

## INTRODUCTION TO GUIDANCE AND COUNSELLING

**Course Category:** Minor

**Course Sub-category:** Skill Development

**Course Stream :** Philosophy and Psychology

**Course Code:** PS034

**Course Co-ordinator:** Dr. Pramod Dinakar

**Schedule of Offering:** Odd/Even Semester

**Course Credit Structure:** 3 credits

**Total Hours : 45 hours**

**Lecture:** 45 hrs; **Tutorial:**0; **Practical:**0

**Maximum Intake:** 30

### 1. Introduction

Humans are necessarily 'social beings'. They act, react, and interact. Interdependence with Independence is the characteristic feature of any social system. To help and support the needy and to seek support when in need is an innate tendency of all humans. Life is not always smooth. It has its ups and downs, elation and despair. People may face challenges related to personal or social lives. They may need support in educational, vocational, familial or social aspects of lives so that they may be led in the right direction even amid confusion or chaos. Guidance and Counselling tends to provide the right direction to the individuals in times of need. Guidance simply means to support another person, whereas counselling is a bit more scientific way of assisting. This course is intended to help the learners to develop an awareness about the concepts of guidance and counselling, their applications in various aspects of people's lives, and also to practice these concepts in their own lives so that they can cope with the challenges of everyday life more effectively.

### 2. Course Objectives

This course seeks to help students:

- To comprehend the concept of Guidance and its various aspects
- To identify the guidance needs at various stages of growth and development
- To understand the concept, process, and types of Counselling

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- To familiarise themselves with the assessment tools and techniques that are useful in guidance and counselling
  - To get acquainted with the process of Guidance of specific groups of the population

### **3. Course Outcomes**

On the completion of the minor course, the learners are expected to :-

- develop a conceptual understanding of key concepts related to guidance
- build upon the ability to observe, identify, and assess the needs of guidance at various stages of development, including educational, vocational, familial and social dimensions of life
- understand and interpret the various aspects of counselling so that the same may be applied in their own lives and to support others in need
- get acquainted with the various assessment tools and techniques used to support the guidance and counselling procedure; and
- realize the importance of dealing with the needs and process of guidance of specific groups of the population.

### **4. Pre-requisites**

There are no pre-requisites for this course as it is introductory. However, since this is 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.

### **5. Readings**

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 counseling 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 counseling 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 counseling: Voices from the field. (8th ed.). Stamford, USA: Cengage Learning.

Nathan, R., & Hill, L. (2012). Career Counseling. 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.

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

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## 6. Module-wise topics

### **Module 1: 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; Brief History of Guidance and counseling in India.

### **Module 2: 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.

### **Module 3: 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; Counselling Role and Functions of counsellor Skills required for a Counsellor; Ethical aspects of counselling.

### **Module 4: Tools and Techniques for Guidance and Counselling (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.

### **Module 5: Guidance of Specific groups of People (12 hours)**

Concept of Wellbeing; Therapeutic and Preventive aspects of Guidance and Counselling; Guidance of population with diverse needs - Disadvantaged Groups:

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Social and Economical; Learners with Special needs (Over-achievers and Under-achievers, Students with Learning disabilities, Other special needs); Differently Abled; People with HIV/ AIDS, Alcoholics, Drug addicts, Juvenile delinquents; Guidance for Women/transgenders against abuse and exploitation at home, work, and other social places; Parental guidance; Guidance at Workplace - issues of Job Satisfaction; Pre-marital guidance and counseling.

## 7. Pedagogy

The sessions will be conducted primarily as online live lectures of 1 hour each for 3 days a week. Each live lecture will be supplemented with a reading material or video content made available on the Learning Management system (Moodle) that may require 30 minutes for completion. The live sessions will be a combination of lectures and discussions. Each session will begin with a formative assessment of the previous day's lectures and shared content. A Continuous Internal assignment activity will be provided over the LMS at the end of each Unit.

## 8. Evaluation Pattern

Continuous evaluation on multiple component basis 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.

Total Marks : 100

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|---|-------|
| I. Classroom Participation                        | : 10% |
| II. Quiz (CIA - given at the end of each module ) | : 20% |
| III. Assignments (2 x 15%)                        | : 30% |
| IV. End-Term examination                          | : 40% |

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