

PANJAB UNIVERSITY, CHANDIGARH

SYLLABI

FOR

**POST GRADUATE DIPLOMA
IN GUIDANCE AND
COUNSELLING**

(Semester System)

Examinations 2025-2026

**POST GRADUATE DIPLOMA IN
GUIDANCE AND COUNSELLING
SESSION 2025-2026
OUTLINES OF TESTS, SYLLABI AND COURSES
ONE YEAR DIPLOMA COURSE
SEMESTER SYSTEM**

COURSE OVERVIEW

Post Graduate Diploma in Guidance and Counseling course

A Post Graduate Diploma in Guidance and Counselling is designed to equip students with essential skills and theoretical knowledge to support individuals in their personal, social, educational, and career development. It also intends to create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of guidance and counseling services. The course will also help the students to become exemplary in applying essential guidance and counseling knowledge and skills in a variety of settings for supporting and guiding individuals through various life challenges.

Programme Learning Outcomes (PLO'S)

Postgraduate diploma in guidance and counseling will enable the students to:

1. Have the knowledge, personal attitudes and skills to provide effective guidance counseling and developmental services to clients diverse in age, gender and socioeconomic status
2. Have a strong Identity as professional counselors with a commitment to future development and possession of effective networking skills.
3. Have the ability to go beyond providing individual services and have skills to lead teams of teaching professionals developing and providing a comprehensive set of services as needed by the client population.
4. Have skills to advocate for student client issues and to foster productive organizational change.

5. Have a vision of career planning as a developmental process and to provide individual guidance and counseling and skills training to facilitate decision-making and to work with developmental life transitions.
6. Have the knowledge and skill stouse, technology resources in professional practice and in research and to understand the application of ethical practice to use of assessment and information management tools.

Course Specific Learning Outcomes (CLO'S)

1. Students will be able to apply foundational counseling skills such as active listening, empathy, and problem-solving in various counseling settings, supporting individuals through personal, social, and career challenges.
2. Students will have a strong understanding of psychological theories and frameworks that underpin effective counseling, including humanistic and cognitive – behavioral approaches, and use these to design intervention strategies.
3. Students will demonstrate ethical behavior and cultural sensitivity in counseling practices, respecting diverse backgrounds, values, and beliefs while maintaining confidentiality and professional boundaries.
4. Students will be able to create and implement comprehensive guidance and counseling programs tailored to the needs of various populations, including students, families, and individuals in need of career or personal guidance.
5. Students will be skilled in using assessment tools and diagnostic techniques to understand client needs and issues, ensuring accurate and effective guidance and counseling services.
6. Students will be equipped to interpret and apply current research in guidance and counseling to continuously improve their practice, promoting evidence-based interventions and staying updated on new developments.
7. Students will exhibit high levels of interpersonal skills, effectively building trust, rapport, and therapeutic relationships with clients to facilitate growth and resilience.
8. Students will be prepared to work effectively with stakeholders such as educators, families, employers, and community organizations to create a supportive network for clients' holistic well-being.
9. Students will be proactive in promoting mental health awareness, resilience, and wellness strategies within the community, empowering individuals to develop coping skills and self-care practices.
10. Students will commit to continuous personal and professional development, engaging in self-reflection, supervision, and lifelong learning to enhance their skills and uphold the highest standards in counseling.

Course Details

Duration of the Course

The duration of the course will be one year in two semesters

Theory

The course consists of core components in theory of guidance and counseling processes and procedures and psychological assessments.

EVALUATION FOR CONTINUOUS ASSESSMENT

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

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

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

Practical work

The course includes intensive training in practical/field work integrated with theory components.

Internship

The course has an input of two weeks' internship programme.

Details

Total no of papers is 6(100 marks each)

Total Marks 600 (100 X 6)

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

Note: For Evaluation

1. A total of 5 questions are to be attempted in each paper. There will be 4 questions (One from each unit) and one question of short notes.
2. Each question will carry 15 marks
3. There will be internal choice in first 4 questions
4. Questions of Short notes will be spread over 4 Units. There will be no choice in fifth question related to short notes. It will carry 5 questions of 3 marks each.
5. There will be house test, assignments, sessional and practicum in each of the first five papers carrying 25 marks each by way of internal assessment
6. There will be Viva voce (external) test in Paper VI carrying 25 marks. The internal assessment of Paper VI will be based on supervised practical work carrying 75 marks in which division of marks is as following:
 - a. Case study of a child (with Academic/Emotional/ behavioral issue): 15
 - b. Observation report of anyone: 15
 - I. Classroom with problematic children
 - II. A counseling session
 - c. Career conference/career talk: 15
 - d. Career exhibition: 15
 - e. Counselling Sessions Recording: 15
(Marks allotted at the time of session happening and recording to be produced later: 10 Marks for Session and 5 Marks for recording)

Semester-I
PAPER-I
COURSECODE: PGDGC01
COURSE TITLE: INTRODUCTION TO GUIDANCE

Total marks=100

External=75

Internal=25

OBJECTIVES:

The course contents in this paper will enable the students:

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

COURSE CONTENTS

Unit I MEANING, TYPES, NEEDS & TRENDS OF GUIDANCE

1. Guidance; Meaning, aims, principles and needs of Guidance services.
2. Types of guidance: Personal, Social, Educational, Career, Leisure time & Health
3. Emerging trends of Guidance

Unit II COMPONENTS AND ORGANISATION OF GUIDANCE SERVICES

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

Unit III ORGANIZATION OF GUIDANCE PROGRAM

1. Essential requisites of Guidance Programme
2. Organization of guidance programme for elementary schools
3. Organization of guidance programme for secondary schools
4. Role of teachers, guidance personnel in organization of the guidance programs.

Unit IV INFORMATION TECHNOLOGY AND GUIDANCE

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

- I. Plan, organize and disseminate information using any one guidance service. Different mediums and methods e.g. Posters, pamphlets, multimedia presentation, interactive sessions, talks, workshops etc. can be used.

Suggested Readings:

- Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A theoretical perspective* (Vikas Publishing House).
- Chadra Ramesh, (2002). *Guidance and counseling*. Delhi: Kalpaz Publications.
- Dash, Nibedita (2004). *Secondary School organization, Guidance and Educational Technology*, New Delhi: Dominat Publishers and Distributors.
- Dressel, P.L. (1976). *A Handbook of Academic Evaluation*. London. Jossey-Bass Publishers
- Gupta, S., & Sharma, S. (2017). *Counselling: Skills and techniques*. Kanishka Publishers.
- Jones, Arthur. (1970). *Principles of Guidance Sixth Edition*. New Delhi: Tata McGraw Publishing Company Ltd.
- Knapp, Robert H. (1953). *Practical Guidance Methods for Counselors, Teachers and Administrators*. New York: McGraw-Hill Book Company, Inc.
- Kochhar, S.K. (1996). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kochhar, S.K. (1984). *Educational and vocational guidance in secondary schools*. 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.
- Nayak, A.K. (2007). *Guidance and counselling*. APHP publishing.
- Qureshi, Hasnain (2004). *Educational Counselling*. New Delhi: Anmol Publications Pvt. Ltd.
- Rao, N.S. (2002). *Counselling and guidance*. Tata McGraw Hill.
- Sharma, Ram Nath & Sharma, Rachana (2004). *Guidance and Counselling in India*. New Delhi: Atlantic Publishers and Distributors.
- Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counselling*. New Delhi: Sarup & Sons
- Sharam, Yogendra K. (2004). *Principles of educational and vocational guidance*. New Delhi: Kanishka Publishers, Distributors.
- Sharma, R.A. (2008). *Fundamentals of guidance and counseling*. R. Lall Book Depot.
- Sertzer, Bruce & Stone Shelly C (1996). *Fundamentals of Guidance*. Third Ed. London: Houghton Mifflin Company Boston.

PAPER-II

COURSECODE: PGDGC02

COURSE TITLE: INTRODUCTION TO COUNSELLING

Total marks=100

External=75

Internal=25

OBJECTIVES:

The contents in this paper will help the students:

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

COURSE CONTENTS

Unit I THEORETICAL FOUNDATION OF COUNSELLING

1. Meaning, process and Importance of counselling
2. Types: Individual and Group counseling.
3. Approaches of counseling: Directive, Nondirective. Eclectic counseling.
4. The counselor-Qualities of effective counselor, self renewal: preventive burnout, ethical standards and legal considerations in counselling

Unit II THEORIES OF COUNSELLING

The theoretical beginnings, goals and therapeutic process of following theories of counselling:

1. Psycho analytical theory(Sigmund Freud)
2. Self-concept/actualization theory (Maslow)
3. Rational emotive theory(Albert Ellis)
4. Behavioristic Theory(Aaron T.Beck)
5. Indian therapeutic approach(Yoga and meditation)

Unit III ADJUSTMENT AND MENTAL HEALTH

1. Meaning and process of adjustment, adjustment mechanisms, adjustment problems of children and adolescents.
2. Causes of mal adjustment; physical, emotional, mental and social.
3. Concept of Mental Health; Criteria of good mental health, role of counselor in developing good mental health
4. Concept and techniques of Stress management; Conflict resolution and mediation and violence prevention programs

Unit IV COUNSELLING SKILLS

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

3. Special concerns in counseling: Substance abuse, Drug addiction, HIV/AIDS, Child abuse, Cyber-bullying, Counseling for aging population
4. Parental counselling in various settings, Emerging trends in counselling, e-counselling and telecounselling

PRACTICUM/WORK BASED LEARNING Marks:15

- Prepare a plan for Peer counseling on Hypothetical problem and conduct under supervision and submit a report.
or
- A visit to any special school/Drug de-addiction Centre/Rehabilitation Centres.

Suggested Readings:

- Arbuckale, D.S.(1965).*Counseling: Philosophy, theory and practice*. Boston Allyn and Bacon
- Carroll, Michael & Walton Michael, Ed.(1997).*Handbook of counseling in organizations*. New Delhi: SAGE Publications. India Pvt.Ltd.
- Chandra Ramesh, (2002).*Guidance and counselling*. Delhi: Kalpaz Publications.
- Geldard, Kathryn & Geldard, David (1997). *Counselling children- A practical Introduction*. New Delhi: Sega Publications.
- Gibson, R.L.& Mitchell M.H.(2008).*Introduction to Counselling and Guidance*. New Delhi: Pearson Publications.
- Gladding, S.T.(2004) *Counselling-A Comprehensive Profession*. New Delhi: Pearson Publications.
- Gregory, R.J. (2004).*Psychological Testing: History Principles and Application*. N.Y. Pearson Education Group.
- Gupta, S., & Sharma, S. (2017). *Counselling: Skills and techniques*. Kanishka Publishers.
- Knapp, Robert H.(1953).*Practical Guidance Methods for Counselors, Teachers and Administrators*. New York: McGraw-Hill Book Company, Inc.
- Kochhar, S.K.(1996).*Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers Pvt.Ltd.
- Lapworth, Phil, Sills Charlotte & Fish Sue,(2001).*Integration in counselling & Psychotherapy-Developing a Personal approach*. London: SAGE Publications.
- Lazarus, R. (1969).*Patterns of Adjustment and human Effectiveness*. N.Y., McGraw Hill.
- Palmer, Stephen, Dainow Sheila and Milner Pat,(1996).*Counselling: The BACT counselling reader*. New Delhi: Sega Publications.
- Patterson, C.H. (1973).*Theories of Counseling and Psychotherapy*. N.Y. Harper and Row
- Shaffer, L.F.& Shoben, E.J.(1970).*The Psychology of Adjustment*. Boston: Houghton Mifflin
- Sharma, A.S.(2000).*Counseling Psychology*. New Delhi: Commonwealth Publisher.
- Sharma, R. A. (2008). *Fundamentals of guidance and counselling*. R. Lall Book Depot.
- Shertzer, Bruce & Stone Shelly C(1974).*Fundamentals of Counselling*. London: Houghton Mifflin Company Boston.

PAPER-III
COURSECODE: PGDGC03
COURSE TITLE: EDUCATIONAL AND PSYCHOLOGICAL APPRAISAL

Total marks=100

External=75

Internal=25

OBJECTIVES:

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

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

COURSECONTENTS

Unit I PSYCHOLOGICALTESTING

1. Psychological Testing; Concept, nature and uses of testing and non-testing technique
2. The nature and uses of psychological tests
3. Interpretation of test scores: Qualitative and Quantitative
4. Ethical and social issues in testing

Unit II ADMINISTRATION AND INTERPRETATION OF STANDARDIZED PSYCHOLOGICAL TEST

1. Intelligence: Verbal, Non-Verbal & Performance tests
2. Personality: Self report inventories, projective tests, scales, situational test.
3. Aptitudes: Differential & Specific abilities (DAT, Music, Art, Science, Math, Teaching).
4. Interests: Educational and Vocational
5. Adjustment

Unit III ACHIEVEMENT AND DIAGNOSTIC TESTS

1. Achievement test: Uses of teacher made and standardized subjects specific tests
2. Diagnostic test: Learning difficulties; Behavior problems
3. Administration and interpretation of achievement and diagnostic tests.

Unit IV TEST, STANDARDISATION AND BASIC STATISTICS

1. Test standardization: procedure, reliability and validity
2. Norms: concept and purpose

3. Types of Norms: grade, age, gender, stanines, mean, S.D. deciles and percentiles.
4. Descriptive statistics: measures of central tendency, percentiles, measures of variability

PRACTICUM/WORK BASED LEARNING Marks:15

Administration of any two tests out of the following:

Intelligence, Personality, Aptitude, Interest and Adjustment.

Suggested Readings:

- Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th ed.). Prentice Hall.
- Best, John W.; Kahn, James V.; Jha, Arbind K. (2022). *Research in Education*. Pearson India Education Services Pvt. Ltd.
- Chadha, N. K. (2009). *Applied psychometry*. Sage Publications.
- Drummond, R. J., & Jones, K. D. (2010). *Assessment procedures for counselors and helping professionals* (7th ed.). Pearson.
- Gupta, S. P. (2018). *Statistical methods*. Sultan Chand & Sons.
- Garret, H. E. (1981). *Statistics in education and Psychology*. Bombay: Vakils Feffer and Simons LTD
- Kothari, C. R., & Garg, Gaurav, (2020). *Research Methodology*, Pearson
- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
- Noll, L. (1979). *Introduction to Education and Measurement*. Boston Houghton Mifflin Co.
- Shah, R. K. (2002). *Educational Testing and Measurement*. Jaipur, INDIA, Pointer Publishers.
- Malhotra, S. (2015). *Educational and psychological measurement and evaluation*. PHL Learning.
- Nayak, A. K. (2004). *Guidance and counseling*. APH Publishing.
- Patel, M. (2005). *Educational measurement and evaluation*. Himalaya Publishing House.

Semester-II

PAPER-IV

COURSECODE: PGDGC04

**COURSE TITLE: COUNSELING CHILDREN AND ADOLESCENTS
WITH DIFFERENT ABILITIES**

Total marks=100

External=75

Internal=25

OBJECTIVES:

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

- Understanding the needs and problems of children and adolescents with exceptional abilities
- Identification of academic, social, emotional and vocational problems of students
- Conducting individual and group counselling
- Preparing case history, doing case analysis and preparing profile of the case.

COURSE CONTENTS

Unit-I TYPES, NEEDS AND PROBLEMS OF CHILDREN WITH DIFFERENT ABILITIES

1. Concept of different abilities & their classification
2. Needs & Problems of children and adolescents with different abilities
3. Guidance and counseling of students with different abilities.

Unit II IDENTIFICATION AND DIAGNOSIS OF PROBLEM AREAS

1. Identification of personal, social, emotional and academic problems of children with different abilities
2. Identification of personal ,emotional, academic, social & vocational needs & problems of adolescents with different abilities.
3. Case study: concept, importance and procedure.

Unit III INDIVIDUAL AND GROUP COUNSELLING

1. Individual and group counseling for children with emotional, social, behavioural and academic problems
2. Individual& group counseling for adolescents with emotional, social, academic& vocational problems

Unit IV INTERVENTION PROGRAMMES

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

2. Parental counseling and crisis counselling
3. Family therapy and family counselling, peer group counselling

PRACTICUM /WORK BASED LEARNING Marks:15

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

Suggested Readings:

- Aggarwal, J.C.(2016).*Principles, methods, and techniques of teaching children with disabilities*. Vikas Publishing House.
- Bhatnagar, A., & Das, A.K. (2014). *Counselling children with special needs in Indian schools*. Sage Publications.
- Chandra Ramesh, (2002). *Guidance and counselling*. Delhi: Kalpaz Publications.
- Cruick shank, W.M. (1963). *Psychology of Exceptional Children and Youth*. N.Y..
- Geldard, Kathryn & Geldard, David (1997). *Counselling Children-A practical Introduction*. New Delhi: Sega publications.
- Gladding, S.T. (2004) *Counselling- A Comprehensive Profession*. New Delhi: Pearson Publications.
- Kapur, M. (2011). *Counselling children with psychological problems*. Pearson Education India.
- Kumar, R. (2010). *Inclusive education for children with special needs*. Kanishka Publishers.
- Karna, G.N. (2001). *Disability studies in India: Retrospects and prospects*. Gyan Publishing House.
- Panda, K.C. (2004) *Education of the Exceptional Children*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, N. (2006). *Theories of counseling and psychotherapy for children with special needs*. Atlantic Publishers & Distributors.
- Singh, A., & Thomas, R. (2014). *Counselling for special populations*. APH Publishing Corporation.
- Verma, S. (2013). *Special education: Helping children with learning disabilities*. APH Publishing.

PAPER-V

COURSE CODE: PGDGC05

COURSE TITLE: CAREER EDUCATION AND DEVELOPMENT

Total marks=100

External=75

Internal=25

OBJECTIVES:

The contents of this course will enable the students:

- To get a comprehensive introduction to career education through historical background
- To develop an understanding of the current trends and issues in career education
- To study decision-making and how the process applies to career planning.
- To study the relationships among work, family, and leisure. To identify career issues related to special students.
- To be able to use the Internet and online guidance services
- To overview methods of disseminating and using career information, including computer-based delivery systems (Internet).

COURSE CONTENTS

Unit-I CAREER DEVELOPMENT

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

Unit II THEORIES OF CAREER DEVELOPMENT AND INTERVENTION PROGRAMS

1. Super's theory of vocational development
2. Tied man and O'hara's theory of career development
3. Ginzberg and Associates theory of occupational development
4. Intervention programmes for career development

Unit-III CAREER GUIDANCE AND CAREER EDUCATION

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

Unit IV CAREER CHOICE AND DECISION MAKING

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

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

PRACTICUM/WORK BASED LEARNING

Marks:15

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

The project may include the following information:

- The Profession
- Work Environment
- Main Areas
- Training Required Skills and attitude
- Entry
- Education Required
- Eligibility
- Institutes
- Job Prospects
- Remuneration
- Pressures
- Future Prospects"Related Careers"
- Retirement benefit
- Medical allowance
- P.F.
- Incentive, Any other

Suggested Readings:

- Aggarwal,J.C.(2005).*Educational and vocational guidance and counseling*.Doaba House.
- Brown,D.,&Lent,R.W.(2013). *Career development and counseling :Putting theory and research to work* (2nd ed.). Wiley.
- Brown,D.(2002).*Career choice and development*(4thed.).Jossey-Bass.
- Gladding S.T.(2004). *Counselling- A Comprehensive Profession*.New Delhi: Pearson Publications.
- Gupta,S.P.(2017).*Career guidance and counselling*. Kanishka Publishers.
- Nayak,A.K.(2007).*Guidance and counselling*. APH Publishing.
- Patton,W.,&McMahon,M.(2014). *Career development and systems theory: Connecting theory and practice* (3rd ed.). Sense Publishers.
- Sharma, Shashi Prabha (2004).*Career Guidance and Counseling*. NewDelhi Kanishks Publishes, Distributors.
- Sinha, Neelam (1996). *Strategies, Issues and Concepts in Vocational Education*. New Delhi: Common Wealth Publishers.
- Sharf,R.S.(2016). *Applying career development theory to counseling* (6thed.). Cengage Learning.
- Zunker,V.G.(2016). *Career counselling: A holistic approach* (9thed.).Cengage Learning.

PAPER-VI
COURSECODE: PGDGC06
COURSETITLE: SUPERVISED PRACTICUM / INTERNSHIP/
WORK BASED LEARNING

Total marks=100

Internal=75

External=25

OBJECTIVES:

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

- In identifying the problems of an individual with the help of selecting, administering appropriate test, interpreting the data, preparing the complete history and profile of the case
- To interpret/ diagnose the case problem and select an appropriate intervention for helping the case in adjustment/ development of relevant life goals and making appropriate choices
- To be attached to a school/an institution or an agency with an onsite counsellor.

COURSECONTENTS

1. Case Study

Field work: Identification of one case out of the following areas through testing and referrals: (collection of data)

- ✓ Academic Problems(Learning difficulties, choice of subjects)
- ✓ Classroom problems(Discipline/behaviour)
- ✓ Giftedness (Gifted underachiever, academically gifted at least in one subject)
- ✓ Slow learner/educationally backward child
- ✓ Emotional/social problem(Adjustment)
- ✓ Attention deficit hyperactive (ADH)problems
- ✓ Problem of Decision making(Choice of a career)
- ✓ Visual/auditory/Speech challenged
- ✓ Orthopedically challenged
- ✓ Mentally challenged
- ✓ Learning disabled

2. Observation: Observation of behaviour which humps learning of self and others of anyone child

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

INTERNSHIP

The course has an input of two weeks' internship programme. Trainees are required to have an attachment with a school or an institution or an agency

Under an experienced-on site counselor for the stipulated period. During the period of internship, the trainees would plan and undertake work related to planning and execution of guidance and counselling activities including counselling casework. They will prepare a project report of the apprenticeship work done by them and with there viewed learning out comes by the onsite counselor and the supervisor and submit the same for evaluation.

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