

Master of Education (M.Ed.)

Title of the Course: S.Gc.1(p): **Guidance and Counselling: Theoretical Bases**
(Semester: I, II, III, IV)

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

It is of immense value that those in education develop an understanding of the importance of understanding their students and be sensitized to scaffold them in their problems, dilemmas, and conflicts. This course is intended to develop a conceptual understanding of guidance and counselling for different learners. This course provides an edge for the learner to engage themselves in developing an understanding of their learner's strengths, weaknesses and assist them in devising various guidance and counselling activities at the different levels. This course will also help the learners construct their customized tools to collect relevant information as per the required problem identified. The course will also equip the learners to organize different guidance programmes at different levels.

Learning Outcomes

After completion of the course, student will be able to:

1. understand the concepts, needs, principles of guidance and counselling.
2. differentiate the types of guidance and counselling.
3. get acquainted with the procedures of organization of guidance services in educational institutions.
4. know the use of tools and techniques required for providing guidance and counselling services.
5. develop counselling skills for conducting counselling sessions.
6. understand the role of teachers in guidance and counselling programmes.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Guidance: Types and Models

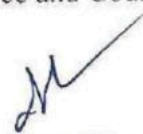
(3 weeks = 12 hours)

- Concept, Characteristics, Principles, and Need for Guidance.
- Types of guidance: Educational, Vocational, Personal and Social.
- Models of Guidance: Proctor Model, Brewsterian Model, Hoyt's Model, Parsonian Model, Alec Rodger's 7-point plan Model

Unit 2: Counselling: Phases, Skills, and Process

(4 weeks = 16 hours)

- Meaning, definition, and Principles of counselling. Difference from Guidance and Counseling.
- Types of Counselling- Directive, Non-Directive and Eclectic.



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- Counselling: Phases, Skills, and Process.

Unit 3: Tools and Techniques of Assessment in Guidance and Counselling (4 weeks = 16 hours)

- *Tools of Guidance:* Cumulative records, Anecdotal Records, Rating scale, Interview.
- *Testing techniques intelligence-* Achievement, Interest, Aptitude, Adjustment, Interpersonal relations, Personality (objective, self-report, projective) Sociometric devices.
- *Non-testing techniques-* Systematic Case Study. Interview-counseling interview, Observation-Role and Method.

Unit 4: Guidance: Services and Programmes (4 weeks = 16 hours)

- *Guidance services:* Self-inventory, Occupational Information, Placement, Follow-up, and Evaluation.
- *Organization of Guidance Programmes* at primary, Secondary, and College Levels.
- *Evaluation of Guidance Programme:* Need, Steps & Methods of Evaluation.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Observe the Cumulative record of a High School Student and design the student profile.
2. Engage in self-reflection and document the role of family, education, and peer group to identify any concern that needs attention (if required).
3. Interview five secondary-level children from your community to explore their challenges, issues, and concerns in their respective schools.
4. Construct an interview schedule for class X student for educational guidance.
5. Visit a guidance center/ regional psychological center and prepare a report about its organization and functioning.
6. Prepare a plan for organizing one guidance service at any level mentioned in the course.
7. Organise a seminar on any type of guidance and counselling.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Dhama M. (2020) The importance of guidance and counselling in adolescents' life Dec,28, Lifestyle TOI <https://timesofindia.indiatimes.com/readersblog/manisha-dhama/the-importance->

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of-guidance-and-counselling-in-adolescents-life-28624/

- IGNOU (2024). Guidance & Counselling in Teachers' Role and Responsibilities for Growing Adolescents [UNIT 3] (pp 49-65)
- India Today (2022) 7 Challenges in implementing education counselling systems in a streamlined manner April 21, <https://www.indiatoday.in/education-today/featurephilia/story/7-challenges-education-counselling-systems-1940195-2022-04-21>
- NCERT (2022). Guidance & Counselling, New Delhi: NCERT [Chapter 8] (pp 157-165)

Additional Readings

- Barkhi B.G. & Mukhopadhyay, (2008- 10th Reprint), Guidance and Counselling: A Manual, Sterling Publishers Private Limited, New Delhi.
- Crow, L.D. & Crow (2012), A., An introduction to Guidance, New Delhi: Eurasia Publishing House Private Ltd.
- IGNOU, School of Health Sciences, (2009), Nursing Education and Research, BNS-111, Karen Press, New Delhi.
- Jones, A.J. (1945), Principles of Guidance, New York: McGraw Hill Book Co. INC.
- Kochhar S.K., (2007), Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited.
- Meyers, G.E. (1941) Principles and techniques of vocational guidance, New York: McGraw Hill.
- Nelson – Jones, R. (2003). Practical Counseling and Helping Skills: Text and Exercises for Life Skills Counseling Model. Sage.
- Sister Vishala Mary, SND, (2006), Guidance and Counselling (For Teachers, Parents and Students), Chan. S & Co. Ltd.
- Traxler, A.E. (1966) Techniques of guidance, New York: Harper and Brothers publishers

Teaching Learning Resources (Digital and others): Across Units (If any)

- <https://eric.ed.gov/?q=title+AND+promotion+AND+teacher&pg=4&id=ED408553>
- <https://ncert.nic.in/textbook/pdf/lehe108.pdf>
- <https://oer4nosp.col.org/id/eprint/121/1/Introduction%20to%20Guidance%20and%20Counseling.pdf>
- <https://unesdoc.unesco.org/ark:/48223/pf0000116265>

Teaching Learning Process

The course will be taught through interactive pedagogic methods that will include experience sharing through classroom discussions, debates, their impressions upon cases, collaborative and

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experiential learning tasks that will enhance reading comprehension in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Guidance, Counselling, Services and Tools



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