



Course Title: EDUCATIONAL GUIDANCE AND COUNSELLING

Course Code:

Credit Units: 3

Student Learning Outcomes:

To enable the students to:

- Understand the meaning and need for guidance and counselling.
- Identify various techniques of guidance, and appropriate contexts for their use.
- Identify sources of occupational information, types and modes of dissemination of such information.
- Understand behaviour problems of children with special needs.
- Develop competencies to guide students with special needs and to handle them in inclusive schooling system.

Pre-requisites: Understanding of availability career options

Student Learning Outcomes:

Students will be able to:

- Define the meaning and need for guidance and counselling.
- Understand the role of teachers and counsellors in organizing guidance programmes and in career planning of students.
- Identify sources of occupational information, types and modes of dissemination of such information.
- Develop competencies to guide students with special needs and to handle them in inclusive schooling system.

Course Contents/Syllabus:

	Weightage (%)
Module I	
Descriptors/Topics	15
Understanding Guidance and Counselling	
<ul style="list-style-type: none">• Meaning, Need (Educational, Psychological and Social) and Scope of Guidance• Aims, Objectives, Goals and Principles of Guidance.• Difference between guidance , counseling and Psychotherapy• Meaning and Purpose of — Educational, Vocational, Personal and Leisure time guidance.	
Module II	

<p>Descriptors/Topics Techniques and Procedures of Guidance</p> <ul style="list-style-type: none"> • Personal Data Collection Service: Type of Information, Tools and Techniques of data collection. <ul style="list-style-type: none"> (i) Testing Techniques - (Intelligence, Aptitude, Personality, Interest Inventories and Achievement Test). (ii) Non- testing Techniques: Observation, Interview, Case study, Cumulative record. • Group guidance: Concept, need and principles • Essentials of Guidance Services • Characteristics of an effective counselor 	25
<p>Module III</p> <p>Descriptors/Topics Occupational Information and Career Development</p> <ul style="list-style-type: none"> • Meaning of occupational information and the need for collecting it • Concept and importance of career development • The process of career development • Role of teacher in career planning. • Classifications of Occupations 	20
<p>Module IV</p> <p>Descriptors/Topics Understanding Counselling</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope of Counselling • Objectives of Counselling: resolution of problems, modification of behaviour, promotion of mental health • Relationship between Guidance and Counselling • Peer Counselling: concept and its relevance to the Indian situation 	20
<p>Module V</p> <p>Descriptors/Topics Guidance and Counselling of Students with Special needs</p> <ul style="list-style-type: none"> • Socio-emotional problems of students with special needs viz. students with physical and audio visual impairments • Guidance program for gifted and backward Children in studies • Guidance of adolescents in context of their emotional problems • Counselling students with simple or multiple disabilities. 	20

Pedagogy for Course Delivery:

Lecture, Presentation, Seminar, Project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
30		70

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class Test	Project	Seminar	Attendance	End Semester Examination
Weightage (%)	10	10	5	5	70

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Any One of the Following –

- Conduct a survey of the problems that are most prevalent in the schools, which need immediate attention of a guidance counselor and prepare a brief review.
- Prepare a career momograph on any one occupation.
- Choose a neighboring school which has a guidance/counseling unit. Prepare a visit to an employment exchange and find out about different careers which students from Arts,Science,Commerce and vocational streams can choose. Also find out about various vocational guidance activities conducted by this exchange for dissemination of occupational information. Prepare a report of about 1000 wo0rds.
- Survey ten out of school girls belonging to SC, ST, find out for their non-attendance in schools or NFE systems. Analyze the reasons to find out root centers. Prepare a report of about 1000 words. Causes. List some practical measure for retaining girls in schools.
- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.

Text & References:

- Bengalee, M. (1984) Guidance and Counselling, Seth Publishers, Bombay.
- Dave Indu (1984) The Basic Essentials of Counselling, Sterling Publishers, New Delhi.
- IGNOU (2003) Study Materials of ES-363 Blocks (1-4), IGNOU, New Delhi.
- Shrivastava, K. K. (2005) Principles of Guidance and Counselling, Kanishka publishers, New Delhi.
- Ministry of Labour GOI, Handbook on Vocational Guidance, CIRTES, New Delhi.
- NCERT, Occupational Information in Guidance, NCERT, New Delhi.
- Nugent, Frank. A (1990), An Introduction to the Profession of Counselling, Merritt Publishing Co., Columbus
- Ramchandra, C. Reading for Career Teachers, NCERT, New Delhi.
- Rawat, Asha (2011) Career Information and Career Guidance, R Lal Book Depot, Meerut
- Rao, S.N. (1992), Counselling and Guidance, Tata MC Graw Hill, New Delhi.
- Vashisht, S. R. (Ed) (2005), Evaluation in Guidance, Anmol Publishers, New Delhi.
- Super, D (1993), Theory of Vocational Development, American Psychologist, (8) 185-90
- Sharma, Y. K. (2005), Principles of Educational and Vocational Guidance, Kanishka Publishing, New Delhi.
- Safaya, B.N. (2002) Guidance & Counselling, Chandigarh: Abhishek Publications.
- Shertzer, Bruce and Stone, Shelly C., (1974) Fundamentals of Counselling, London: Houghton Mifflin.