

PANJAB UNIVERSITY, CHANDIGARH

FACULTY OF EDUCATION

**SYLLABI
FOR**

**CERTIFICATE/DIPLOMA/ADVANCEDDIPLOMA
COURSE IN GUIDANCE AND COUNSELLING**

**(ADD-ON COURSE)
FOR B.A./B.Sc./B.Com.(1st, 2nd & 3rd Year)**

SESSION: 2011-12

**CERTIFICATE COURSE IN GUIDANCE AND COUNSELLING
(ADD-ON COURSE)FOR B.A./B.Sc./B.Com.(1st Year)
SESSION: 2011-12**

Maximum Marks: 100

Theory : 75

Practical : 25

Note for Examiners and students:

Examiners will set 9 question, one compulsory from all the content, with four short answer questions. Eight questions to be distributed evenly across the four units with internal choice of one each. Students will attempt five questions in all.

Paper I

INTRODUCTION TO GUIDANCE

OBJECTIVES:

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 OF GUIDANCE

1. Meaning, aims, principles and needs of Guidance
2. Types of guidance: Personal, Social, Educational, Career, Leisure time and Health guidance.

Unit II GUIDANCE SERVICES

Types of Guidance Services: Meaning scope and essential of:

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

Unit III ORGANIZATION OF GUIDANCE PROGRAMME

1. Essential requites of Guidance programme.
2. Organization of guidance programme for elementary and secondary schools
3. Role of teachers, guidance personnel in organizing the guidance programs.

Unit IV INFORMATION TECHNOLOGY AND GUIDANCE

1. Skill of using Information Technology and internet
2. Use of online guidance services for education
3. Skill of using online testing services and resource sharing

PRACTICUM (Internal)

25 : Marks

Every student will have to practically disseminate career information via career talk presentation to students of one selected school at secondary level. The record to be maintained in the form of a practical file for evaluation.

15 : Marks

Preparation of Plan for Guidance Programme for elementary school.

10 : Marks

SUGGESTED READING

Chandra Ramesh, (2002). Guidance and counselling. Delhi: Kalpaz Publications
Dash, Nibedita (2004). Secondary School organization, Guidance and Educational Technolog. New Delhi : Dominant Publishers and Distributors.

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

kochhar, S.K.(1996). Guidance and counselling in colleges and universities. Nre 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

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

Sharma, Ram Nath & Sharma Rachana, (2004). Guidance & Counselling in India. New Delhi: Atlanitc Publishers and Distributors

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

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

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

Paper II
INTRODUCTION TO COUNSELLING

Maximum Marks : 100

Theory : 75

Practical : 25

Note for Examiners and students:

Examiner will set 9 questions, one compulsory from all the content with four short answer questions. Eight questions to be distributed evenly across the four units with internal choice of one each. Students will attempt five questions in all.

OBJECTIVES:

The contents in this paper will help the students:

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

COURSE CONTENTS

Unit I MEANING & TYPES OF COUNSELLING

1. Meaning, historical development and Importance of counselling
2. Types: Individual and Group counselling
3. Emerging Trends in Counselling

UNIT II APPROACHES AND TECHNIQUES OF COUNSELLING

1. Approaches of counselling: Directive, Non directive, Eclectic counselling
2. Techniques in counseling: Testing and Non Testing techniques
3. The Counselor- Qualities of effective counselor, Role and Functions

UNIT III ADJUSTMENT AND MENTAL HEALTH

1. Meaning and process of adjustment, adjustment mechanisms, adjustment problems of children, adolescents and adults
2. Differences between adjusted and maladjusted adolescents, criteria of good mental health
3. Causes of maladjustment, physical, emotional, mental and social
4. Role of counselor in developing good mental health

UNIT IV COUNSELLING SKILLS

1. Building Trust: Listening, attending, building rapport, demonstrating empathy, observing
2. Interview: Types of Interview, procedure of conducting interview: preparation, process, interpretation, recording, termination

3. Specialized concerns in counseling: Substance abuse, Drug addiction; HIV AIDS; Child abuse (trauma); Internet and technological abuse.

PRACTICUM (Internal)

25 :

Administration and Interpretation of:

1. Adjustment Inventory/Well Being : 5 Marks
2. Attitude Scale (Educational Vocational) :10 Marks
3. Field Survey _____ in any one area of Specialized Concerns. (Substance abuse, Drug addiction; HIV AIDS; Child abuse trauma); and Cyber crime :10 Marks

SUGGESTED READING

Arbuckale, D.S. (1965) Counselling : Philosophy, theory and practice. Boston Allyn and Bacon.

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

Chandra Ramesh,(2002). Guidance and Counselling. Delhi: Kalpaz Publications

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

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

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

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

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

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

Scott, M.J. & Stradling, S.G. (2001) Counselling for Post Traumatic Stress Disorder. London: Sage Publication.

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

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

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

Sharma, A.S. (2002). Counselling Psychology. New Delhi: Commonwealth Publisher

Shertzer Bruce & Stone Shelly C (1974). Fundamentals of Counselling, London: Houghton Mifflin Company Boston

**DIPLOMA COURSE IN GUIDANCE AND COUNSELLING
(ADD-ON COURSE)FOR B.A./B.Sc./B.Com.(2st Year)
SESSION: 2011-12**

Maximum Marks: 100

Theory : 75
Practical : 25

Note for Examiners and students:

Examiners will set 9 questions, one compulsory from all the content, with four short answer questions. Eight questions to be distributed evenly across the four units with internal choice of one each. Students will attempt five questions in all.

**PAPER I
EDUCATIONAL AND PSYCHOLOGICAL APPRAISAL**

OBJECTIVES:

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

1. To understand the concept of educational and psychological appraisal
2. To know the criteria of selection of a test and characteristics of a good test
3. To learn to administer and interpret psychological tests to know the individual abilities and personality aspects
4. To make appropriate use to achievement and diagnostic test in locating learning difficulties
5. To master elementary statistics and apply it in student's appraisal

**COURSE CONTENTS
THEORY**

UNIT I PSYCHOLOGICAL TESTING : AN INTRODUCTION

1. History of Psychological Testing
2. The nature and uses of psychological tests
3. Test standardization : procedure, reliability and validity
4. Qualitative & quantitative assessment

UNIT II TOOLS OF ASSESSMENT

1. Intelligence : Verbal, Non-Verbal
2. Personality: Self report inventories, scales
3. Aptitudes : Differential & Specific abilities
4. Interests : Educational and Vocational

UNIT III ACHIEVEMENT AND DIAGNOSTIC TESTS

1. Achievement test: 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. Data Tabulation and presentation
2. Descriptive statistics: measures of central tendency, measures of variability
3. Inferential statistics : parametric techniques (t- test and Correlation)

PRACTOCUM

External Exam : 20 Marks
Internal : 5 Marks

1. Administration and Interpretation of :

- ❖ Intelligent test
- ❖ Personality test
- ❖ Aptitude test
- ❖ Interests' test

External examination to consist of administration of any one test 10 :Marks
Viva Voce 10 :Marks

SUGGESTED READING

1. Dressel, P.I. (1976). A Handbook of Academic Evaluation. London . Jossey/Bass Publishers
2. Garret, H.E. (1981) Statistics in Education and Psychology. Bombay. Vakils Feffer and Simons Ltd.
3. Gregory, R.J. (2004), Psychological Testing : History Principles and Application N.Y. Pearson Education Group
4. Noll et al (1979). Introduction to Education and Measurement. Boston Houghton Mifflin Co.
5. Shah. R.K. (2002) .Educational Testing and Measurement. Jaipur, INDIA, Pointer Publisters

Anastasi, A and
Urleima, S (2005) : Psychological Testing (7th Edition)
Delhi : Pearson Education

Paper II
COUNSELLING CHILDRE AND ADOLESCENTS WITH
DIFFERENT ABILITES

Maximum Marks: 100

Theory : 75

Practical : 25

Note for Examiners and students:

Examiners will set 9 question, one compulsory from all the content, with four short answer questions. Eight questions to be distributed evenly across the four units with internal choice of one each. Students will attempt five questions in all.

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 counseling
4. Preparing case history, doing case analysis and preparing profile of the case

COURSE CONTENTS

THEORY:

UNIT I TYPES, NEEDS AND PROBLEMS OF SPECIAL CHILDREN

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

UNIT II IDENTIFICATION AND DIAGNISIS OF PROBLEM AREAS

1. Identification of personal, Social & academic problems of children (5-12 year) at elementary level
2. Identification of academic, social & vocational needs & problems of adolescents (13 to 18 yes) at secondary level
3. Diagnosis of Problem areas

UNIT III INTERVENTION PROGRAMMES

1. Individual and group counseling of children and adolescents for emotional, social, behavioural and academic problems
2. Stress and its causes
3. Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems.

UNIT IV CASE STUDY

1. Concept, Methods
2. Tools
3. Sources of Data
4. Compilation and analysis of Data

PRACTICUM: External practical exam will be based on case presentation & viva on the following:

- | | |
|--|----|
| 1. Identification of a problem in an adolescent (academic/ social / personal) and planning an intervention program | 10 |
| 2. Preparation of a case profile using data obtained from various sources. | 10 |

Internal	5
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25

SUGGESTED READING

1. Dressel, P.I. (1976). A Handbook of Academic Evaluation. London; Jossey-Base Publishers
2. Gibson & Mitchell (2005) : Introduction to Conselling. New Delhi: Pearson Education
3. Panda, K.C. (2005) : Education of Exceptional Children. New Delhi Vikas Publishing House Pvt. Ltd.
4. Rao, S.N. (1995): Guidance and Counselling. New Delhi: Tata Mc Graw-Hill
5. Koebhar, S.K. (2003): Educational 's Vocational Guidance in Secondary Schools. New Delhi: Sterling Publishers Pvt. Ltd.
6. Bhatia, K.K. (2002): Principals of Guidance and Counselling. Ludhiana (Punjab) : Kalyani Publishers

**ADVANCE DIPLOMA COURSE IN GUIDANCE AND COUNSELLING
(ADD-ON COURSE)FOR B.A./B.Sc./B.Com.(3st Year)
SESSION: 2011-12**

Maximum Marks: 100

Theory : 75

Practical : 25

Note for Examiners and students:

Examiners will set 9 questions, one compulsory from all the content, with four short answer questions.8 to be distributed evenly across the four units with internal choice of one each. Students will attempt five questions in all.

**Paper I
CAREER EDUCATION**

OBJECTIVES:

The contents of this course will enable the students:

1. In get a comprehensive introduction to career education through historical background.
2. To develop an understanding of the current trends and issues in career education.
3. To study decision- making and how the process applies to career planning.
4. To study the relationships among work, family and leisure.
5. To identify career issues related to special students.
6. To be able to use the Internet and online guidance services
7. 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 counseling.
2. Stages of career development.
3. Identifying and analyzing life career themes and career talents.
4. Emerging world of work careers and need for career education.

UNIT II BASES OF CAREER DEVELOPMENT

1. Vocational development as viewed by Super's.
2. Career development as viewed by Tied man and O'hara's.
3. Career choice as viewed by Roe's.
4. Relationship of career theories of 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 : concepts 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/WORDBASED LEARNING

20: Marks

- | | |
|---|-----------|
| 1. A Visit to an educational / Vocational career centre. | 10: Marks |
| 2. Preparation of a field based project report of an emerging career. | 15: Marks |

SUGGESTED READING

Pandit. J.I. (1970) The World of Work. (INDIA) Orient Language.

Sharma. Shashi Pratba (2001). Career Guidance and Counselling. New Delhi; Kanishka Publishers. Distributors.

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

Paper II

SUPERVISED PRACTICUM AND INTERNSHIP

Practical Marks: 100

External : 25

Internal : 75

Note for Examiners and students:

Examiners will set 9 questions, one compulsory from all the content, with four short answer questions. 8 to be distributed evenly across the four units with internal choice of one each. Students will attempt five questions in all.

OBJECTIVE:

The supervised practical work will train and enhance the student's skills. Students should be attached to a school/an institution or any agency having a professional throughout the academic session requiring one visit per week.

1. In identifying the problems of an individual with the help of selecting, administering appropriate tests 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.

COURSE CONTENTS

UNIT I

Case Study

30 Marks

1. Field work : identification of one case. out of the following areas through testing and referrals. (collection of data)
 - Academic Problems (Learning difficulties choice of subject)
 - Class room problems (Discipline / behaviour)
 - Emotional/social problem (Adjustment)
 - Problem of Decision making (Choice of a career)
 - Underachievement (Gifted underachiever)
 - Slow learner/ educationally backward child
 - Mentally challenged
 - Physically Handicapped (Visual/ auditory/ Speech/ orthopedic disabilities)
2. Case preparation and case analysis of the identified case.
3. Case conference with fellow students.
4. Intervention (use of appropriate guidance/ counseling strategies)
5. Written report of the case.

UNIT II**Career conference**

15: Marks

The students will plan and organize career conference and career exhibitions.

UNIT III**Internship & Report Presentation**

30: Marks

The course has an input of two week's internship programme, Trainees are to have an attachment with a school, an Institution or an agency under an experienced onsite counselor for the stipulated period. During the period of internship, the trainees would observe, analyse critically and report live sessions of counseling with the mentor counselor (at least three cases : one each in career, educational as demotional counseling).

VIVA VOCE (External), based on units I,II,III

25: Marks
