

Sardar Patel University (CBCS)
CHOICE-BASED CREDIT SYSTEM SYLLABUS (CBCS)
FOR
M.PHIL. EDUCATION

SARDAR PATEL UNIVERSITY

JUNE, 2015

Sardar Patel University (CBCS)

M. PHIL. EDUCATION

Syllabus with Effect from: 2015-16

[In conformity with Item 23 in the UGC (Minimum Standards and Procedure for Award of M. Phil./ Ph. D. Degree) Regulations 2009 (Published vide Part III Section-4 of The Gazette of India dated 11 July 2009)]

OBJECTIVES of the Course

1. To equip scholars with the essential knowledge and skills required for taking up multidimensional responsibilities in educational institutions
2. To develop rigor among scholars to conduct qualitative as well as field based research studies
3. To develop a set of core skills in students to work with efficiency in the emerging areas of teacher education viz. Knowledge creation and management, techno-pedagogic skills, new methods of evaluation and assessment, Internationalization of education, Interdisciplinary, Translation studies, Indian Knowledge systems, Content Development, Diversity appreciation, etc.
4. To prepare professional administrators, supervisors and counselors for the position of responsibilities in the context of emerging perspectives in educational planning and supervisory services
5. To retain talent in the field of education by enhancing professional development of scholars

ADMISSION Criteria

The following candidates will be eligible to get admission to the M.Phil. (Education) programme.

1. Those candidates who have passed M.Ed. / M.A. (Education) from any recognized university within India;
2. Those candidates who have passed Master's programmes in education from any recognized university abroad;
3. Those who have a post graduate degree from a recognized university in any field of knowledge and have experience of teaching for at least 5 years;

Eligible candidates will be required to clear the Entrance Examination according to the Sardar Patel University rules.

The merit list will be prepared according to the S P university norms.

EXAMINATION details

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SEMESTER-I

Subject Code	Course Code	Title of the Course	Course Credits	No. of Hrs. per Week			Weightage for Internal Examination	Weightage for Semester-end Examination	Total Marks	Duration of Semester-end Examination in Hrs.
				L	T/W	SS				
Core	PE01CMPH 01	Advanced Research Methodology & Educational Statistics (Units 1,2,3,4)	04	02	01	01	30	70	100	03
Core	PE01CMPH 02	Foundations of Education(Units 1,2,3,4)	04	02	01	01	30	70	100	03
Any One	PE01EMPH 01	Curriculum Development (Units 1,2,3,4)	04	02	01	01	30	70	100	03
	PE01EMPH 02	Guidance and Counseling(Units 1,2,3,4)								
Research	PE01CMPH 03	Research and Dissertation	04	--	02	02	100	---	100	--
		Total Credits	16	06	05	05	190	210	400	

Legend: L = Lectures; T/W = Tutorials/Workshops; SS = Studied Seminar/Term Paper

Electives: The candidate needs to select one elective from the ones offered.

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SEMESTER-II

Subject Code	Course Code	Title of the Course	Course Credits	No. of Hrs. per Week 04			Weightage for Internal Examination	Weightage for Semester-end Examination	Total Marks	Duration of Semester-end Examination in Hrs.
				L	T/W	S/S				
Core	PE02CMPH01	Advanced Research Methodology & Educational Statistics (Units 5,6,7,8)	04	02	01	01	30	70	100	03
Core	PE02CMPH02	Foundations of Education (Units 5,6,7,8)	04	02	01	01	30	70	100	03
Any One	PE02EMPH01	Curriculum Development (Units 5,6,7,8)	04	02	01	01	30	70	100	03
	PE02EMPH02	Educational Counseling (Units 5,6,7,8)								
Research	PE02CMPH03	Research and Dissertation	04	--	02	02	100	200	300	--
		Total Credits	16	06	05	05	190	410	600	

Total of Semester I & II 1000 marks

STANDARD OF PASSING

To pass the M. Phil (Education) degree examination, a candidate must obtain

- (a) At least 40% marks in the total of the internal test and the University examination;
- (b) Must obtain at least 40% marks in dissertation including viva voce

AWARD OF CLASS

Those of the successful candidates will be placed in the Second class if they obtain at least 50% aggregate of all courses taken together and will be placed in first class if they obtain at least 60% of the total marks in the aggregate of all courses taken together.

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SEMESTER – I

PAPER - I (CORE) ADVANCED RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS

Objectives: After completion of this course student will be able to

1. Identify the sources of research problems and variables.
2. Formulate hypotheses, design of Educational research and to make them understand different techniques of data collection.
3. Become familiar with different methods and approaches of Educational Research.
4. Understand the contemporary developments in Educational Research.
5. Analyze the nature of enquiry.
6. Explain the theory behind statistics.
7. Choose appropriate statistical techniques for analysis of data

UNIT I: Nature of Enquiry - Search for Truth, Conceptions of Social reality, Positivism - Understanding Natural and Social phenomena - Physical and Social reality - Ontological, Epistemological, Methodological and Human related assumptions - the Objectivist and Subjectivist polarization.

UNIT II: Philosophical bases of research - Positivistic and Anti-Positivistic movements -Phenomenology,– Ethno-methodology - Ethics of Educational Research. Emerging paradigms in Research: Normative, Interpretive and Critical Paradigms

UNIT III: Perspectives in Educational Statistics

Techniques of Data Analysis for Quantitative and Qualitative Data: t-test, Chi-square, Correlation, Frequency, Percentage and Content Analysis. Types of Test: One tail test and Two tail test

UNIT IV: Importance and styles of Research reviews – Critical Review of Books, Research articles and Research studies – Learning about Citation : APA and MLA styles

References

1. Balasubramanian, P.S. (1986), Quantitative and Qualitative Approaches to Educational research in Journal of the Madras University Vol. VIII, No:1&2, 1986.
2. Burgen, Robert, G. Ed., (1985). Issues in Educational Research: Qualitative Methods. London: The Falmer Press.
3. Chamberlin, J.G. (1969). Toward a Phenomenology of Education. Philadelphia: West Minister Press.

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4. Cohen, Brenda. (1983). Means and Ends in Education. London: George Allen & Unwin.
5. Denzin, Norman K. and Lincoln, Yvonna S. (1994). Hand Book of Qualitative Research. New Delhi: Sage Publications.
6. Kerlinger, Fred,N (1978). Foundations of Behavioural Research. New Delhi: Surjeet Publications.
7. Mc.Kernan, James. (1991). Curriculum Action Research - A Handbook of Methods and Resources for the Relative Practitioner, London: Kogan
8. Polkinghorne, D. (1983). Methodology for Human Sciences: Systems of Enquiry. Albany: State University of New York Press.
9. Reason, P and Rowan, J. (1981). Human Enquiry. New York: Wiley.
10. Swami, Satprakashananda. (1974). Methods of Knowledge. Calcutta: Advaita Ashrama.

PAPER - II (CORE) FOUNDATIONS OF EDUCATION

Objectives: After completion of this course student will be able to

1. Understand the source and aims of knowledge and education
2. Understand Indian and western perspectives of philosophy and education
3. Understand different schools of psychology
4. Appreciate the importance of environmental education and sustainable development
5. Understand continuing professional development

Unit-I Philosophy of Education: Epistemology and Education - "Methods of acquiring Knowledge, Axiology and Education - Contribution made by Bhagwatgeeta, Jainism, Budhism and Islam to Value Education, Western Schools of Philosophy and Education, Reconstructivism, essentialism, logical Impericism,existentialism, constructivism.

Unit-II Schools of Psychology:Humanism, behaviorism, purposivism, Gestalt, Cognitive Psychology, Thought Process-Teacher thought Process, Student thought Process, Hidden Curriculum Teaching theories.

Learning styles Models - a) Honey & Mumford's model, b) Sudbury C) Model of democratization. d) Anthony Greaser's model

Unit-III Economics of Education and Human Rights

- a) Meaning, Nature and Scope.
- b) Education and human resource development.

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Impact of Liberalization, Privatisation, and globalization on education, 'Human right in Education' - Concept, Need, aims of and teaching learning method, Right to Information-Meaning, Need and advantages to citizens

Unit IV Indian Perspective on Education

- a. Perspectives: Philosophical, Sociological, Psychological
- b. Qualities of a good teacher and a good student
- c. Learner Personalities: Satvik, Rajsik, Tamsik: Panch Kosh Education
- d. Main Sources of Indian Perspective

References

1. Aggarwal, J.C.(2004). Teacher & Education in Emerging Indian Society. New Delhi: Vikas Pub.House
2. Ansari, M.M.(1987). Education and Economic Development, New Delhi AIU, Publication.
3. Ausubel D. P. (1968). Educational Psychology: A cognitive View. New York: Holt, Rinnehart and Winston.
4. Blaug Mark (1987). Economics of Education & the Education of an Economist New York, University Press.
5. Broudy H. (1965). Building a Philosophy of Education. New Delhi: Prentice HallCo.
6. Joyce, Bruce and others,(2008). Models of Teaching, New Delhi: Prentice Hall Publication.
7. Kneller, G.F. (1968). Education & Economic Growth. New York: Hohn Wiley. .
8. Mathur, S. S. (2000). A Sociological Approach to Indian Education. Agra : Vinod Pustak Mandir
9. Peters R.S. (1973). The Concepts of Education. London: Routledge and Kegan Paul
10. Piaget J. (1952). The origins of intelligence in children. New York: International Universities Press.

PAPER -III(ELECTIVE 1) - CURRICULUM DEVELOPMENT

Objectives:After the completion of this course student will be able to

1. Develop a broad perspective of the theory of curriculum development and foundations of curriculum construction.
2. Develop the conceptual bases relating to curriculum planning and organization.
3. Develop futuristic orientation towards the needs of the society with regard to types of curricula and research in curriculum.

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4. Understand contemporary developments in curriculum development.
5. Analyze and apply curriculum process.
6. Implement evaluation model/ strategies for curriculum evaluation.
7. Identify and formulate curriculum for specific purposes.
8. Develop technology-based curriculum for education.

UNIT I: Curriculum as a field of study - meaning and definitions of curriculum - Curriculum rationales from differing Philosophical and Sociological perspectives

UNIT II: The Domain of Curriculum Studies - Curriculum Theories - Conceptual Models, legitimization theories, process theories and structural theories. Curriculum study Areas - Factors affecting Curriculum-Knowledge and Curriculum, Principles of Curriculum Construction.

UNIT III : Cognitive Psychology and Curriculum, Curriculum Policies, Types of curriculum. Curriculum Components - Aims and Objectives, Forms of Subject matter, Modes of Transaction

UNIT IV: Curriculum Approaches and Methods - Curriculum Planning, Methods of organizing knowledge - Subject matter approach, Integrated approach, Module approach, Methods of organizing Instruction and learning activities. , Modern approaches to Curriculum planning and developing.

References

1. Apple, M. (1979). Ideology and Curriculum. Boston: Routledge & KeganPaul.
2. Dash, B.N. (2010). Curriculum Planning and Development: Wisdom Press, New Delhi.
3. Hirst, P.H. (1974). Knowledge and the Curriculum: A Collection of Philosophical Papers. London: Routledge & KeganPaul.
4. Lewy Aneh. (1991). The International Encyclopedia of Curriculum. Oxford. New York: Pergamon Press.
5. Satya Narayana. P. V. V., Krishna, G., Rao, D.B. (2004). Curriculum Development and Management: Discovery Publishing House, New Delhi.
6. Taba, Hilda. (1962). Curriculum Development - Theory and Practice. HarcourtBrace and World Inc.,
7. Wiles and Bondi: (1993). Curriculum Development – Guide to Practice. New York, Toronto: Macmillan Publishing Company.

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Objectives: After completion of this course student will be able to

1. understand concept, need, importance of Guidance and Counselling.
2. understand the principles of Guidance and Counselling programme.
3. understand the concept and process of Counselling.
4. understand need for Guidance to the children with special needs.
5. acquaint with various procedures of organizing various Guidance services.
6. lists the principles and objectives of Guidance and Counselling.
7. explain the psychological and sociological foundations of Guidance and Counselling.
8. describe various approaches to Guidance and Counselling.
9. discuss the different types of therapy! training.
10. describe the role of teachers in counselling situations.
11. identify the role of family, school, community in guidance and counselling
12. explain various theories of vocational development.
13. describe the process of vocational guidance
14. identify the specific areas warranting counselling.

UNIT I Guidance and Counselling: Concept, Definition and Principles, Background, Scope, Current Status in India and Abroad - Objectives of Guidance & Counselling - Skills; Counselling standards: Ethical and Legal.

UNIT II Psychological Bases of Guidance & Counselling: Human behaviour and Individual differences - Defense Mechanisms - Maladjustment - Mental health - Integrated Personality.

Unit III Sociological Bases of Guidance & Counselling

- (i) Sociological bases: Social Nature of Human beings - Nature of Human relationships - Increasing complexity of today's world - Conflict of Values.
- (ii) Structured Learning Therapy: The tasks of the Counsellor in social skill training - Irrational beliefs and problems - promoting rational thinking - Cognitive Behaviour Therapy - Desensitization - Assertiveness training.

UNIT IV Methods and Approaches to Guidance & Counselling:

- ii) Directive and Authoritarian - Psycho-Analytic - Behaviouristic - Humanistic Eclectic - Group Counselling.
- iii) Counselling as helping - Concept of Stress - Types of Stress - Counsellor and Client matching -

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Coping and Adjustment strategies of Controlling Stress as an experience - Transactional Analysis - Relaxation Techniques.

iv) Team Counselling : Reasons and Objectives, Kinds of Teams, Progress in Person.

References:

- Barki, B.G. & Mukhopadhyay, B. (2010). Guidance and Counselling. New Delhi, Sterling Publishers Pvt. Ltd.
- Chaturvedi, R. (2007). Guidance and Counselling Techniques. New Delhi, Crescent Publishing Corporation.
- Codasty, J. (2008). Understanding Emotional IQ. New Delhi: Pustak Mahal.
- Humphreys, H.A. and Traxler, Q.E. (1954). Guidance Services. Chicago: Science Research Associates.
- Fotis, G.W. (2002). Nine Most Powerful Ways to Improve your People Skill. Mumbai: Jico Publishing House.
- Jones, A.J. (1970) Principles of Guidance (6th ed.). New York: McGraw Hill.
- Kalam, A & Tiwari, A.K. (2005). Guiding Souls. New Delhi, Ocean Books Pvt. Ltd.
- Madhukar, I. (2005). Guidance and Counselling. Delhi, Authors Press.
- Mayers, G.E. Principles and Techniques of vocational Guidance. New York: McGraw Hill.
- Presricha, (1976). Guidance and Counselling in Indian Education. New Delhi: N.C.E.R.T.

SEMESTER – II

PAPER - I (CORE) ADVANCED RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS

UNIT V: Scientific Research Methods

a) Hypotheses for Problem Solving - Construction and Confirmation of Hypothesis - logic of Hypotheses Testing - Null Hypothesis and its significance Testing Hypothesis of different types.

b) Experimental research - Designs with and without control - Purpose and Methods of Control - Factors to be controlled designs with minor, partial and rigorous control - Validity of Designs - Internal and External validities - Quasi Experiments - Single Case research.

UNIT VI: Humanistic research Methods: Case Study Method - Critical Theory Model- Ethnographic research methods - History Method, Grounded Theory

UNIT VII: Statistical Analysis for Humanistic researches: Group Differences – ANOVA, Meta Analysis. Participant Observation; Participant Verification Procedure; Triangulation; Analysis of evidence - Qualitative Analysis of Data - Data Reduction, Matrix Display Tactics for drawing conclusions confirming Findings, Summarising and Integrating findings.

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UNIT VIII:Recent Developments in Educational Research - Internet Uses - Internet based Research in Education. Simulation, Geographical Information Systems (GIS), Needs Analysis and Evidence Based Education.

References

1. Burgen, Robert, G. Ed., (1985). Issues in Educational Research: Qualitative Methods. London: The Falmer Press.
2. Burroughs, G.E.R. (1975). Design and Analysis in Educational Research. 2nd Edition. Oxford: Alden & Mowbray Limited.
3. Chamberlin,J.G. (1969). Toward a Phenomenology of Education. Philadelphia: West Minister Press.
4. Denzin, Norman K. and Lincoln, Yvonna S. (1994). Hand Book of Qualitative Research. New Delhi: Sage Publications.
5. Festinger, U & Katz.(1972). Research Methods in Behavioural Sciences. New York: Bold Dryden.
6. Golten, C and Manion, L. (1985). Research Methods in Education. London:Routledge.
7. Hair, Joseph F. et.al. (1996). Multivariate Data Analysis.(5th Edn.). New Jersey: Prentice-Hall International, Inc.
8. Kerlinger, Fred,N (1978). Foundations of Behavioural Research. New Delhi: Surjeet Publications.
9. Louis, C., Manion, L., Morrison, K. (2007) Research Methods in Education. Routledge, NewYork
10. Popham, W.J. (1981). Modern Educational Measurement. Englewood Cliffs: Prentice Hall Inc.
11. Tabachnik, B.G and Fidell L.S. (1983). Using Multivariable Statistics, New York: Harper.D.Row.

PAPER - II (CORE) FOUNDATIONS OF EDUCATION

Unit-V Environmental Education

- a) Environment: - meaning, Scope and Importance of Knowledge of Environment.
- b) Eco-system: - Food Chain and Foodweb.
- c) Conservation of natural resources-Concept, need, Importance and Strategies.
- d) Sustainable Development - Concept, need and Importance of sustainable development.

Unit-VI Futurology

- a)Futurology meaning and importance.
- b)Futurology reference to Dellore's report.
- c)Education in the Field of future studies.

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Unit-VII Continuing Professional Development

- A. Concept and Types
- B. CPD Practices
- C. Research in CPD

Unit – VIII The Learning Society

- A. The Learning Society: Concept and Significance
- B. Conditions for Learning
- C. Learning Organisation: Concept and Need
- D. Creating a Learning Organisation: Policies, Processes/ practices, outcomes/product

References

1. Bolitho, R. and Padwad, A. Ed. (2012). Continuing Professional Development: Lessons from India. New Delhi: British Council
2. Chhatwal G.R. (1998) Encyclopedia of Environmental Education, New Delhi: Anmol Publications.
3. Damodar, M. Environmental Education, New Delhi: Kalyani Publication
4. Desh, B. & Berberet G. (1987). Environmental Education for Conservation and Development, New Delhi: Nataraj Publications.
5. Fisher, W.F.(1997). Towards Sustainable Development, Jaipur and New Delhi: Rawat Publications.
6. Trivedi P.R. & Gurdeep (1997). Concepts in Environment, New Delhi: Askashdeep Publishing House.

PAPER -III(ELECTIVE 1) - CURRICULUM DEVELOPMENT

Objectives:

To enable students to

1. Understand different curriculum paradigms for effective curriculum development
2. Analyze and interpret e-models of curriculum development for distance education
3. Practice and inculcate evaluation competencies for curriculum development
4. Learn importance of learning theories in curriculum development
5. Learn and practice various approaches for curriculum evaluation
6. Evaluate curricula of various boards
7. Design course content for Short term courses

Unit - V Learning Theories and Curriculum Development: Needs and Importance of Learning Theories, Curriculum Paradigm (Positivism, Phenomenological / Interpretive, Critical), Theories of Learning (Nativism, Behaviorism, Structuralism), Competencies in Curriculum Development

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Unit – VI Course Design for Distance Education: Needs, Scope and Importance, Distance Education components and its features, Interactive Online Learning (Interaction and Distance Learning), E-Learning Design Models and their characteristics

Unit – VII Curriculum Evaluation: Meaning, Objectives, Scope and Importance of Curriculum Evaluation, Approaches to Curriculum Evaluation (Constructivist, Case Study), Models of Evaluation (Naturalistic, Technical and Stake's Countenance Model)

Unit – VIII Practicum in Curriculum Development: Review and practice (Population Education, Environmental Education, Family Life Education), Review Curriculum of GSEB, Review Curriculum of CBSE, Preparation of Course Design for Short term courses on various emerging issues.

References:

1. Chandra, R. (2005). Virtual Education and Educational Features. Kalpaz Publication, New Delhi
2. Sharma, P. (2012). Principles of Curriculum. A.P. H. Publishing Corporation, New Delhi
3. Dash, B.N. (2010). Curriculum Planning and Development. Wisdom Press, New Delhi
4. Kalaiyarasan, G. (2012). Curriculum Development. A. P. H. Publishing Corporation, New Delhi
5. Joshi, S.C. (2004). Dynamics of Non-formal Education. Akansha Publishing House, New Delhi
6. Posner, J.G. and Rudnitsky, A. N. (1982). Course Design: A Guide to Curriculum Development for Teachers. Longman, New York & London
7. Bhalla, N. (2007). Curriculum Development. Authors Press, Delhi
8. Mohanty, J. (2001). Studies in Distance Education. Deep & Deep Publications Pvt. Ltd., New Delhi

PAPER- III (Elective 2) Educational Counseling

Objectives: After completion of this course student will be able to

1. understand the importance of Counseling.
2. understand and practice process of counseling children with special needs
3. learn about job choices and requirements to provide vocational counseling
4. critically analyze and practice family counseling
5. understand important features of health and old age counseling and practice it in real life

UNIT-V: Educational Counselling:

- i) Need for Educational Counselling - Role of teachers in Counselling situations: a) Elementary school, b) high school, c) college - Teacher and Counsellor/Teacher and Counsellee.
- ii) Children with special needs - The gifted - Physically Handicapped - Mentally Handicapped - Emotional and Behavioural problems of adolescents Examinations anxiety - Learning difficulties - Alcoholism and Drug abuse Truancy among the Adolescents - Sex related problems.
- iii) Guidance Oriented Education: Educational Counselling & Curriculum Counselling & Home - Counselling unit in educational institutions.

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UNIT-VI: Vocational Counselling: Need for Vocational Counselling.

- i) Theories of Vocational Development - Vocational Choice: after a) Primary education, b) High School Education, C) Higher Secondary and d) Professional course.
- ii) Process of Vocational Counselling - Vocational Guidance - Adolescent values - Job and Family - Perception of Sex roles - Occupation information - Job Analysis and Job description - Career Counselling - Information service and Guidance - Vocational Stress Counselling - overcoming plateau and burnout Conflicts in work environment.

UNIT -VII: Family and Marital Counselling: Need for Family Counselling

- i) Family systems - Nuclear Family - Joint Family problems.
- ii) Child Guidance - Counselling the parents-child relationship problems rejection - favouritism - other problems.
- iii) Parental Counselling - role of parents in dealing with children's problems. Need for Marital Counselling
 1. Marital problems - socio-economic factors - finance - social life religious and other values - occupational demands.
 2. Counselling the Unwed Mothers, Divorcees and the Separated - Parents of Handicapped and deviant Children.
 3. Genetic Counselling and its importance - before and after marriage.

UNIT-VIII: Health and Old Age Counselling: Need for Health and Old Age / Retirement Counselling.

- i) Problems of Aging - Psycho-somatic disorders - Ageing and its impact on health - Geriatric Counselling - Counselling the rehabilitated. Problems of Social Relations. Emotional problems, feeling of neglect and unworthiness, Psychological Seclusion, Social exclusion and need for inclusiveness.
- ii) Mental health - Psycho-neurosis - Psychosis - Psycho-therapy.
- iii) Loss of Spouse, Health problems; Planning for Health - Health insurance.
- iv) Financial Problems - Employed, Retired Pensioners, Retired Non Pensioners, Planning for old age / retired life.

References:

- Bordin, E.S. (1968). Psychological counseling (2ndEd.). New York, McGraw Hill.
- Brown, R.B.(1996). Organization Commitment. Journal of Vocational Behaviour 49, 1996, 230-251.
- Chaturvedi, R. (2007). Guidance and Counselling Techniques. New Delhi, Crescent Publishing Corporation.
- Codasty, J. (2008). Understanding Emotional IQ. New Delhi: Pustak Mahal.
- Dev, K.(2006). Educational Counselling. New Delhi. Pragn Publication.
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- Osipow, S.M. &Walshow. (2006). Behaviour Change in Counselling Reading. New Delhi, Authors Press.
- Paterson. (1989). Theories of Counselling and Psychotherapy. New Delhi, Authors Press.
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- Rao, S.N. (1992). Counselling Psychology. New Delhi: Tata McGraw Hill.