problems of students
- Conducting individual and group counselling
- 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 classification
2. Needs & Problems of children and adolescents with different abilities
3. Importance of counseling of students with different abilities, their parents, family and peers

Unit II IDENTIFICATION AND DIAGNOSIS OF PROBLEM AREAS

1. Identification of personal, social, emotional and academic problems of children
2. Identification of academic, social & vocational needs & problems of adolescents
3. Case study: concept, importance and procedure.
4. Stress: Meaning, types and its causes

Unit III INTERVENTION PROGRAMMES-I

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

Unit IV INTERVENTION PROGRAMMES-II

1. Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems

2. Parental counselling and crisis counselling
3. Family therapy

PRACTICUM/ WORK BASED LEARNING Marks:15

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

Suggested Readings:

- Chandra Ramesh, (2002). *Guidance and counselling*. Delhi: Kalpaz Publications.
- Cruickshank, W.M. (1963). *Psychology of Exceptional Children and Youth*. N.Y. Prentice Hall.
- Geldard, Kathryn & Geldard, David (1997). *Counselling Children-A practical Introduction*. New Delhi: Sega publications.
- Gladding, S.T. (2004) *Counselling- A Comprehensive Profession*. New Delhi: Pearson Publications.
- Panda, K.C. (2004) *Education of the Exceptional Children*. New Delhi: Vikas Publishing House Pvt. Ltd.

PAPER- V
COURSE CODE: PGDGC 05
COURSE TITLE: CAREER EDUCATION

Total marks=100
External =75
Internal = 25

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

1. Meaning and historical development of career development
2. Stages of career development
3. Career development and human conditions
4. Identifying and analyzing life career themes and career talents
5. Emerging world of work careers and need for career education

Unit II THEORIES OF CAREER DEVELOPMENT THEIR RELATIONSHIP TO CAREER PLANNING

1. Super's theory of vocational development
2. Tiedman and O'hara's theory of career development
3. Ginzberg and Associates theory of occupational development
4. Roe's theory of career choice

Unit-III EMERGENCE OF CAREER GUIDANCE AND CAREER EDUCATION

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

Unit IV CAREER CHOICE AND DECISION MAKING

1. Career maturity: concept: and factors
2. Strategies for empowering students in career decision making

3. Matching career talents with career decision making
4. Guidance for developing life goals & choices

PRACTICUM/ WORK BASED LEARNING

Marks:15

1. A visit to an educational/vocational career center
2. Preparation of a report of any one emerging career.

The project may include the following information:

- 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

Suggested Readings:

- Gladding S.T. (2004). *Counselling- A Comprehensive Profession*. New Delhi: Pearson Publications.
- Sharma, Shashi Prabha (2004) . *Career Guidance and Counseling*. New Delhi : Kanishks Publishes, Distributors.
- Sharma, Yogendra K. (2004).*Principles of educational and vocational guidance*.New Delhi: Kanishka Publishers, Distributors.
- Shertzer, Bruce & Stone Shelly C (1974). *Fundamentals of Counselling*.London: Houghton Mifflin Company Boston.
- Sinha, Neelam (1996). *Strategies,Issues and Concepts in Vocational Education*. New Delhi: Common Wealth Publishers.

PAPER- VI
COURSE CODE: PGDGC 06
COURSE TITLE: SUPERVISED PRACTICUM / INTERNSHIP/ WORK
BASED LEARNING

Total marks=100
Internal =75
External = 25

OBJECTIVES:

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

- 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
- 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
- To be attached to a school /an institution or an agency with an onsite counsellor.

COURSE CONTENTS

1. Case Study

Field work: Identification of one case 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. Observation: Observation of behaviour which humps learning of self and others of any one child

3. Career Conference/career talk and career exhibition: The students will plan and organize career talk and career exhibition

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.

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