

FACULTY OF EDUCATION

HIMACHAL PRADESH UNIVERSITY

(A State Government University Accredited with 'A' Grade by NAAC)



**Scheme of Studies & Syllabus
For
POST GRADUATE DIPLOMA IN GUIDANCE AND
COUNSELLING PROGRAMME**

**(Through Department of Education, PG Centre)
(Under Semester System)**

**Choice Based Credit System with effect from Academic Session 2022-23
(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 Counselling Programme)

General Objectives

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

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

Duration and Working Days

Duration :

The Post Graduate Diploma in Guidance and Counselling is one year programme (spread over two semesters). 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.

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.

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.

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.

Age limit :

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

No. of Seats : 10 (Ten)

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

Courses of Study: There shall be following types of courses:

- (i) **Core Courses :** There shall be four core courses with three core courses in first semester and one core course in second semester. Each core course shall be compulsory involving 4 credits. The core courses will be coded as; PGDGC 101, PGDGC 102, PGDGC 103 and PGDGC 104.
- (ii) **Elective Courses:** The elective courses shall be optional in nature. A student will have the choice to opt any one elective course from the given two elective courses in second semester. Each elective course shall also be 4 credits and a student has to earn 4 credits in second semester from prescribed elective courses. These courses will be coded as : PGDGC 105 and PGDGC 106. A student has to acquire a total of 20 credits from five courses throughout the programme.
- (iii) **Research Course (Dissertation Work / Life Skill Education) :**
The research course shall comprise of a research dissertation carrying 100 marks (4 credits) / Life Skill Education carrying 4 credits are elective in nature. The dissertation will be submitted to the office, department of education immediately at

the end of the second semester. This dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice- Chancellor of the University) and the internal supervisor jointly. The credits / marks will be awarded on the basis of evaluation of dissertation including its structure, nature and quality. The dissertation will be evaluated out of four credits / 100 marks (70 marks for dissertation and 30 marks for viva - voce examination. The viva - voce examination will be conducted in due course of time. The total marks obtained by a student shall be converted into appropriate grade as per the procedure prescribed by the university. The code for dissertation course shall be PGDGC 105 and code for Life Skill Education course shall be PGDGC 106.

Credit and Credit Hours in One Semester

A candidate has to earn a total of 20 credits of courses with passing grades for the successful completion of this diploma. The distribution of credits for different categories of course is given in the following table.

Year / Semester	Courses	Credits	Marks	
One Year Post Graduate Diploma in Guidance and Counselling (PGDGC)				
First Semester	3 Courses of 4 Credits Each	$3 \times 4 = 12$	90	210
Second Semester	1 Course of 4 Credits	$1 \times 4 = 04$	30	70
	Dissertation Work / Life Skill Education	$1 \times 4 = 04$	100 (70 Dissertation + 30 Viva- Voce)	
Total	4 Courses of 4 Credits Each and Dissertation Work / Life Skill Education of 4 credits.	$(5 \times 4 = 20)$	150	350
Grand Total Marks			500	

A semester shall comprise of 20 weeks duration which include 16 weeks of regular classes including minor tests, home assignments and sessional work/ activities. Remaining 4 weeks shall be for end semester examination (ESE).

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 (ESE) 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 30% of the total marks assigned to a particular course; and

End-Semester Examination (ESE) accounting for the remaining 70% of the total marks assigned to a particular course.

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

Continuous Comprehensive Assessment (CCA) shall account for 30% of the final grade that a student will get in a particular course. The evaluation of students under CCA will be done on the basis of following parameters.

Minor Tests : There will be Minor Test in each course and carry 10 Marks. Question paper for this test will be set by the concerned teacher and be evaluated by him.

Theory Assignments / PPT Presentation : A total of 10 marks shall be earmarked for five theory assignments per course. The assignments are to be submitted to the concerned course teacher and be evaluated by the concerned course teacher.

Sessional Work / Activity : It will carry 10 marks in each course. Marks will be awarded on the basis of one activity (sessional work / activity) given in each course to be performed by the students after attending the regular classes. The students will prepare a report on the activity performed in each course and submit the same to the concerned course teacher. The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component of CCA	Description	Marks
A	Minor Test	During the regular classes	10
B	Theory Assignments	Five theory assignments	10
C	Sessional Work / Activity	One activity in each course	10
GRAND TOTAL (A+B + C)			30

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).

End-Semester Examination:

The End Semester Examinations for (PGDGC) shall account for remaining 70% of the final grade. The end-semester examination (ESE) that will be of three hours duration carrying 70 marks and cover the whole syllabus of the particular course. The (ESE) will be held in accordance with the examination scheduled issued by the University from time to time.

Medium of Instruction/Examination for Post Graduate Diploma in Guidance and Counselling :

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

Guidelines for Paper Setters :

The question paper for the end-semester examination (ESE) (having 70 marks) consisting five sections **A, B, C, D** and **E**. The structure of question papers in ESE will be as follows:

Part – 1

This part **Section A** shall be compulsory and will carry 14 marks. There shall be six objective type questions i.e. MCQ, True/ False, Completion Type etc. carrying one mark each. In addition, there shall be four short answer type questions (80 to 100 words each) of 2 marks each. These questions will cover the entire syllabus of the particular course.

Part – 2

The second part of the question paper will have four sections B,C,D and E based on syllabi of respective four units of each course. There will be two questions in each section from the concerned unit. One question carrying 14 marks is to be answered by the student in at least 800 words. The questions may contain sub- parts of different marks. The marks for each part and the required word limit will be shown against it.

Setting of Question Papers for the ESE :

- (a) Questions in all parts will be set in a manner so as to cover the whole syllabus.
- (b) The question papers for the end- semester examination (ESE) will be got set by the office of the Controller of Examinations, H. P. University, Shimla-5.
- (c) Candidates reappearing in a subsequent examination shall be examined in accordance with the scheme and syllabus in force.

Grievances and Redressal Mechanism :

The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Chairperson , Department of Education , PG Centre , Himachal Pradesh University on a prescribed format and should clearly state in writing the reasons for the complaint / appeal. The appeal will be placed before the Grievance Redressal Committee (GRC), chaired by the chairperson, Department of Education comprising of the teachers of Education from Department of Education. The committee may give a personal hearing to the appellant before deciding the case and the decision of the committee shall be final in this regard.

Grading :

The grade of a student in a course will be decided by combining the marks obtained by him / her in CCA and ESE. For each student, the Grade Point Average (GPA) and the Cumulated Grade Point Average (CGPA) will be determined by the CoE wing of the University.

Conferment of the Diploma :

The result would be declared by the CoE of the University and the diploma will be conferred. A candidate shall be eligible for the conferment of the diploma only if he / she has earned the minimum required credits with passing grades for this programme.

Curriculum and Courses of Study in Post Graduate Diploma in Guidance and Counselling (PGDGC) :

The curriculum for the programme is designed for semester system. The semester wise , course title wise of different core and elective courses along with research course i.e. dissertation work / Life Skill Education of the Post Graduate Diploma in Guidance and Counselling (PGDGC) programme is as under :

Course Structure for Post Graduate Diploma in Guidance and Counselling Programme , 2022 – 23 onward							
Course Code	Course Type	Course Title	Credit Hours / Week			Marks Scheme	
			L	T	Cr	Theory ESE	Internal Assessment CCA
Semester – I							
PGDGC 101	Core	Basics of Guidance	3	1	4	70	30
PGDGC 102	Core	Theory and Practices of Counseling	3	1	4	70	30

PGDGC 103	Core	Counseling for Exceptional Children and Adolescents	3	1	4	70	30
		Total Credits			12	Total Marks = 300	
Semester – II							
PGDGC 104	Core	Career Education	3	1	4	70	30
PGDGC 105	Elective	Dissertation Work	3	1	4	70	30
PGDGC 106	Elective	Life Skill Education	3	1	4	70	30
Elective Course: Students can opt any one of the elective courses.							
		Total Credits			08	Total Marks = 200	
Grand Total			L	T	Cr	Total Marks = 500	
			15	5	20		

SEMESTER- WISE SYLLABUS FOR VARIOUS COURSES OF STUDY OF POST GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING (PGDGC)

“FIRST SEMESTER”

Course Type Nature : Core

Course Code: PGDGC 101

Course Title : BASICS OF GUIDANCE

Credits : 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

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

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D & E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B,C,D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B,C,D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

Unit - 1 Nature and Concept of Guidance

1 Credit

- 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

1 Credit

- 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

1 Credit

- 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

1 Credit

- 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.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Visit to an educational/vocational career centre. Preparation of a report of any one emerging career.
2. Prepare a report of educational guidance provided to Government and Private schools students of secondary classes.

Suggested Readings :

1. Aggarwal J. C., (2004). Educational and Vocational Guidance and Counselling, 7th Edition, Delhi. Doaba House.
2. Aggarwal J.C. (2005). Career Information in Career Guidance - Theory and Practice, Delhi, Doaba House.
3. Chandra Ramesh, (2002). Guidance and counselling. Delhi: Kalpaz Publications.
4. Chauhan, S.S. (1982). Principles and Techniques of Guidance.
5. Dash, M. (1997). Education of Exceptional Children, New Delhi, Atlantic publishers.
6. Dev Kapil (2006). Educational Counseling, New Delhi Pragun Publications.
7. Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance and Counseling, 6th Edition, New Delhi, Prentice Hall of India.
8. Gladding Samuel (2011). Counseling - A Comprehensive Profession, 6th Edition, New Delhi, Dorling Kindersley India Pvt. Ltd.
9. Kenkateish, S (2001). Special Education, Anmol Publication Pvt. Ltd. New Delhi.
10. Kochhar S.K. (1981). Guidance in Indian Education. New Delhi
11. Kochhar S.K. (1987). Educational and Vocational Guidance in Secondary Schools. New Delhi, Sterling Publishers.
12. Kochhar S.K. (1987). Guidance and Counseling in Colleges and Universities. New Delhi Sterling Publishers.
13. Milne Aileen (2003). Teach Yourself Counseling, McGraw Hill, Chicago companies.
14. Panda, K.C. (1997). Education of Exceptional Children , Delhi ,Vikas Publishing House.
15. Sharma R.A. Fundamentals of Guidance and Counselling .
16. Sharma Ramnath and Sharma Rachana (2004). Guidance and Counseling in India , New Delhi, Atlantic Publishers and Distributors.

Course Type Nature : Core
Course Code: PGDGC 102
Course Title : THEORY AND PRACTICES OF COUNSELLING
Credits : 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

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

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D & E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B,C,D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B,C,D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

Unit - 1 Meaning & Types of Counselling **1 Credit**

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

Unit - 2 Approaches of Counselling **1 Credit**

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

Unit - 3 Areas of Counselling **1 Credit**

- 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

1 Credit

- 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.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Prepare a plan for Peer counselling on Hypothetical problem and conduct under supervision and submit a report.
2. Visit any educational /vocational institute observed /interview and make a report of the counsellor interaction with a counselee.

Suggested Readings

1. Aggarwal J. C., (2004). Educational and Vocational Guidance and Counseling, 7th Edition ; Delhi ,Doaba House.
2. Aggarwal J.C. (2005). Career Information in Career Guidance - Theory and Practice, Delhi Doaba House.
3. Chauhan S.S. Principles and Techniques of Guidance.
4. Dash, M. (1997). Education of Exceptional Children , New Delhi, Atlantic publishers.
5. Dev Kapil (2006). Educational Counseling , New Delhi ,Pragun Publications.
6. Kochhar S.K. (1981). Guidance in Indian Education, New Delhi .
7. Kochhar S.K. (1987). Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publishers.
8. Milne Aileen (2003). Teach Yourself Counseling , Chicago, McGraw Hill companies.
9. Panda, K.C. (1997). Education of Exceptional Children , Delhi, Vikas Publishing House.
10. Shertzer, Bruce & Stone Shelly C (1974). Fundamentals of Counselling. London: Houghton Mifflin Company Boston.

Course Type Nature : Core
Course Code: PGDGC 103
Course Title : COUNSELING FOR EXCEPTIONAL CHILDREN AND ADOLESCENTS
Credits : 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

1. To understand the needs and problems of children and adolescents with exceptional abilities.
2. To identify academic, social, emotional and vocational problems of students.
3. To conduct individual and group counseling.
4. To prepare case history, doing case analysis and profiling of the case.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D & E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B,C,D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B,C,D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

Unit - 1 Types, Needs and Problems of Special Children **1 Credit**

- 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 **1 Credit**

- 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

1 Credit

- 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 problem.

Unit - 4 Case Study

1 Credit

- 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.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Preparation of a case profile of a student with different abilities/ Case conference.
2. Visit any near special ability school and make a report regarding their existing problems and facilities available.

Suggested Readings

1. Agrawal, R(2006) Educational, Vocational Guidance and Counselling, New Delhi, Shipra Publication, New Delhi.
2. Bhatnagar,A & Gupta,N(1999).Guidance and Counselling: A theoretical Approach(Ed),New Delhi,Vikash Publishing House
3. Chandra Ramesh, (2002). Guidance and counselling. Delhi: Kalpaz Publications.
4. K. Nayak, (1997). Guidance and Counseling, New Delhi, APH Publishing Corporation.
5. Kochhar, S.K., (1985): Educational and Vocational Guidance in Secondary Schools, New Delhi, Strling Publisher NCERT (2008). Introduction to Guidance,Module - 1,DEPFE,New Delhi.
6. Kochhar S. K. (1987). Guidance and Counseling in colleges and universities, New Delhi, Sterling Publishers.
7. Panda K. C. (1997). Education of Exceptional Children, Delhi, Vikas Publishing House.
8. S. Chand (2009). Guidance and Counseling, Revised Edition, S. Chand & Company Ltd. New Delhi, Ram Nagar.
9. Sharma Ramnath and Sharma Rachana (2004). Guidance and Counseling in India , New Delhi, Atlantic Publishers and Distributors.

“SECOND SEMESTER”

Course Type / Nature : Core

Course Code: PGDGC 104

Course Title : CAREER EDUCATION

Credits : 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

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

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D & E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B,C,D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B,C,D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

Unit - 1 Career Development

1 Credit

- 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 Development**1 Credit**

- 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**1 Credit**

- 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**1 Credit**

- 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.

Sessional Work / Activities**Marks = 10 (under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 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.

Suggested Readings

1. Arnold, J. & Jackson, C. (1997). The new career: Issues and challenges. British Journal of Guidance and Counseling, 25, 427-434.
2. Borow, H. (Ed.). (1964). Man in a world at work. Boston: Houghton Mifflin.
3. 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,
4. Harren, V. A. (1980). Assessment of Career Decision Making (ACDM: Preliminary manual). Carbondale: Southern Illinois University.

5. 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.
6. Patton, W., & McMahon, M. (2014). *Career development and systems theory: Connecting theory and practice*. Rotterdam: Sense Publishers.
7. Patton, W. & McMahon, M. (Eds.) (2001). *Career development programs: Preparation for lifelong career decision-making*. Melbourne, VIC: ACER Press.
8. Roe, A. (1956). *The psychology of occupations*. New York: Wiley.
9. Sharma, Shashi Prabha (2004). *Career Guidance and Counseling*: New Delhi: Kanishka Publishers Distributors.
10. Sharma, Yogendra K. (2004). *Principles of educational and vocational guidance*. New Delhi: Kanishka Publishers, Distributors.
11. Super, D. E. (1957). *The psychology of careers*. New York: Harper & Row.
12. Super, D. E. (1990). A lifespan–lifespace approach to career development. In D. Brown,
13. L. Brooks, & Associates (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197–261). San Francisco, CA: Jossey-Bass.
14. Tiedeman, D. V., & O'Hara, R. P. (1963). *Career development: Choice and adjustment*. New York, NY: College Entrance Examination Board.

Course Type / Nature : ELECTIVE
Course Code: PGDGC 105
Course Title : Dissertation
Credits : 4 {Marks =100 (70 +30)}

The research course shall comprise of a research dissertation carrying 100 marks (4 credits) and be elective course. The dissertation will be submitted to the office, department of education immediately at the end of the second semester. This dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice- Chancellor of the University) and the internal supervisor jointly. The credits / marks will be awarded on the basis of evaluation of dissertation including its structure, nature and quality. The dissertation will be evaluated out of four credits / 100 marks (70 dissertation and 30 viva - voce examination. The viva - voce examination will be conducted in due course of time. The total marks obtained by a student shall be converted into appropriate grade as per the procedure prescribed by the university.

Course Type / Nature : ELECTIVE
Course Code: PGDGC 106
Course Title : LIFE SKILLS EDUCATION
Credits : 4 {Marks =100 (70 +30)}

Course Objectives

To enable the learners to

1. understand the meaning, concept and various forms of life skills education.
2. understand four pillars of education and life skills.
3. understand components and importance of life skills.
4. describe lifelong learning and extension.
5. understand the concept, importance, scope and objectives of continuing education.
6. understand approaches to Continuing Education.
7. describe the types of continuing education programs.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D & E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B,C,D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B,C,D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

Unit - 1 Pillars of Education and Life Skills

1 Credit

- 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

1 Credit

- 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 Skill, Entrepreneurial Skills.

Unit - 3 Life Skills and Counselling

1 Credit

- 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

1 Credit

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

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Visit a Skill Development Centre in the nearby area and collect the information about the skill development and life skills.
2. Visit a near centre for children's for special needs and make a list of their individual needs and facilities provided by the centre .

Suggested Readings

1. Alford, H.J. (1968). Continuing Education - In Action : Residential Centres for Lifelong Learning. New York: Wiley.
2. Cropley, A.J. (1977). Life Long Education: A Psychological Analysis. New York

: Pergamon Press.

3. Fraure, Edgar. et al. (1972). Learning To Be: The World of Education Today and Tomorrow. Paris: UNESCO
4. Jarvis, P. (1990). International Dictionary of Adult and Continuing Education. London: Routledge.
5. Preece, J. (2009). Lifelong Learning and Development : A Southern Perspective, London: Continuum International Publishing Group.
6. Shah, S. Y. (1993). Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association.
7. Singh, Madhu. (2002). Lifelong Learning, Humburg:UNESCO Institute of Lifelong Learning.
8. Rajesh & Dixit, V.K. (2011). Lifelong Learning: Issues and Challenges, New Delhi:
9. Global Book Organization.
10. Roger, Harrison (2002). Supporting Lifelong Education, London: Rotledge.
11. Zhu, Muju. (2005). A Case Study on Chinese Experiences in Integrating „Learning To Live Together“ acrol2ss Curriculum Areas.