

## Guidance and Counselling in Education

Programme(s) in which it is offered: All U.G. courses

<b>Course Category:</b> Minor	<b>Schedule of Offering:</b> Even
<b>Course Credit Structure:</b> 3	<b>Course Code:</b>
<b>Total Number of Hours:</b> 45	<b>Contact Hours Per Week:</b> 3
<b>Lecture:</b> 3 credits, 45 hours	<b>Tutorial:</b> NA
<b>Practical:</b> NA	<b>Medium of Instruction:</b> English
<b>Date of Revision:</b>	<b>Category of the Course:</b> Skill Development
<b>Short Name of the Course:</b> GCE	<b>Course Stream :</b> Philosophy and Psychology (Education)
<b>Course Level:</b> Beginner	<b>Course Instructor:</b> Dr. Pramod Dinakar
	<b>Maximum intake:</b> 20

### Course Description

This course is offered as a Minor Course open for all U.G. students of CVV. It focuses on aspects of Guidance and Counselling in the educational process. The learners of this course will get an opportunity to understand the concepts of guidance and counselling and related aspects; as well as their applications in the education scenario. This course will be particularly useful to those who would like to take up a career in Teaching.

### Course Introduction

This course is intended to help the learners to develop a basic awareness about the concepts of guidance and counseling and their applications in various aspects of education. It may help the learners to get familiarized with with the assessment tools and techniques that are useful in guidance. It is also expected that the learners will be able practice these concepts in their own lives so that they can cope with the demands and challenges of teaching – learning process effectively.

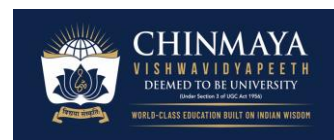
### Course Objectives

The objectives of this course are:

- 1) To comprehend the concept of guidance and its various aspects
- 2) To identify the guidance needs at various stages of growth and development
- 3) To understand the concept, process, and types of counselling in the context of Education

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- 4) To familiarise with the assessment tools and techniques that are useful in guidance and counseling in education.
- 5) To apply the concepts related to guidance in various contexts in education

### Course Outcome

On the completion of the minor course, the learners are expected to —

- 1) develop a conceptual understanding of key concepts related to guidance
- 2) observe, identify, and assess the needs of guidance at various stages of development, including educational, vocational, familial and social dimensions of life
- 3) describe the various aspects of counselling
- 4) analyse the various assessment tools and techniques used to support the guidance and counselling procedure in education; and
- 5) apply the concepts related to guidance in various aspects of education

### Pre-requisites

There are no pre-requisites for this course as it is introductory in nature. However, since it is offered as an online course, learners are expected to have a reasonably stable internet connection with required bandwidth to take part in the live sessions as well as to access the contents in the Learning Management system.

### Pedagogy

The sessions will be conducted primarily as online live lectures. Each live lecture will be supplemented with a reading material or video content made available on the Learning Management system (Moodle). The live sessions will be a combination of lectures, discussions and presentation by the learners. Each session will begin with a formative assessment of the previous day's lectures and shared content. A Continuous Internal Assessment activity will be conducted at the end of each Unit.

### Suggested Reading:

There shall be no prescribed single textbook for this course. However, a set of recommended readings are prescribed for the course which may enhance learner's understanding of the content of the course.

### **i) Essential readings**

Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: McGraw Hill Education.

Vishala, M. (2006). *Guidance and counselling*. New Delhi: S. Chand & Company Ltd.

### **ii) Extra reading /References**

Aggarwal, J. C. (1989). *Educational, vocational guidance and counselling*. New Delhi: Doaba House.

Aggarwal, J. C. (1998). *Career information in career guidance: Theory and practice*. New Delhi: Doaba House.

Bond, T. (2010). *Standards and ethics for counselling in action*. New Delhi: SAGE Publications.

Crow, L. D., & Crow, A. (1962). *An Introduction to guidance: Basic principles and practices*. New Delhi: Eurasia Publishing House (p) Ltd.

Dev, K. (2006). *Educational counselling*. New Delhi: Pragun Publications.

Gibson, R. L., & Mitchell, M. H. (2012). *Introduction to counselling and guidance*. Chennai: Pearson.

Gupta, M. (2003). *Effective guidance & counselling - Modern methods and techniques*. Jaipur: Mangal Deep Publications.

Kottler, J. A., & Shepard, D. S. (2015). *Introduction to counselling: Voices from the field. (8th ed.)*. Stamford, USA: Cengage Learning.

Nathan, R., & Hill, L. (2012). *Career counselling*. New York: SAGE Publications.

Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: McGraw Hill Education.

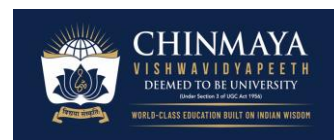
Sharma, R., & Sharma, R. (2007). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors, New Delhi.

### **Evaluation Pattern**

Continuous evaluation on multiple component bases will be the pattern of evaluation. The students will be evaluated based on the components detailed below. The evaluation is based on the idea that the learner can display a persistent commitment to the learning process. Classroom participation means active participation in discussions and not mere attendance.

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Total Marks : 100

I.	Classroom Participation	: 10%
II.	Quiz (CIA - given at the end of each module )	: 20%
III.	Presentation by participants	: 15%
IV.	Assignment (1 x 15%)	: 15%
V.	End-Term examination	: 40%

Assignments, if found to be plagiarized in full or part will be rejected.

### Evaluation Pattern Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
<b>Continuous Internal Assessment (CIA) Components</b>	Classroom Participation	16.67 % of CIA Marks	10	Daily	1,2,3,4,5
	Quiz	33.33 % of CIA Marks	20	End of Module	1,2,3,4,5
	Presentation by Participants	25 % of CIA Marks	15	Last 3 weeks of the course	2, 5
	Assignment	25 % of CIA Marks	15		4
	CIA Marks	100 % (To be converted to 60%)	60		
<b>ESE</b>		<b>40%</b>	<b>40</b>	<b>End of the Semester</b>	<b>1,2,3,4,5</b>

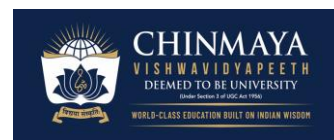
### Module Sessions

#### Module I: Introduction to Guidance

(9 hours)

Guidance - meaning, nature and scope; principles of guidance; philosophical, sociological and psychological foundations of guidance; types of guidance - personal, educational, vocational, moral, health, financial, leisure-time; individual and group guidance; difference between guidance and counselling; guidance as a medium for inculcating values; the concept of guidance in Indic literature.

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### Readings:

- a) Guidance and Counselling from <https://ncert.nic.in/textbook/pdf/lehe108.pdf>
- b) A philosophical background for the guidance movement in India From <https://krex.k-state.edu/dspace/bitstream/handle/2097/23237/LD2668R41962P532.pdf?sequence=1&isAllowed=y>

### Activities:

- a) Quiz
- b) Group discussions

## Module II: Stages of Development and Guidance Needs (9 hours)

Guidance needs at various stages of growth and development - infancy, childhood, adolescence, youth, middle ages, old ages; adjustment at various stages of life; educational and vocational guidance; career guidance for career exploration and career development.

### Readings:

- a) The importance of guidance and counselling in adolescents' life by Manisha Dhama from <https://timesofindia.indiatimes.com/readersblog/manisha-dhama/the-importance-of-guidance-and-counselling-in-adolescents-life-28624/>
- b) Career guidance from [https://www.ilo.org/youthmakingithappen/PDF/career\\_guidance.pdf](https://www.ilo.org/youthmakingithappen/PDF/career_guidance.pdf)

### Activities:

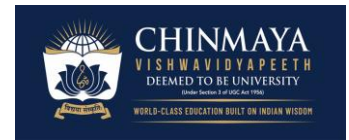
- a) Quiz
- b) Group discussions
- c) Presentation by students

## Module III: Introduction to Counselling (9 hours)

Counselling - concept, meaning, characteristics, functions, goals and principles; process of counselling; types of counselling - directive, non-directive and eclectic counselling; online or e-counseling; roles and functions of counsellor skills required for a counsellor; ethical aspects of counselling.

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**Readings:**

- a) What is counselling from <https://www.skillsyouneed.com/learn/counselling.html>
- b) The Top Ten Basic Counseling Skills -- Kevin J. Drab from <https://www.people.vcu.edu/~krhall/resources/cnslskills.pdf>

**Activities:**

- a) Quiz
- b) Group discussions
- c) Worksheets

**Module IV: Tools and Techniques for Guidance and Counselling in Education (6 hours)**

description and usage of psycho-social assessment tools - intelligence tests; interest inventories, aptitude tests, achievement tests, attitude scales, personality tests, etc.; techniques like sociometry, case study, cumulative record, autobiography, SWOC analysis, observation, interviews, group discussions, etc.

**Readings:**

- a) Guidance and Counselling: Tools and Techniques | Psychology by S. Gautam from <https://www.psychologydiscussion.net/guidance-2/guidance-and-counselling-tools-and-techniques-psychology/13551>

**Activities:**

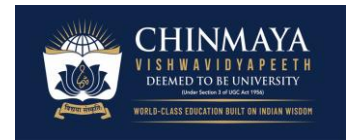
- a) Quiz
- b) Group discussions

**Module V: Guidance –Application in Education (12 hours)**

Concept of wellbeing; therapeutic and preventive aspects of guidance and counselling; guidance of learners with diverse needs - disadvantaged groups: - social and economic; learners with special needs (over-achievers and under-achievers, students with learning disabilities, other special needs); differently abled; need for guidance for parents.

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**Readings:**

- a) What Is Well-Being? Definition, Types, and Well-Being Skills by Tchiki Davis from <https://www.psychologytoday.com/us/blog/click-here-happiness/201901/what-is-well-being-definition-types-and-well-being-skills#:~:text=Well%2Dbeing%20is%20the%20experience,level%20of%20well%2Dbeing.>)
- b) Parental counselling and Guidance from [http://niepid.nic.in/Protocol\\_Psy.pdf](http://niepid.nic.in/Protocol_Psy.pdf)

**Activities:**

- a) Quiz
- b) Group discussions
- c) Presentation by students