

SHRI GURU RAM RAI UNIVERSITY

(Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act no. 03 of 2017)
PATEL NAGAR, DEHRADUN-248001, UTTARAKHAND, INDIA



ICT Literacy

(VASOE028)

(Value Added Programme) 2025-26

Syllabus and Regulation

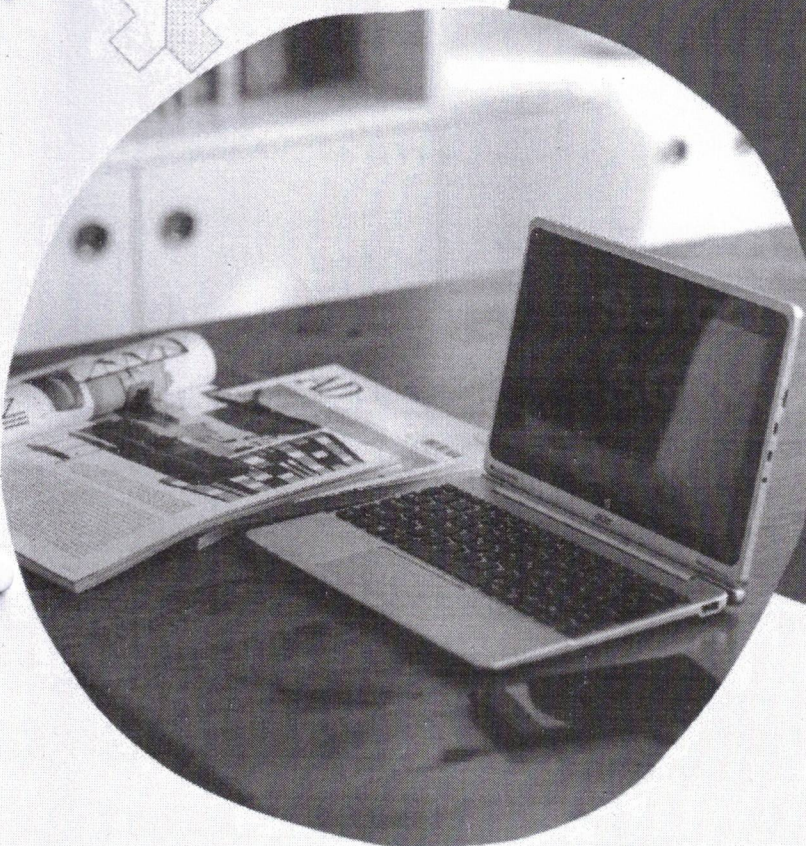
**Shri Guru Ram Rai School of Education
Pathri Bagh, Dehradun,
Uttarakhand**

DEAN
College of Education
Shri Guru Ram Rai University
Pathri Bagh Dehradun



ICT LITERACY

VALUE ADDED
COURSE
OFFERED
SCHOOL OF
EDUCATION



CONTACT-

Prof Anand Kumar
School of Education
SGRRU, Dehradun
drakumar@sgrru.ac.in
7017286899

Praveen
Phanendra
Rt-Sir

Dr. Anand Kumar
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Pathri Bagh, Dehradun

COURSE DESCRIPTION-

The ability to traverse our digital world through reading, writing, technical skills, critical thinking, and other digital literacy techniques. Using devices like a computer, e-reader, smartphone, and more, it involves locating, evaluating, and sharing information. Digitally organizing, storing, and manipulating documents.

DURATION AND CLASS SCHEDULE

Total duration of the course shall be 30 hours. (Teaching & Learning Mode: Blended)

Class Schedule: Classes shall be conducted twice a week for one hour.

ELIGIBILITY

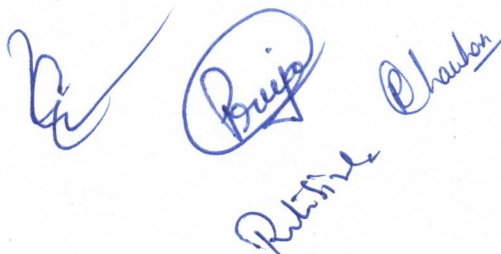
The participants must have completed 10+2 in any stream.

COURSE OBJECTIVES:

- 1.To develop digital literacy skills that will enable learners to function as discerning students in an increasingly digital society.
- 2.To enable learners to access various digital tools and applications for enhancing learning and skill development.
- 3.To enable learners to operate a variety of hardware and software independently and troubleshoot common problems.
- 4.To enable learners to acquire confidence in using computer techniques available to users.
- 5.To recognize the basic components of computers and terminology; Understand data, information and file management.
- 6.To enable students to create documents using Word processor, Spreadsheet & Presentation software, Understand computer networks, Internet.
- 7.To enable students to browse the internet, content search, email and collaborate with peers.

LEARNING OUTCOMES:

- 1.Learners will be able to understand the concept of digital literacy and its increasing utility in the society.
- 2.Learners will be able to get acquainted with various tools and their applications successfully.




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3. Learners will be able to create various documents using these digital tools and applications for enhancing learning and skill development.

4. Learners will be able to acquire confidence in using computer techniques available to users.

5. Learners will be able to recognize the basic components of computers and terminology; Understand data, information and file management

6. Learners will be able to create documents using Word processor, Spreadsheet & Presentation software, Understand computer networks, Internet

7. Learners will be able to browse the internet, content search, email and collaborate with peers.

Course Instruction with credit structure

Course code	Course Title	Theory Credit	Theory Hours
COURSE: VACSOE016	Unit-1: Microsoft Word & Excel Unit-2: Introduction to Internet Unit-3: Google drive	4	30

Course Content:

Unit1

Microsoft Word & Excel- Word Processing Basics: opening and closing of documents, Formation of text, Table Handling, Keyboard Shortcuts, Mail Merge, Printing of Word document, Insert video and image, Basics of Spreadsheet, Manipulation of cells, Formulas and function, Editing of spreadsheet, Data Analysis tools and Printing of Spreadsheet.

Unit2

Introduction to Internet- Concept of Internet, connecting to internet, Creating E-mail id, Sending and Receiving e-mail, accessing sent e-mails, Using e-mail, document collaboration instance messages, upload content on you tube.

Unit3

Google drive- Google drive- Create Google document, working with Google sheet, Google slides, Creating Google form, PPT Presentation of slides.

Evaluation Procedure

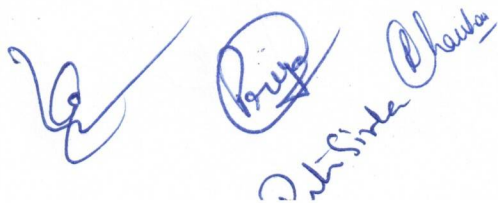
The evaluation of value-added courses may be conducted by adopting -

S n	Evaluation	Marks distribution
1	Assignment	50
2	Presentation	40
4	Attendance	10



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The pattern of evaluation will be decided by the Course Coordinator and Dean School of Education. Assessments of VACs will be purely internal.

Certification of Value-Added Course

School of Education provide 'Course Completion Certificate' to every student who completes 90% of the course successfully.

REFERENCES-

1. Basic computer training

https://edistrict.assam.gov.in/eDistrict/download_pdf.html?path=uKx5bmz6adcNHc2bQ7m4da63uCwiw
PTPi

2. Computer Basics https://www.vfu.bg/en/e-Learning/Computer-Basics--computer_basics2.pdf

3. computer Basics https://www.bcpls.org/Docs/Computer_Handouts/ComputerBasics.pdf

4. Sinha. P (2004). Computer Fundamental. 6th edition BPB Publications.


Rita Sinha

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Managing Self

(VASOE029)
(Value Added Programme) 2025-26

Syllabus and Regulation

**Shri Guru Ram Rai School of Education
Pathri Bagh, Dehradun,
Uttarakhand**

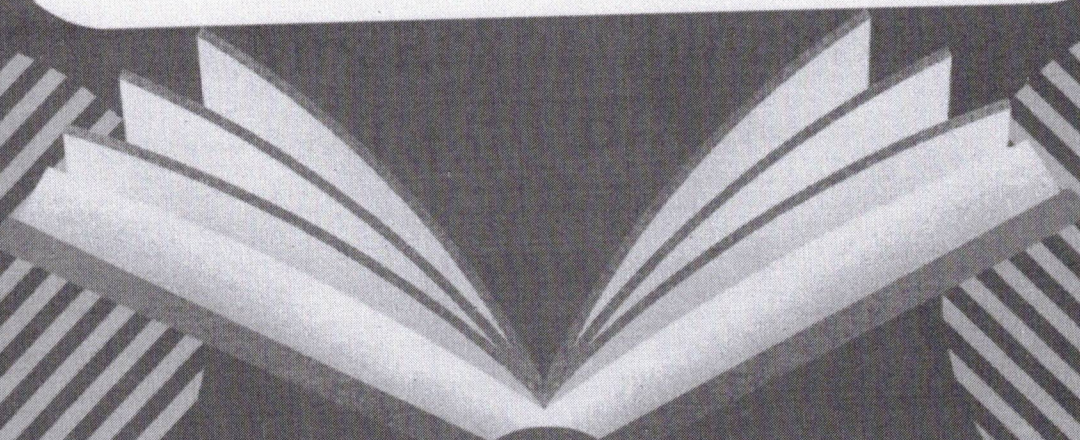
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Value Added Course offered by School of Education

MANAGING SELF



Contact-
Mrs Rakhi Chauhan
Assistant Professor
SOE SGRRU, Dehradun

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Managing Self

Course Code: VASOE029

Course Description:

This course is designed to empower students with essential skills and strategies for effective self-management. Participants will explore personal development, time management, goal setting, and emotional intelligence to enhance their overall well-being and success in academic and professional endeavors.

Course Objectives

1. To enable students to understand and apply principles of Managing self.
2. To enhance time management and organizational skills.
3. To develop goal setting techniques for personal and academic success
4. To foster emotional intelligence and resilience.

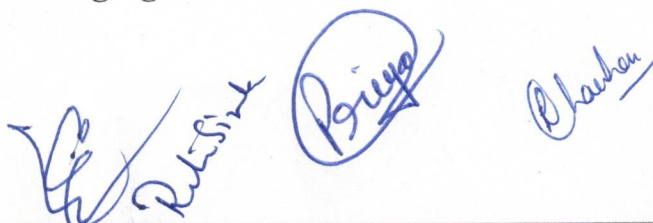
Course Outcome

Upon successful completion of the course, students should be able to:

1. Demonstrate improved time management and organizational skills.
2. Set and achieve personal and academic goals.
3. Apply emotional intelligence in various life situations.
4. Develop strategies for maintaining work life balance.

MODULE-1

Managing Self:



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Introduction to Managing Self- Definition and importance, Managing self (emotions, ego, pride), Self-Assessment tools.

Self Awareness- Emotional self awareness, Understanding strength and weakness, SWOT Analysis, Personality Assessments.

MODULE-2

Emotional Intelligence

Fundamentals of EI- Understanding and managing emotions, Empathy and social skills, Interpersonal skills, Effective Communication.

Leadership and EI- Role of EI in effective leadership.

Continuous Learning and growth- Role of Emotional intelligence in lifelong learning.

MODULE-3

Time Management

Understanding Time Management - Definition and importance, Effectiveness of time management to overall success.

Importance of Prioritization in time management, Techniques for identifying tasks.

Goal setting- SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal setting, Long term and short term goals.

MODULE-4

Stress Management

Understanding Stress- Definition of stress (Positive and Negative), Identifying causes of stress.

Relaxation Techniques for stress reduction -Meditation, Progressive Muscle Relaxation (PMR).



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Nutrition and Stress- Effects of diet on stress, Food that promote stress reduction.

Reference Books

1. Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
2. BK. Jayanti, "The Art of Thinking",Brahma Kumaris World Spiritual University, London NW10 2HH
3. Bond M. (1988) Stress and Self Awareness: a Guide.
4. Brahma Kumaris, "Inner Beauty", Literature department,
5. Brahma Kumaris Ishwariya Vishwa Vidyalaya, Pandav Bhawan Mount abu,Rajasthan,2000
6. Dwivedi A., Communications skills for professionals and students.
7. Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
8. H. S. Jamadagni, Digital Communication Systems.
9. Lal and Joshi,Educational Psychology and Elementary Statistics, R.Lal Book Depot, Meerut.
10. Linda Mendoza, Developing Effective Communication Skills.
11. Mangal, S.K. ,Advanced Educational Psychology, PHI Learning Private Limited, New Delhi.
12. Personality development and soft skill- Goyal Brothers Prakasan.
13. Sternberg, R. J. (Ed.). (2000). Handbook of intelligence. Cambridge University Press.



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Experiential Learning

(VASOE030)
(Value Added Programme) 2025-26

Syllabus and Regulation

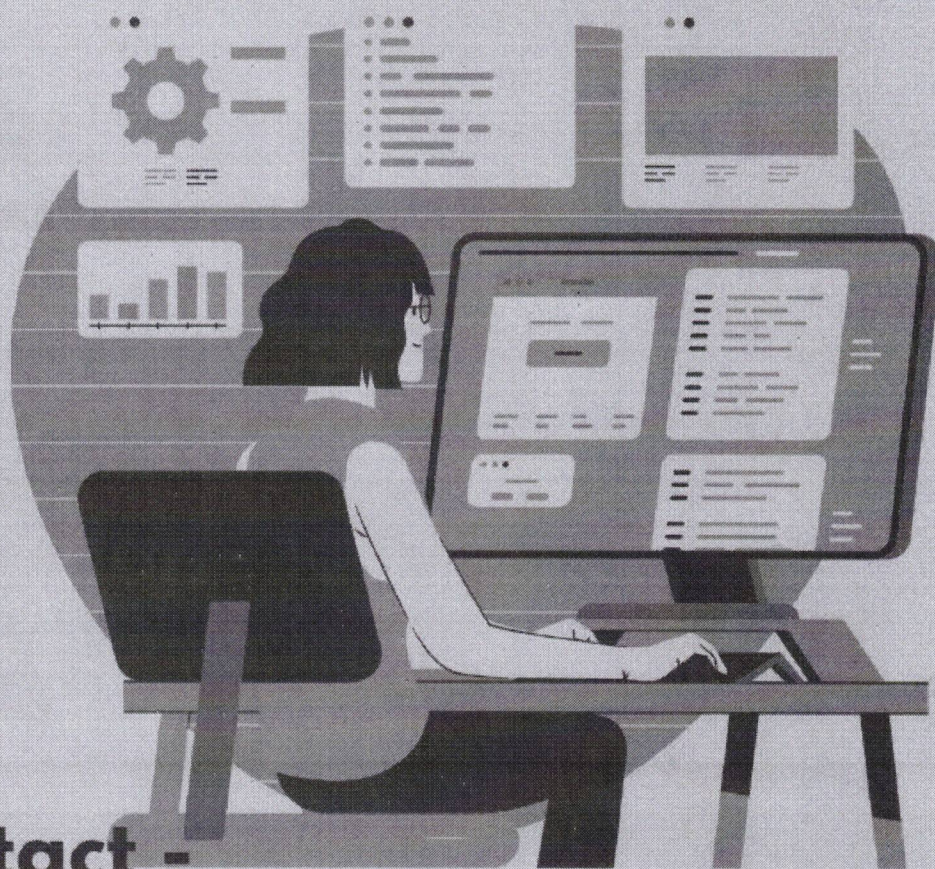
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Value Added Course Offered by School of Education Experiential learning



Contact -

Dr Ritu Sinha

Assistant Professor

SOE SGRRU

Dehradun

Ritu Sinha

Chakraborty

Dr. Sinha

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CONTENTS

1. General Information

Eligibility

Duration

Fee

2. Course Structure of VASOE030

Unit 1: Concept of Experiential Learning

Unit 2: learning life skills

Unit 3: The practice-theory relation

Unit 4: Practice Session Exercises

3. General Information Regarding Assignments

4. Term-end Evaluation / VIVA



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A handwritten signature in green ink, appearing to be 'Ramesh'.

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Course description

Constructive Instruction, or the Experiential Learning curriculum, is a teaching approach that allows learners to make meaningful learning experiences through engaging activities. The students are given opportunities to collaborate with their classmates through group activities. The students are given authentic tasks that transform abstract ideas into realistic lessons (Murphy, 2017). The teacher's role in the Learning by Doing curriculum is to motivate the students to learn by stimulating their curiosity. The classroom environment in Learning by Doing curriculum is marked by engaged and active learners. The class atmosphere is lively because the students are allowed to interact with their classmates as they work on authentic tasks (Fitzsimons, 2014). The curriculum follows an interdisciplinary approach, which ensures the holistic development of the learners. Assessment is done through authentic tasks, which are meant to be applied in real-life contexts (Murphy, 2017). In a study conducted by Aguado (2018) majority of his students were able to gain practical knowledge regarding the fundamentals of research because of his use of the Learning by Doing teaching approach. In emphasizing the skills of data collection and the utilization of software materials, he incorporated a variety of engaging assignments and learning exercises that made the students practice their research and analytical skills.

Eligibility

Students who has passed SSC or matriculation examination with minimum age of 18 years and Interdisciplinary students of SGRRU are only eligible for this course.

Fee

Free of Cost

Duration

Normally, to complete this certificate course the assigned duration in six months, but somehow on special ground // some inevitable reasons maximum of two years is allowed.

Objectives of course

- To explain the learning by doing
- To Build a learning skills
- To Create bridge between theory and practices
- To practices learning by doing.




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COURSE STRUCTURE

The Programme consists of four courses and a few audio and video programmes. The courses are given here under:

Course Code Course

Course code	Course Name	Credits
VASOE015	Unit 1: Concept of Learning by Doing Unit 2: learning skills Unit 3: The practice-theory relation Unit 4: Practice Session Exercises	4

Course Instruction with credit structure

Sr. no	Course code	Course Title	Theory Credit	Theory Hours
1	VASOE015	Learning by Doing	4	30

Evaluation process of VASOE015:

Head of the Department/Course Coordinator of school of education will decide the methods of Examination and Evaluation and monitor the evaluation process.

Sr.	Course	Internal Assesment Marks	VIVA 50	Total
1	Learning by Doing	50	50	100

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Marks Distribution

Sr.	Couse	Assignments I (20)	Assignments II (20)	Attendance (10)	ViVa/MCQ 50	Total 100
1	Learning by Doing					

The evaluation of value added courses may be conducted by adopting any of the following method, suitable to the course:-

- Assignment
- Presentations
- Viva/MCQ Exam

The pattern of evaluation will be decided by the Course Coordinator/Parent Department.

Assessment of VACs will be purely internal.

Guidance for Assessment and final Marks

1. Attendance each course-10 marks
- 2.Total two assignment/presentation in each course- 20 marks

Certification of Value Added Courses

The passing certificate will be issued for the by the School of education with the signature of course coordinator, Head of the Departments and Dean Faculty.

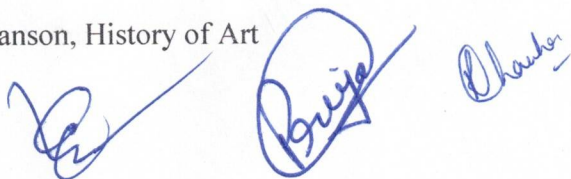
School of Education provide 'Course Completion Certificate' to every student who completes the course successfully.

The certificate will contain either " Successfully Completed" or " Successfully not completed"

Reference:

An Introduction to Indian Art, NCERT class 11

H.W. Janson, History of Art



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Classroom Management

(VASOE031)

(Value Added Programme) 2025-26

Syllabus and Regulation

**Shri Guru Ram Rai School of Education
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Uttarakhand**

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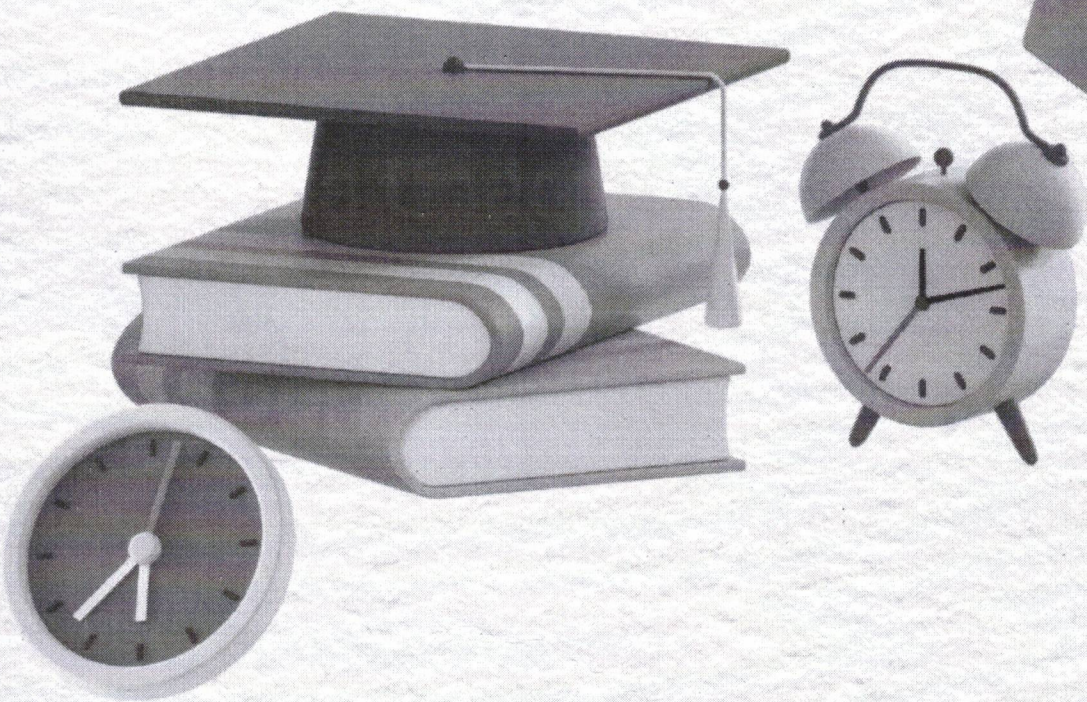
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Value Added Course Offered by School of Education

CLASSROOM MANAGEMENT



Contact -

Dr Priyanka Upadhyay

Assistant Professor

SOE SGRRU Dehradun

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Purpose:

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Effective classroom management is a vital skill for any teacher. Through this course, We explore what it is, why it's needed and provide guidance on how a pupil teacher can sharpen your classroom management skills to support learning.

Course Objectives:

1. To understand concept, need, types and importance and scope of class management.
2. To list the various skills and strategies of class management.
3. To list the various principles of class management.
4. To describe various approaches and principles of class management.
5. Explain the various models of class management.

Course Outcomes:

1. The students will be able to define the concept of class management.
2. The students will be able to explain the types, scope and importance of class management.
3. The students will be able to explain the various skills and strategies of class management.
4. The students will be able use and demonstrate the various strategies of class management to manage their classes.
5. The students will be able to explain the various models of class management.

Module 1:

Concept of class management: Meaning, definition and Importance of class management.

Types of class management: Physical and Human management.

Dimensions of class management.

Components of class management.

Module 2:

Understanding teacher's role.

Understanding active learner's role.

Understanding learner's learning styles and strategies.

Module 3:

Scope of class management.

Skills and Strategies of class management.

Approaches and principles of class management.

Code of Professional Ethics for a teacher.




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Module 4:

Models of class management: Non- interventionist, Interventionist and Interactivist models of class management.

References:

1. <https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134459458.pdf>
2. <https://courses.lumenlearning.com/suny-oneonta-education106/chapter/7-2-models-of-classroom-management-2/>
3. <https://pdo.ascd.org/LMSCourses/PD14OC015/media/Classroom Management Managing M2 Reading1.pdf>
4. <https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/video/Classroom Management that Works.pdf>
5. <https://www.mizanurrmizan.info/what-is-classroom-management-what-are-the-concepts-strategies-or-techniques-and-principles-of-classroom-management/>
6. <https://leadschool.in/blog/11-classroom-management-skills-strategies-every-teacher-should-know-lead/>
7. <https://www.prodigygame.com/main-en/blog/classroom-management-strategies/>
8. <https://www.augusta.edu/online/blog/why-is-classroom-management-important#:~:text=Classroom%20management%20%E2%80%94%20the%20actions%20educators,engagement%20and%20better%20academic%20performance.>


Rishi

Anshu


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Indigenous Knowledge

(VASOE032)

(Value Added Programme) 2025-26

Syllabus and Regulation

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Uttarakhand**

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VALUE ADDED COURSE
OFFERED BY SCHOOL OF
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INDIGENOUS KNOWLEDGE

CONTACT
-
DR.REKHA DHYANI
ASSISTANT PROFESSOR
SOE SGRRU,DEHRADUN

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Pathri Bagan, Dehradun

CONTENTS

1. General Information

Eligibility

Duration

Fee

2. Course Structure of VASOE032

Unit 1: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM

Unit 2: Introduction to Vedas

Unit 3 Number Systems and Units of Measurement

Unit 4: Health Wellness and Psychology

3. General Information Regarding Assignments

4. Term-end Evaluation / VIVA



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Course description

India is a country with a long-surviving civilisational history and practice known to mankind. Even conservative estimates date the civilisation to at least 5000 – 8000 years. Therefore, it is not surprising that a rich repository of knowledge accumulated in the Indian subcontinent and manifested in terms of traditions and practices. Unfortunately, due to major changes in the educational system introduced in India about 200 years back, there was a great disruption to the process of knowledge transmission and the continuity is mostly lost. This course is an effort to bring snippets of the Indian Knowledge System (IKS) by providing a fresh relook at the corpus and culling out relevant portions that may generate renewed interest in the subject and motivate several to engage in a deeper study of the knowledge repository of India. Mathematics, referred to as Ganita is an integral part of Indians from very ancient times. What started perhaps at an early stage as a tool to compute planetary positions precisely continued through the post-Vedic period as an uninterrupted tradition and many useful contributions to the field of mathematics including the discovery of infinite series were made throughout Indian history. A culture of Science, Engineering, and Technology ought to have been part of the ancient Indian society as evident from archaeological excavations, and remains of metalworking mines and furnaces that were in use long ago. The course aims to provide an appreciation of IKS and its relevance to contemporary society requires a two-part study of IKS. The first is to develop an overall understanding of some key components of IKS. This is important before we explore the nature of applications. Therefore, module one of the course provides a quick introduction to the key components of IKS. The second aspect is the application of IKS for some gainful use. The rest of the course presents these aspects in two modules.

Eligibility

Students who has passed SSC or matriculation examination with minimum age of 18 years and Interdisciplinary students of SGRRU are only eligible for this course.

Fee

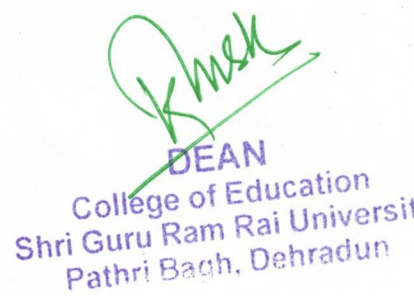
Enrolment for Value added course 'Indigenous Knowledge' is voluntary in nature and free of cost.

Duration

Normally, to complete this certificate course the assigned duration in six months, but somehow on special ground some inevitable reasons maximum of two years is allowed.



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A green ink signature is written over a purple stamp. The stamp reads: DEAN, College of Education, Shri Guru Ram Rai University, Pathri Bagh, Dehradun.

Objectives of course

1. Explain the historicity of Indian Knowledge System
 - a. Understand the broad classification of Indian philosophical systems
 - b. Appreciate the potential of Sanskrit in natural language processing
 - c. Explain the key features of Indian Numeral System and appreciate the key role it has played in the advancement of Science & Technology
 - d. Understand the basic elements of the Indian calendar and the components of Indian Pañcāṅga
 - e. Develop familiarity with the science, engineering & technology heritage of ancient and medieval India

COURSE STRUCTURE

The Programme consists of four courses and a few audio and video programmes. The courses are given here under:

Course Code Course

Course code	Course Name	Credits
VASOE012	Unit 1: introduction to Indian knowledge system Unit 2: Introduction to Vedas Unit 3: Number Systems and Units of Measurement Unit 4: Health Wellness and Psychology	4

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PROGRAMME STRUCTURE AND COURSE COMPONENTS

COURSE: VASOE012

Unit 1: introduction to Indian knowledge system

Unit 2: Introduction to Vedas

Unit 3: Number Systems and Units of Measurement

Unit 4: Health Wellness and Psychology

Course Instruction with credit structure

Sr. no	Course code	Course Title	Theory Credit	Theory Hours
1	VASOE012	Indian knowledge system	4	30

Evaluation process of VASOE001:

Head of the Department/Course Coordinator of school of education will decide the methods of Examination and Evaluation and monitor the evaluation process.

Sr.	Course	Internal Assesment Marks	VIVA 50	Total
1	Indian knowledge system	50	50	100




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Marks Distribution

Sr.	Couse	Assignments I (20)	Assignments II (20)	Attendance (10)	ViVa/MCQ 50	Total 100
1	Indian knowledge system					

The evaluation of value added courses may be conducted by adopting any of the following method, suitable to the course:-

- Assignment
- Presentations
- Viva/MCQ Exam

The pattern of evaluation will be decided by the Course Coordinator/Parent Department.

Assessment of VACs will be purely internal.

Guidance for Assessment and final Marks

- Attendance each course-10 marks
- Total two assignment/presentation in each course- 20 marks

Certification of Value Added Courses

The passing certificate will be issued for the by the School of education with the signature of course coordinator, Head of the Departments and Dean Faculty.

School of Education provide 'Course Completion Certificate' to every student who completes the course successfully.

The certificate will contain either " Successfully Completed" or " Successfully not completed"




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Reference:

1. Aggrawal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, N. Delhi.
2. Bhatagar RP: Guidance & Counseling in Education
3. Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counseling, 6th edition, Prentice Hall of India, N. Delhi.
4. Kochhar SK (1981) Guidance in Indian education, N. Delhi
5. Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, N. Delhi.
6. Nanda SK, Chadha PC: Educational & Vocational Guidance
7. Sharma RA: Fundamentals of Guidance & Counseling
8. Shrivastava: Guidance & Counseling




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