

POST GRADUATE DIPLOMA
IN
GUIDANCE AND COUNSELLING

SYLLABUS

Paper I

(code 9701)

Principles and organization of Guidance

Objectives

- To understand the meaning, nature and scope of guidance.
- To understand the objectives and need for guidance.
- To understand principles and problems of different types of guidance.
- To understand the essential services involved in school guidance.
- To understand the resources required and their optimum use in managing guidance programme at different level.

Unit I

Concept and need of guidance

- The developmental concept of guidance leading to the modern concept.
- Nature and scope of guidance
- Objectives of guidance: self-understanding, self-discovery, self-direction, self-actualization.

Unit II

Principles of guidance

- Concept, nature and significance of personal guidance,
- personal- social guidance with special reference to Indian culture,
- Educational and vocational planning

Unit III

Organization of guidance services

- Individual inventories services
- Information services
- Counselling services
- Placement services
- Follow up services

Unit IV

Types of guidance

- Educational guidance: Nature and scope of educational guidance, special need and nature at different stages, types and sources of educational information.
- Vocational guidance: Development concept and significance, dynamics of vocational development, vocational maturity and vocational adjustment.
- Personal guidance: Nature and significance, techniques of personal guidance, personal guidance with specific reference to various stages of development.

Practicum

1. Preparation of any of the guidance programme for secondary school.
2. A plan of organization of a career conference.
3. Preparation of a career information pamphlet.

References-

- Bhatnagar, Asha and Gupta Nirmala(Eds)(1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi, Vikas
- Bhatnagar, Asha and Gupta Nirmala(Eds)(1999). Guidance and Counselling, Vol. II: A Theoretical Perspective, New Delhi, Vikas
- Chouhan S.S.(1962). Principles and Techniques of Guidance, Vikas Publication House Pvt. Ltd., New Delhi,.
- Crow and Crow: Introduction to Guidance, Uresin Publication Louse Pvt., New Delhi.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York, McMillan.
- Jones,Ad(1957). Principles of Guidance of Pub. Personal Work, NY, McGraw Hill Book Co., IncTokya.
- Kochhar, S.K, Guidance in Indian Education, Sterling Publisher Pvt. Ltd.
- Milin Frank, A. Guidance, Principles and Services- Columbus Charles, E. Merrill Books Inc.
- Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors, New Delhi, NCERT.

❧ ❧

Paper II
Counselling Psychology 9702

ives-

- To understand the meaning, nature, scope and objectives of Counselling.
- To understand the steps of Counselling
- To understand the skills and qualities of an effective counselor.
- To understand different types and sources of Counselling.

Unit I

Understanding Counselling

- Meaning, scope and importance of Counselling.
- Objectives of Counselling: resolution of problems, modification of behaviour, promotion of mental health, helping taking decision.
- Principles of Counselling.
- Characteristics of Counselling.

Unit II

Types of Counselling

Concept, features and importance of :

- Directive Counselling
- Non directive Counselling
- Eclectic Counselling

Unit III

Areas of Counselling

Concept, Scope and importance of:

- Family Counselling
- Marital Counselling
- Parental Counselling
- Adolescent Counselling
- Special children Counselling

22

Rao S.N., Counselling Psychology, Tata MacGraw Hill Publishing Co. Ltd. New Delhi.

Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors, New Delhi, NCERT.

• Super D., Counselling in secondary schools, Harper & Row, New Delhi.

• Warters, Jave(1962). Techniques of the Counselling, McGraw Hill.

• Williamson, E.G.,(1950). Counselling Adolescent, New York McGraw Hill.

Paper III

Dynamics and Techniques of Guidance (9703)

Objectives

- To assist the student in developing an adequate understanding of the dynamics involved in the continuous process of guidance.
- To gain insight into different techniques of psychological assessment their need, importance and application in guidance and Counselling.
- To develop students abilities to interpret and use various testing as well non testing tools and techniques of guidance.

Unit I

Understanding the individuals

- Nature of the individual's personality common core and its significance.
- Individual differences- nature and importance.
- Need for appraisal of the individual.
- Nature and importance of assessment and appraisal in guidance and Counselling.
- Individual data for Counselling process.

Unit II

Individual attributes

- Intelligence- development approaches to the concept of intelligence (different approaches) and its role in Counselling.
- Personality- concept of personality and its role in Counselling.
- Interest- concept of interest and its role in Counselling.
- Aptitude- concept of aptitude and its role in Counselling.

Unit III

Techniques of Assessment

- Non testing devices of collecting individual information: observation, interview, anecdotal record, case study, autobiography, rating scale, sociometry.

Unit IV

Psychological test

- Principles of psychological testing
- Acquaintance with following psychological tests their administration, scoring and interpretation-
 - Intelligence test
 - Personality test
 - Interest
 - Aptitude

Practicum

1. Administration, scoring and interpretation of any one of the following test
 - Intelligence
 - Personality
 - Interest
2. Report of a sociometric study of a group of students.
3. Development of any of the following tools-
 - Rating scale
 - Anecdotal record form
 - Individual inventory form
 - Problem checklist

References-

- Anrstasi, A.(1961). Psychology Testing(2nd Ed.), New York; Macmillan,
- Bhatnagar, Asha and Gupta Nirmala(Eds)(1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi, Vikas
- Bhatnagar, Asha and Gupta Nirmala(Eds)(1999). Guidance and Counselling, Vol. II: A Theoretical Perspective, New Delhi, Vikas
 - Chouhan S.S.(1962). Principles and Techniques of Guidance, Vikas Publication House Pvt. Ltd., New Delhi,.
 - Dave, Indu (1984). The Basic Essentials of Counselling, New delhi, Sterling Pvt. Ltd.
 - Drummond, R.J.(1988). Appraisal Procedures for Counselors and Helping professionals, Columbus, OH, Merrill.
 - Gardner, H.(1999).Multiple Intelligence: Intelligence, Understanding and mind, national professional resources, NY.
 - GazdaGerge R.M. (1989). Group Counselling: A Development Approach, London. Allyn and Bacon.
 - Glickman, C& Wolfgang, C.(1981). Solving Discipline Problems: Strategies for Classroom teachers, Boston, Allyn and Bacon.
 - Kahn, M.E &Macclean,M.S.(1955). CounsellingPsychology. NewYork McGraw Book. Co.
 - Kline, J.B.Theresa (2005). Psychological Testing: A Practical Approach to Design and Evaluation, London, Sage Publication.
 - Oliver, W. & Randall W.E. (2005). Handbook of understanding and Measuring Intelligence, Landon, Sage Publication.
 - RaoS.N., Counselling Psychology, Tata MacGraw Hill Publishing Co. Ltd. New Delhi.
 - Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors, New Delhi, NCERT.
 - Super D.,Counselling in secondary schools, Harper & Raw, New Delhi.
 - Thutstone, L.K.&Chave, P.J.(1929). The Measurement of Attitude, University of Chicago Press.
 - Warters, Jave(1962). Techniques of the Counselling, McGraw Hill.

Paper IV

Guidance for Special Needs (9704)

Objectives

- To develop understanding about guidance and assessment of students with behavioral problems and special abilities.
- Identification of academic, social, emotional and vocational problems of students.
- To identify the career issues related to special students.

Unit I

Types, needs and problems of special children

- Students with special needs- concept
- Need and problems of students with special needs
- Importance of Counselling for students with special needs
- Counselling of parents, family, teachers and peers

Unit II

Identification of problem areas

- Identification of students with behavioral problem and special needs: Indiscipline, violence, bullying, delinquency, drug abuse, truancy, addictive behaviour, hyper active behaviour, attention disorder, physical disorder

Unit III

Intervention Programmes

- Diagnosis of problem
- Stress, depression its causes and coping skills for stress and depression
- Relaxation strategies, yoga and meditation therapies for students with special needs
- Guidance for students with special needs

Unit IV

Career guidance for students with special needs

er guidance for

- Socially and economic disadvantaged students
- Physically and intellectually challenged
- Educationally backward students

Practicum

1. Case study of a student with special need
2. Collecting information about students with special needs in a school
3. Collecting problems of students reported in media and organizing a group discussion on these problem reports of such discussion should be submitted.

References-

- Bhatnagar, Asha and Gupta Nirmala(Eds)(1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi, Vikas
- Bhatnagar, Asha and Gupta Nirmala(Eds)(1999). Guidance and Counselling, Vol. II: A Theoretical Perspective, New Delhi, Vikas
- Cormier, L.& Hackney,H.(1987). The Professional Counselor, Englewood Cliffs, New Jersey, Prentice Hall.
- Dave, Indu (1984). The Basic Essentials of Counselling, New delhi, Sterling Pvt. Ltd.
- GazdaGerge R.M. (1989). Group Counselling: A Development Approach, London. Allyn and Bacon.
- Glickman, C& Wolfgang, C.(1981). Solving Discipline Problems: Strategies for Classroom teachers, Boston, Allyn and Bacon.
- Kochhar, S.K, Guidance in Indian Education, Sterling Publisher Pvt. Ltd.
- Mallon, renda(1087). An Introduction to Counselling Skills for Special Education Needs- Participants Manual, Manchester, Manchester University Press,UK.

S.N., Counselling Psychology, Tata MacGraw Hill Publishing Co. Ltd.
New Delhi.

Araswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors, New
Delhi, NCERT.

Super D., Counselling in secondary schools, Harper & Raw, New Delhi.

Thutstone, L.K.&Chave, P.J.(1929). The Measurement of Attitude,
University of Chicago Press.

Warters, Jave(1962). Techniques of the Counselling, McGraw Hill.

Williamson, E.G.(1950). Counselling Adolescent, New York McGraw Hill.

END

Programme Structure

Paper	Programme	Marks
Paper – I Compulsary	Principles and Organization of Guidance	Total 100 marks (60 External+40 Internal)
Paper – II Compulsary	Counselling Psychology	Total 100 marks (60 External+40 Internal)
Paper – III Compulsary	Dynamics and Techniques of Guidance	Total 100 marks (60 External+40 Internal)
Paper – IV Compulsary	Guidance for Special needs	Total 100 marks (60 External+40 Internal)

Guidance for Assessment

There will be four compulsory paper. Each paper will be of 100 marks which be divided as follows :-

A. 60 marks for External Evaluation

B. 40 marks for Internal Exaluation which will be further divided as –

- i. Internship – 20 marks
- ii. Project – 5 marks
- iii. Viva Voce – 10 marks
- iv. Internal test – 5 marks

Division will be awarded as follows :-

First Division : 60%

Second Division : 50%

Note :- Candidate is required to secure minimum 50% to pass.