

FACULTY OF EDUCATION

HIMACHAL PRADESH UNIVERSITY SHIMLA - 5



Regulations and Syllabus for One Year
Post Graduate Diploma in Guidance and Counseling Programme
(*Semester System*)

(Through Regular Mode and Distance Mode (ICDEOL))

With effect from the Academic Session 2017-18
(Subject to Change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for Post graduate Diploma in Guidance and Counseling Programme)

1. General Objectives

The curriculum is designed to achieve the following general objectives of the Post graduate Diploma in Guidance and Counseling:

- 1) To understand concept, need, importance and process of Guidance and Counseling.
- 2) To list the principles and objectives of Guidance and Counseling.
- 3) To describe various approaches to Guidance and Counseling.
- 4) To identify the role of family, school, community in Guidance and Counseling.
- 5) To assist students in planning for educational and vocational choices.
- 6) To acquire the core competence and knowledge related to Guidance and Counseling.
- 7) To deepen their knowledge and understanding of education, specialize in select areas and develop research capacities.

2. Duration and Working Days

2.1 Duration

The Post Graduate Diploma in Guidance and Counseling is one year programme (spread over two semesters) including field attachment and research dissertation. Candidates shall be permitted to complete the programme requirements of the one-year programme within a maximum period of **three years** from the date of admission to the programme. The summer / winter vacations should be used for field attachment/other activities.

2.2 Working Days

There shall be at least one hundred eighty (180) working days in the year, inclusive of the period of admission, classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of candidates shall be 75% for theory Courses and Practicum.

3. Eligibility and Procedure of Admission:

- a) Candidates who have done M.A. Education or M.Ed. or M.A. Psychology with at least 40% marks are eligible to take admission.
- b) Reservation and relaxation for SC/ST/PWD and other applicable categories shall be as per the rules of the Central Government/ State Government whichever is applicable.

4. Admission Procedure

Admission shall be made on the basis of merit of the qualifying Examination or any other selection process as per the policy of the State Government / Central Government/ Himachal Pradesh University. **120 reservation point roster of H. P. University, Shimla** will be followed.

5. Age limit

There is **no upper age limit** for the candidates applying to the Post Graduate Diploma in Guidance and Counseling course of one year.

No. of Seats -10(Regular Mode)

No. of Seats -50(ICDEOL)

(H.P. University reserves the rights to change seats when it deems necessary)

6. Courses of Study in Post Graduate Diploma in Guidance and Counseling(PGDGC)

A candidate is required to take following courses during two semesters of the **Post Graduate Diploma in Guidance and Counseling Programme (PGDGC)**:

Semester- I

Sr. No.	Courses	Name of the Course	Theory Marks	Internal Assessment Marks	Total Marks
1	Paper I	Basics of Guidance	80	20	100

2	Paper II	Theory and Practices of Counseling	80	20	100
3	Paper III	Counseling for Exceptional Children and Adolescents	80	20	100
Part I	Identification/Selection of Research Problem and Preparation of Research Proposal for dissertation work; Field Work(if candidate opts dissertation)				
TOTAL MARKS (1st Semester)					300

Semester- II

1	Paper IV	Career Education	80	20	100
2	Paper V (Dissertation or optional paper)	{Dissertation work=75 Viva Voce25} =100 OR Life Skill Education	80	20	100
Total marks 2nd Semester					200
Total marks (1st Sem+ 2nd Sem)					500

7. Evaluation

The performance of a candidate in each course will be evaluated in terms of percentage of marks. Evaluation for each course shall be done by continuous comprehensive assessment (CCA) by the concerned course teacher and end session examination and will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- **End-Semester Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

7.1 Continuous Comprehensive Assessment (CCA) in Post Graduate Diploma in Guidance and Counseling (PGDGC)

Continuous Comprehensive Assessment (CCA) will include the following components:

(a) Classroom Attendance

- Each candidate will have to attend a minimum of 75% Lectures/ Tutorials/ Practical. A candidate having less than 75% attendance will not be allowed to appear in the End Semester Examination (ESE).
- However, the exemption from 75% attendance will be given to those participating in prescribed co-curricular activities e.g. NCC, NSS, Youth Festivals, Sports etc. to the extent of 20% (making the necessary attendance as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.
- Candidates getting the exemptions, for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.

(b) Classroom Attendance Incentive:

- Those having greater than 75% attendance (for those participating in Co-curricular activities, 20% will be added to per cent attendance) will be awarded CCA marks as follows:-
 - > 75% but \leq 78% 1 marks
 - > 79% but \leq 82% 2 marks
 - > 83% but \leq 86% 3 marks
 - > 87% but \leq 90% 4 marks
 - > 91% and Above 5 marks
- Remaining 15 marks of CCA component in each course will be awarded on the basis of theory assignments / sessional activities to be assigned by the concerned course teacher.

The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component	Marks
A	Classroom attendance during the 100 days instructional time per Semester	05
B	Theory Assignments/Sessional work in each course	15
GRAND TOTAL (A+B)		20

Note:-In case of ICDEOL candidates, the internal assessment (20 marks) will be given on the basis of 4 theory assignments (5 marks per assignment) to be assigned by the concerned teacher.

7.2 End-Semester Examination:

- The End Semester Examinations for **(PGDGC)** candidates will be held in the month of November/ December and June each Year respectively.
- The remaining 80% of the final marks assigned to a **Post Graduate Diploma in Guidance and Counseling** candidate in a course will be on the basis of an end-semester examination (ESE) that will be for three hours duration. The end-semester examination (ESE) will cover the whole syllabus of the course.
- At the end of 2nd semester i.e. in the month of June evaluation of the dissertation work and viva voce will be conducted by the External Examiner. If candidate fails to submit their dissertation on the due date which will be notified by the Chairperson, late fees will be charged as per University Rules.

7.3 Guidelines for paper setters.

A set of question papers for the end- semester examination (ESE) will be got set by the Controller of Examinations, H. P. University, Shimla-5

The question paper for the end-semester examination (ESE) (having 80 marks) will have the following pattern:

- The question paper for the ESE will have five Sections **A, B, C, D** and **E**. **Section A** will be compulsory of 16 marks and consist of 8 short answer type questions of 2 marks, each covering whole of the syllabus.
- Section B, C, D and E will consist of two questions out of which the candidate will attempt one question. Each question will carry 16 marks.

Total marks (A + B + C + D+E) = 16 + 16 + 16 +16+16 (80 marks)

8. Medium of Instruction/Examination for Post Graduate Diploma in Guidance and Counseling

The medium of Instruction/ Examination for the Post Graduate Diploma in Guidance and Counseling (PGDGC) shall be English or Hindi.

9. Conditions for Qualifying the Post Graduate Diploma in Guidance and Counseling Course:

- (a) The pass percentage in each course of study will be 40 percent (both in theory and internal assessment respectively), 45% in aggregate in all the prescribed courses.
- (b) It will be necessary for a candidate to pass each course separately in Internal and External Examinations.
- (c) A candidate is required to pass all the courses of study. If a candidate fails in theory part of the paper of the university examination, he/she will have to re-appear in that theory course in the subsequent examination.
- (d) If a candidate fails in internal assessment/ sessional , he/she will be required to improve his/her internal assessment/ sessional marks/grades by doing extra work to the satisfaction of the Chairman of the Department /Director ICDEOL Concerned Faculty Members who will assess the candidate for award of revised internal assessment/sessional marks. The candidate will have to submit his/her assignment within 40 days from the day of declaration of the result of end semester examination. If the candidate fails to submit within the stipulated period, he/she shall be treated as re-appear student in that paper.
- (e) The result of the candidate will be declared when he/she will qualify in all the parts of the concerned paper (Theory +Internal assessment).
- (f) For reappear students of regular mode, End Semester Examinations will be held in the months of December and June.
- (g) If a candidate fulfils the condition of 75% attendance in theory courses and fulfil the conditions of internal assessment but, does not pass the examination (ESE) in any courses or due to some reasons i.e. his/her own serious illness, accident, or on account of the death of the near relative (Mother, Father, Brother, Sister), or the dates of states/

national/ international level examination/ sports and all other extracurricular activities fall on dates of the semester exams or delivery of child during the days of examination will be considered as “fail” shall be permitted to appear in such failed courses in odd/even semester/session only when the examination of that semester is due. However, such candidates will have to seek permission for appearing in the examination from Chairperson, Department of Education on the production of authenticated valid certificate /document from the competent authority.

- (h) If a candidate fails to fulfil the condition of 75% attendance in theory courses but fulfils the conditions of internal assessment and does not pass the examination (ESE) in any course due to some reasons i.e. his/her own illness, accident or on account of the death of the near relative (mother, father, brother, sister) or the dates of the State/ National/ International level examinations/ sports and all other extracurricular activities falls on the dates of the semester exams or delivery of child during days of examinations will be considered as ‘fail’ and shall be permitted to appear in such failed courses in odd/even semester/session only when the examinations of that semester is due. However, such candidates will have to seek permission for appearing in the examination from Chairperson, Department of Education on production of authenticated valid certificate/ document from the competent authority and fulfillment of 75% attendance condition.
- (i) If a candidate fails to fulfil the condition of 75% in theory courses and does not submit the assignments, he/she will not be allowed to appear in the concerned end semester examination/ end session examination. However, he/she will be allowed to appear in the odd/even semester examinations only if he/she fulfils the condition of 75% in the theory courses and fulfils the condition of the internal assessment to the satisfaction of Chairman, Department of Education.
- (j) Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force at that time.
- (k) A candidate shall not be declared successful in the P.G. Diploma in Guidance and Counseling Examination, unless he/she obtains specified pass marks in each of the prescribed courses and internal assessment.

COURSE CONTENTS
FIRST SEMESTER

Paper – I

BASICS OF GUIDANCE

OBJECTIVES

- To develop an understanding of the concepts of guidance.
- To develop an understanding of the types of guidance.
- To acquaint students with different testing devices and techniques of guidance.
- To develop understanding of the different stages of human development.
- To develop an understanding of the role of teacher as a guidance worker.

UNIT 1 NATURE AND CONCEPT OF GUIDANCE

- Nature and scope of guidance.
- Concept, definition, basic assumptions and principles of guidance.
- Importance of understanding the individual, Barriers to understanding, Aids in understanding, Measurement and application of self-understanding, Guidance movement in India.

UNIT 2 TYPES OF GUIDANCE

- Educational Guidance: Nature, Pupil personnel work, pupil appraisal information, Role of teacher, Preparation and training, School curriculum and guidance,
- Vocational guidance: Nature, study of occupations, occupational information, Theories of occupational choices, Job placement and Satisfaction.
- Personal Guidance: Nature of emotional problem, adjustment problems of adolescents and delinquents: prevention and treatment.

UNIT 3 INFORMATION AND TECHNIQUES ESSENTIAL FOR EFFECTIVE GUIDANCE

- Achievement and aptitude tests, Personality and interest inventories, School records and reports.

- Occupational information: Collection, Classification and dissemination.
- Individual and Group guidance.
- Organization of guidance programme: Types and basic procedures.

UNIT 4 STAGES OF HUMAN DEVELOPMENT AND AREAS OF GUIDANCE

- Characteristics of different stages of development (Physical, Cognitive, Emotional, Social and Moral).
 - Problems of childhood and adolescence.
 - Problems of adulthood and aged.
 - Role of teacher in providing guidance services.
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Suggested Readings

- Aggarwal J. C., (2004). Educational and Vocational Guidance and Counseling, 7th Edition, Delhi. Doaba House.
- Aggarwal J.C. (2005). Career Information in Career Guidance - Theory and Practice, Delhi, Doaba House.
- Chauhan, S.S. (1982). Principles and Techniques of Guidance.
- Dash, M. (1997). Education of Exceptional Children, New Delhi, Atlantic publishers.
- Dev Kapil (2006). Educational Counseling, New Delhi Pragun Publications.
- Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance and Counseling, 6th Edition, New Delhi, Prentice Hall of India.
- Gladding Samuel (2011). Counseling - A Comprehensive Profession, 6th Edition, New Delhi, Dorling Kindersley India Pvt. Ltd.
- Kenkateish, S (2001). Special Education, Anmol Publication Pvt. Ltd. New Delhi.
- Kochhar S.K. (1981). Guidance in Indian Education. New Delhi
- Kochhar S.K. (1987). Educational and Vocational Guidance in Secondary Schools. New Delhi, Sterling Publishers.
- Kochhar S.K. (1987). Guidance and Counseling in Colleges and Universities. New Delhi Sterling Publishers.
- Milne Aileen (2003). Teach Yourself Counseling, McGraw Hill, Chicago companies.
- Panda, K.C. (1997). Education of Exceptional Children , Delhi ,Vikas Publishing House.
- Sharma R.A. Fundamentals of Guidance and Counseling .
- Sharma Ramnath and Sharma Rachana (2004). Guidance and Counseling in India , New Delhi, Atlantic Publishers and Distributors.

Paper – II

THEORY AND PRACTICES OF COUNSELING

OBJECTIVES

- To develop an understanding of the concepts of practices of counseling.
- To develop an understanding of the types of counseling.
- To acquaint students with different testing devices and techniques of counseling.
- To develop and understanding of the role of teacher as a counselor.

UNIT 1 MEANING & TYPES OF COUNSELING

- Meaning, Historical development and Importance of Counseling
- Individual and Group Counseling
- Emerging Trends in Counseling

UNIT 2 APPROACHES OF COUNSELING

- Approaches of Counseling: Directive, Non directive, and Eclectic.
- Qualities and Professional Ethics of a Counselor.

UNIT 3 AREAS OF COUNSELING

- Counseling Families Concerning Children, Counseling with Parents, Counseling the Delinquent, Marriage Counseling, Premarital Counseling, Counseling the Handicapped, Career Counseling, and Adolescent Counseling.
- Role of Counselor in developing Good Mental Health.

UNIT IV COUNSELING SKILLS

- Building Trust: Listening, Attending, Observing, Building Rapport, Demonstrating Empathy.
- Specialized Concerns in Counseling: Substance Abuse, Drug Addiction; HIV AIDS; Child Abuse (Trauma); Internet and Technological Abuse.

Suggested Readings

- Aggarwal J. C., (2004). Educational and Vocational Guidance and Counseling, 7th Edition ; Delhi ,Doaba House.
- Aggarwal J.C. (2005). Career Information in Career Guidance - Theory and Practice, Delhi Doaba House.
- Chauhan S.S. Principles and Techniques of Guidance.
- Dash, M. (1997). Education of Exceptional Children , New Delhi, Atlantic publishers.
- Dev Kapil (2006). Educational Counseling , New Delhi ,Pragun Publications.
- Kochhar S.K. (1981). Guidance in Indian Education, New Delhi .
- Kochhar S.K. (1987). Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publishers.
- Milne Aileen (2003). Teach Yourself Counseling , Chicago, McGraw Hill companies.
- Panda, K.C. (1997). Education of Exceptional Children , Delhi, Vikas Publishing House.

PAPER -III

COUNSELING FOR EXCEPTIONAL CHILDREN AND ADOLESCENTS

OBJECTIVES

- The contents of this course will enable the students:
- To understand the needs and problems of children and adolescents with exceptional abilities
- To identify academic, social, emotional and vocational problems of students.
- To conduct individual and group counseling.
- To prepare case history, doing case analysis and profiling of the case.

UNIT 1 TYPES, NEEDS AND PROBLEMS OF SPECIAL CHILDREN

- Types of different abilities.
- Needs & Problems of children and adolescents with different abilities
- Importance of counseling of students with different abilities and their parents, family and peers.

UNIT 2 IDENTIFICATION AND DIAGNOSIS OF PROBLEM AREAS

- Identification of personal, Social & academic problems of children (5-12 year) at elementary level
- Identification of academic, social & vocational needs & problems of adolescents (13 to 18 years) at secondary level
- Diagnosis of Problem areas, stress as a cause of Mental, Emotional, Physical, Social behavior and academic problems.

UNIT 3 INTERVENTION PROGRAMMES

- Individual and group counseling of children and adolescents for emotional, social, behavioral and academic problems
- Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and other related problems.

UNIT 4 CASE STUDY

- Concept, importance and types of case studies.
- Components and step followed in case study
- Group discussions initiated by the teacher with regard to case studies , methodologies to be used for case study in exceptional children.
- Select any two of the following topics for dissertation;
 - 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

OR

Any other topic in consultation with the concerned teacher/guide.

Suggested Readings

- K. Nayak, (1997). Guidance and Counseling, New Delhi, APH Publishing Corporation.
- Kochhar S. K. (1987). Guidance and Counseling in colleges and universities, New Delhi, Sterling Publishers.
- Panda K. C. (1997). Education of Exceptional Children, Delhi, Vikas Publishing House.
- S. Chand (2009). Guidance and Counseling, Revised Edition, S. Chand & Company Ltd. New Delhi, Ram Nagar.
- <http://www.inclusionireland.ie/>
- <http://www.mencap.org.uk/>

SEMESTER –II

PAPER –IV CAREER EDUCATION

OBJECTIVES

- get a comprehensive understanding of history of career education.
- develop an understanding of the current trends and issues in career education.
- study decision-making and the process of career planning.
- study the relationships among work, family and leisure.
- identify career issues related to special students.
- enable to use the Internet and online guidance services
- overview methods of disseminating and using career Information, including computer-based delivery systems (Internet).

UNIT 1 CAREER DEVELOPMENT

- Meaning and historical development of career counseling.
- Concept of Career development.
- Different stages of career development.
- Emerging career options in present context.

UNIT 2 BASES OF CAREER DEVELOPMENT

- Vocational Development: reports of various educational commissions and committees.
- Identifying and analyzing career choices and career talents.
- Need for career education in schools.

UNIT 3 PRESENT CONDITIONS AND CAREER EDUCATION

- Changing economic conditions of society and the job market.
- Psycho-social conditions of the individuals.

- Advancement of technology and survival skills.
- Problems pertaining to work, family, education and leisure.

UNIT 4 CAREER CHOICE AND DECISION MAKING

- Career maturity: concepts and factors.
- Empowering students in career decision making (strategies)
- Matching career talents with career decision making.
- Guidance for developing life goals & choices.

PRACTICUM / WORK BASED LEARNING: 20 Marks

1. Visit to a Vocational career counseling cell and preparation of a report on personnel experience.
 2. Preparation of a field based project report on requisites of a career counseling cell.
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Suggested Readings

- Arnold, J. & Jackson, C. (1997). The new career: Issues and challenges. *British Journal of Guidance and Counseling*, 25, 427-434.
- Borow, H. (Ed.). (1964). *Man in a world at work*. Boston: Houghton Mifflin.
- Campbell, R. E. Connel, J. B, Boyle, K. B., & Bhaerman, R.(1983). *Enhancing career development. Recommendations for action*. Columbus: The Ohio State University, The National Center for Research in Vocational Education,
- Harren, V. A. (1980). *Assessment of Career Decision Making (ACDM: Preliminary manual)*. Carbondale: Southern Illinois University.
- Herr, E. L., & Shahnasarian, M. (2001). Selected milestones in the evolution of career development practices in the twentieth century. *The Career Development Quarterly*, 49, 225-232.
- Patton, W., & McMahon, M. (2014). *Career development and systems theory: Connecting theory and practice*. Rotterdam: Sense Publishers.
- Patton, W. & McMahon, M. (Eds.) (2001). *Career development programs: Preparation for lifelong career decision-making*. Melbourne, VIC: ACER Press.
- Roe, A. (1956). *The psychology of occupations*. New York: Wiley.
- Sharma, Shashi Prabha (2004). *Career Guidance and Counseling*: New Delhi: Kanishka Publishers Distributors.
- Super, D. E. (1957). *The psychology of careers*. New York: Harper & Row.
- Super, D. E. (1990). A lifespan–lifespace approach to career development. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197–261). San Francisco, CA: Jossey-Bass.
- Tiedeman, D. V., & O’Hara, R. P. (1963). *Career development: Choice and adjustment*. New York, NY: College Entrance Examination Board.

PAPER –V
LIFE SKILLS EDUCATION

Course Objectives

To enable the learners to

- understand the meaning, concept and various forms of life skills education.
- understand four pillars of education and life skills.
- understand components and importance of life skills.
- describe lifelong learning and extension.
- understand the concept, importance, scope and objectives of continuing education
- understand approaches to Continuing Education
- describe the types of continuing education programs.

UNIT 1 PILLARS OF EDUCATION AND LIFE SKILLS

- Need for Life Skills Education.
- Importance of Life Skills for Growing Minds.
- Components of Life Skills. Importance of Emotional, Social and Thinking Skills.
- Concept of Four Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be.

UNIT 2 LIFE SKILLS EDUCATION – ITS MEANING, CONCEPT AND ITS VARIOUS FORMS

- Psycho-Social Skills
- Health Living Skills
- Problem Solving Skills
- Co-operation and Team Work Related Skills
- Recreational Skills
- Computer Related Skills
- Work Related Skills
- Disaster Management Skills

- Entrepreneurial Skills.

UNIT 3 LIFE SKILLS AND COUNSELLING

- Awareness and understanding psychology of adolescents and special children.
- Communication and interpersonal skills.
- Negotiation skills.
- Being empathetic.
- Collaborative mind set
- Skill of Advocacy
- Critical thinking and decision making skills.

UNIT 4 SKILL DEVELOPMENT PROCESS FOR COUNSELLING

- Self Awareness and understanding self.
 - Self Reflection.
 - Self Management and self transformation.
 - Mindfulness wellbeing.
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Suggested Readings

- Alford, H.J. (1968). *Continuing Education - In Action : Residential Centres for Lifelong Learning*. New York: Wiley.
- Cropley, A.J. (1977). *Life Long Education: A Psychological Analysis*. New York : Pergamon Press.
- Fraure, Edgar. et al. (1972). *Learning To Be: The World of Education Today and Tomorrow*. Paris: UNESCO
- Jarvis, P. (1990). *International Dictionary of Adult and Continuing Education*. London: Routledge.
- Preece, J. (2009). *Lifelong Learning and Development : A Southern Perspective*, London: Continuum International Publishing Group.
- Shah, S. Y. (1993). *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association.
- Singh, Madhu. (2002). *Lifelong Learning*, Humberg:UNESCO Institute of Lifelong Learning.
- Rajesh & Dixit, V.K. (2011). *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization.
- Roger, Harrison (2002). *Supporting Lifelong Education*, London: Rotledge.
- Zhu, Muju. (2005). *A Case Study on Chinese Experiences in Integrating 'Learning To Live Together' across Curriculum Areas*.