

Master of Education (M.Ed.)

Title of the Course: S.Gc.2(p) : Guidance and Counselling: Areas and Applications
(Semester: I, II, III & IV)

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

Introduction of the Course

The course is an application course for guidance and counseling. After having a sound understanding of the basics of guidance and counselling, this course provides an opportunity to apply the theoretical bases to different learners coming from different backgrounds. This course is intended to develop an application of Guidance and counselling for diverse stakeholders. This course offers an edge for the students to engage themselves in developing an understanding of the approaches and therapies, handling diverse groups, and designing collaborative programmes in the field of guidance and counselling. This course is designed to train the learners to construct their counseling programs and therapies.

Learning Outcomes

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

1. identify the underlying importance of family in counseling and recognize it as a tool of therapy.
2. acquaint themselves with the role of relaxation strategies in guidance and counselling.
3. develop an insight into the various approaches of counselling.
4. develop themselves as a teacher ready to deal with behavioral problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer pressure, inferiority complexes, and maladjustment among students.
5. explore the role of parents in dealing with the problems.
6. Prepare the students as guidance and Counseling professionals.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Areas of Counselling

(4 weeks = 16 hours)

- Family counseling- Objectives, benefits, Methods, and approaches.
- Types of Family Counselling- Conjoint, Concurrent Collaborative
- Peer counseling- Objectives, Benefits, and Methods.

Unit 2: Therapies in Counselling

(4 weeks = 16 hours)

- Family therapy at different stages with reference to Physical Abuse, Depression, Anxiety, and Adolescence.
- Aversive Therapy, Cognitive Behavior Therapy, and Play Therapy.
- The role of relaxation strategies, such as yoga, meditation, and music in counselling.

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Unit 3: Counselling Approaches and Role of Teachers. (3 weeks = 12 hours)

- Approaches- Behaviouristic, Gestalt, Psychoanalytic and Humanistic
- Counselling of Gifted, Delinquents, and children with learning disabilities.
- Role of teachers in dealing with behavioral problems. viz. aggression, anxiety, depression, truancy, delinquency, bullying, peer pressure, inferiority complexes, and maladjustment among students.

Unit 4: Counselling Applications (4 weeks = 16 hours)

- Career counseling: career decisions, exploring job options, and developing a career plan.
- Community Counseling: mental health services within communities, addressing various issues and promoting overall well-being
- Child and Adolescent Counseling: unique emotional and behavioral challenges faced by children and teenagers.

Practicum/ Suggested Projects / Assignments (Any Two)


1. Identify 20 adult students from your vicinity and develop a report on differential family counseling given to them.
2. Design and conduct a small project for five to ten people, lasting a maximum of one month, using any relaxation strategy to reduce stress.
3. Develop a review report of studies determining the trends in counselling approaches used for special groups.
4. Conduct an online survey highlighting the role of teachers in dealing with behavioral problems of adolescents.
5. Conduct an orientation program for newly admitted pupil teachers to orient them to the different job avenues available to them.
6. Conduct an FGD on an Adolescent Group of your choice and develop the emotional and behavioral patterns they face.

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

Essential/ Recommended Readings

- Group, D. S. (2014). Family Therapy Literature Review. *Office of Juvenile Justice and Delinquency Prevention, 2013*, 1–9.

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- IGNOU. (2017). Behavioral Therapy, Cognitive Behaviour Therapy and Approaches to Counselling in Block-2 Counselling: Models and Approaches. New Delhi: <http://hdl.handle.net/123456789/21214> (pp 17-32)
- IGNOU. (2017). Family Counselling in Block-2 Counselling: Models and Approaches. New Delhi: <https://www.egyankosh.ac.in/bitstream/123456789/23980/1/Unit-1.pdf> (pp 7-29)
- *Indian J Psychiatry*. 2020 Jan; 62(Suppl 2): S192–S200. Published online 2020 Jan 17. doi: [10.4103/psychiatry.IndianJPsychiatry.770.19](https://doi.org/10.4103/psychiatry.IndianJPsychiatry.770.19)
- Institute of Education Sciences. (n.d.). Guidelines for Interviews and Focus Groups When to Use Interviews and Focus Groups. 1–3
<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4544>
- Kress, V. E., Paylo, M. J., & Stargell, N. A. (1997). Counseling children and adolescents on safety. *The Nurse Practitioner*, 22(7), 1–20. <https://doi.org/10.1097/00006205-199707000-00007>

Additional Readings

- Ackerman, N.W. (1958). *The Psychodynamics of Family Life*. New York: Basic Books.
- Choudhury, J. (2014). *Behavioural Problems in Children & Adolescents*. Jaypee Brothers Medical Publishers: India.
- Dash, M (1997) *Education of Exceptional Children*, Atlantic publishers, New Delhi
- Dev K. (2006) *Educational Counseling*, Pragun Publications, New Delhi
- Goldenberg, I., & Goldenberg, H. (2004). *Family Therapy: An Overview*. (7th ed.). Pacific Grove, CA: Brooks/ Cole.
- Henggeler, S.W. et al. (2009). *Multisystemic Treatment of Antisocial Behaviour in Children and Adolescents* (2nd ed). Guilford Press: New York.
- Kapur, M. (2016). *Counseling Children with Psychological Problems*. Pearson: India
- Kochhar, S.K. (1986). *Guidance & Counseling in Colleges & Universities*. New Delhi: Sterling Publishers.
- Kumar, K. (1987). Conducting Group Interviews in Developing Countries. *A.I.D. Program Design and Evaluation Methodology*, 8(8), 42–45
- Martin, G., & Joseph, P. (2019). *Behavior Modification: What It Is and How to Do It* (11th Ed.). Upper Saddle River, NJ: Prentice-Hall

Teaching Learning Resources (Digital and others): Across Units

- <https://www.medicalnewstoday.com/articles/family-counseling#how-to-find>
- <http://egyankosh.ac.in//handle/123456789/21214>
- <https://www.egyankosh.ac.in/bitstream/123456789/23980/1/Unit-1.pdf>
- https://ojjdp.ojp.gov/model-programs-guide/literature-reviews/family_therapy.pdf
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7001353/>

- <https://ies.ed.gov/ncee/rel/regions/central/pdf/CE5.3.2-Guidelines-for-Interviews-and-Focus-Groups.pdf>
- <https://theawarenesscentre.com/therapy-services/child-adolescent-counselling/#:~:text=Child%20and%20adolescent%20counselling%20helps.safe%20environment%20with%20clear%20boundaries.>

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 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 and Counselling, Areas, Therapies, Approaches, Applications, Role of Teachers.



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