

Course Code	Course Name	Credits
26ED010	GUIDANCE AND COUNSELLING	04

Course Objectives

The course aims to,

- ✓ Develop an understanding of the concept, nature, principles, and scope of guidance in education.
- ✓ Familiarize students with different types of guidance such as educational, vocational, personal, and group guidance.
- ✓ Enable learners to understand the concept, characteristics, and purpose of counselling.
- ✓ Help students differentiate between guidance and counselling in practical situations.
- ✓ Provide knowledge about various counselling services at different educational stages.
- ✓ Develop awareness about the role of teachers and counsellors in organizing guidance programmes.
- ✓ Equip students with skills to use tools and techniques like psychological tests, interviews, cumulative records, and questionnaires.

Learning Outcomes

- ❖ After the completion of the course, the Learner will be able to
- ❖ Explain the concept, nature, principles, and scope of guidance.
- ❖ Analyze the need and different types of guidance in educational settings.
- ❖ Understand and differentiate between guidance and counselling processes.
- ❖ Evaluate counselling services at middle and secondary stages.
- ❖ Apply tools and techniques of guidance and counselling in real-life situations.
- ❖ Demonstrate the role and responsibilities of a teacher/counsellor in guidance programmes.

Unit 1 - Introduction to Guidance (12 hours)

Concept of Guidance-Need of Guidance-Nature of Guidance-Principles of Guidance-Areas or Scope of Guidance.

Unit 2 – Concept of Counselling (12 hours)

Meaning and Characteristics of counselling-Purpose of Counselling-Scope of Counselling-Factors Used in Counselling-Difference between Guidance and Counselling.

Unit 3 - Types of Guidance (12 hours)

Types of Guidance: Educational Guidance-Vocational Guidance-Personal Guidance-Group Guidance.

Unit 4 – Tools and Techniques of Guidance and Counselling (12 hours)

Psychological Tests-Tests of Intelligence-Aptitude & Interest-Interview Technique-Cumulative Record Technique-Questionnaire Technique.

Unit 5 - Counselling Services (12 hours)

Individual Counselling-Group Counselling-Counselling services at middle stage-Counselling Services at Secondary stage-Role of a Teacher/Counsellor in a Guidance programme.

Reference Books:

1. Aggarwal J.C. (1993): "Educational Vocational Guidance and Counselling", Doaba House, Nai Sarak Delhi.
2. Bengalee mehro D. (1990) "Guidance & counselling" Sheth Publication Mumbai
3. Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counselling, 6th Edition, Prentice Hall of India, New Delhi.
4. Dr. Marami Goswami, "Fundamentals of Educational Psychology", Ashok Publication, Panbazar, Guwahati.

Alignment with NEP – 2020

The proposed course **Guidance and Counselling (26ED010)** is designed in alignment with the transformative vision of the National Education Policy 2020, which emphasizes holistic, multidisciplinary, skill-based, and research-driven education. Overall, the course reflects a modern, outcome-based, and NEP-compliant curriculum, suitable for NAAC accreditation and academic excellence frameworks.

1. The course integrates cognitive, emotional, social, and career aspects of learners, ensuring overall personality development rather than focusing only on academics.
2. It equips teachers and counsellors with skills and tools to provide systematic guidance and counselling services within schools.
3. Guidance and counselling help students manage stress, anxiety, and personal issues, promoting emotional stability and psychological well-being.
4. The course develops students' understanding of their interests and abilities, helping them make informed career choices and prepare for future occupations.
5. It emphasizes addressing individual differences, ensuring equal support for all learners, including those with diverse needs and backgrounds.

COs and Bloom's Taxonomy Level (BTL) Mapping for 26ED010

Course Outcomes	On successful completion of the course, the students will be able to	BTL
CO1	Explain the concept, need, nature, principles, and scope of guidance and relate them to learner development in contemporary educational settings.	K 1 & K 2
CO2	Understand and differentiate between guidance and counselling processes.	K 3
CO3	Classify and apply different types of guidance (educational, vocational, personal, and group) to address diverse learner needs.	K 3
CO4	Analyze and utilize various tools and techniques of guidance and counselling such as psychological tests, intelligence, aptitude, interest tests, interviews, cumulative records, and questionnaires.	K 4
CO5	Evaluate the effectiveness of different counselling services (individual and group) at middle and secondary stage and examine the role of teachers/counsellors.	K 5
CO6	Design a comprehensive guidance and counselling programme incorporating appropriate tools, techniques, and services for school settings.	K 6

Bloom's Taxonomy Level (BTL):- K1 and K2 – remembering and understanding, K3 - Applying, K4 – Analyse, K5 - Evaluate and K6- Create

Relationship Matrix

Course Outcomes	Programme Outcomes (POs)								Programme Specific Outcomes (PSOs)							Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
CO1	3	2	1	2	1	1	1	1	3	2	1	2	1	2	1	1.6
CO2	3	2	1	1	2	2	2	1	3	2	1	1	2	2	1	1.7
CO3	3	2	3	2	2	1	2	1	2	2	3	2	2	3	1	2.1
CO4	3	3	2	2	2	3	2	1	2	3	2	2	2	3	1	2.2
CO5	3	3	3	3	2	2	3	2	2	3	2	3	2	2	2	2.5
Total																2.0

Mean Score: 3- High, 2- Medium/Moderate, 1-Low