

CC – 7: Guidance and Counselling

Credits 06

C7T: Guidance and Counselling

Unit I : Guidance – Meaning, Functions, Need

1. Guidance – Meaning, Definitions and Functions
2. Individual Guidance – Meaning, advantages and disadvantages
3. Group Guidance – Meaning and Advantages and disadvantages
4. Need for guidance in secondary schools and requisites of a good school guidance programme.

Unit II : Guidance - Educational, Vocational, Personal

1. Educational Guidance- Meaning, Function at different stages of Education
2. Vocational Guidance- Meaning, Function at different stages of Education
3. Personal Guidance- Meaning, Importance for the Adolescents

Unit III : Counselling – Meaning, Techniques, Types

1. Counselling- Meaning, importance and Scope
2. Techniques of Counselling- Directive, Non-Directive, Eclectic
3. Individual and Group Counselling –Meaning , Importance

Unit IV : Basic data necessary for Guidance

1. Tools for collecting information on pupil: Intelligence Test, Personality Test, Aptitude Test
2. Cumulative Record Card
3. Anecdotal Record Card



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Name of the Department: Education

Name of the Teacher: Prof. Rajesh Dey

Name and Distinctive Code of the Paper: CC-7 (Guidance and Counselling)

Session: 2021-22

Semester: 5

Sr. No. of Lecture	Broad Topic / Unit in University Syllabus	Topic to be Covered in the Lecture
Lecture-1	Guidance – Meaning, Functions, Need	Introduction
Lecture-2		Meaning and characteristics
Lecture-3		Functions of guidance
Lecture-4		Types of Guidance
Lecture-5		Meaning and Characteristics of Individual Guidance
Lecture-6		Steps of Individual Guidance
Lecture-7		Advantages and Disadvantages of Individual Guidance
Lecture-8		Meaning and Characteristics of Group Guidance
Lecture-9		Steps of Group Guidance
Lecture-10		Techniques of group guidance
Lecture-11		Advantages and Disadvantages of Group Guidance
Lecture-12		Difference between Individual and Group Guidance
Lecture-13		Need for Guidance in Secondary Schools

Lecture14		Requisites of a good School Guidance Programme
Lecture-15	Guidance- Educational, Vocational and Personal	Introduction
Lecture-16		Meaning, definition and characteristics of Educational Guidance
Lecture17		Objectives of Educational Guidance
Lecture-18		Needs of Educational Guidance
Lecture-19		Function of educational guidance at elementary stage
Lecture-20		Function of educational guidance at secondary stage
Lecture-21		Function of educational guidance at higher education
Lecture-22		Meaning, definition and characteristics of vocational Guidance
Lecture-23		Objectives of vocational Guidance
Lecture-24		Needs of vocational Guidance
Lecture-25		Function of vocational guidance at elementary stage
Lecture-26		Function of vocational guidance at secondary school stage
Lecture-27		Function of vocational guidance at college and university level
Lecture-28		Meaning, definition and characteristics of personal Guidance
Lecture-29		Nature of personal guidance
Lecture-30		Need of personal guidance
Lecture-31		Steps of personal guidance
Lecture-32		Personal guidance at different stages of education
Lecture-33		Importance of personal guidance for the adolescents.

Lecture-34	Counselling- Meaning, Techniques, Types	Introduction
Lecture-35		Meaning and characteristics of counselling
Lecture-36		Difference between guidance and counselling
Lecture-37		Process of counselling
Lecture-38		Need and importance of counselling
Lecture-39		Scope of counselling
Lecture-40		Major approaches to counselling
Lecture-41		Meaning and definition of directive counselling
Lecture-42		characteristics of directive counselling
Lecture-43		Stages of directive counselling
Lecture-44		Advantages and disadvantages of directive counselling
Lecture-45		Meaning and definition of non-directive counselling
Lecture-46		characteristics of non-directive counselling
Lecture-47		Stages of directive non-counselling
Lecture-48		Advantages and disadvantages of non-directive counselling
Lecture-49		Meaning and definition of eclectic counselling
Lecture-50		characteristics of eclectic counselling
Lecture-51		Stages of eclectic counselling
Lecture-52		Advantages and disadvantages of eclectic counselling
Lecture-53		Compare between directive, non-directive and eclectic counselling
Lecture-54		Meaning and characteristics of Individual Counselling
Lecture-55		Importance of Individual Counselling
Lecture-56		Meaning and characteristics of group Counselling
Lecture-57		Importance of group Counselling
Lecture-58		Arrangement and environment of individual and group counselling room

Lecture-59		Advantages and dis-advantages of individual and group counselling
Lecture-60		Compare between individual and group counselling
Lecture-61		Professional ethics of a good counsellor.
Lecture-62		
Lecture-63	Basic Data Necessary for Guidance	Introduction
Lecture-64		Concept of Tools for collecting information
Lecture-65		Different Types of tools for collecting information
Lecture-66		Concept of Intelligence test
Lecture-67		Classification of Intelligence test
Lecture-68		Verbal tests of intelligence
Lecture-69		Non-verbal tests of intelligence
Lecture-70		Intelligence test with mixed items
Lecture-71		Construction of intelligence tests
Lecture-72		Uses of intelligence test in guidance
Lecture-73		
Lecture-74		Nature of personality and its measurement
Lecture-75		Methods of measuring personality: Analitical method & Projective Method
Lecture-76		Interview
Lecture-77		Questionnaire
Lecture-78		Minnesota Multiphasic Personality inventory
Lecture-79		Rating scale
Lecture-80		Vineland social Maturity Scale
Lecture-81		Case Study
Lecture-82		Sociometry
Lecture-83		Associative (Ink Blot Test)
Lecture-84		Constructive (Thematic Apperception Test)
Lecture-85		Completion Test
Lecture-86		Selection Type (Tomkins-Horn Picture Arrangement Test)
Lecture-87		Expressive Type(Draw a man test)
Lecture-88		Construction of personality tests

Lecture-89		Uses of personality test in guidance
Lecture-90		Nature of aptitude and its measurement
Lecture-91		Different types of aptitude test
Lecture-92		Special Aptitude Test
Lecture-93		Differential Aptitude Test Battery
Lecture-94		Construction of aptitude tests
Lecture-95		Uses of aptitude scale in guidance
Lecture-96		Concept and characteristics of Cumulative Record Card
Lecture-97		Contents of Cumulative Record Card
Lecture-98		Significance of Cumulative Record Card in guidance and counselling
Lecture-99		Concept and characteristics of Anecdotal Record Card
Lecture-100		Contents of Anecdotal Record Card
Lecture-101		Significance of Anecdotal Record Card in guidance and counselling

Instructions for preparation of 'Teaching Plan':

- (a) Total Number of lectures should be about 75% of the actual classes during the last corresponding semester anticipated classes during the stipulated time of the particular semester, whichever is less;
- (b) The sample given above is only explanatory in nature;
- (c) To start with, prepare Teaching Plan only for Core Course (Hons.) papers. Teaching Plan for other papers like GE Papers, DSC Papers, DSE Papers, AECC Papers would be done only after successful completion of the preparation of Teaching Plan for CC Papers.
- (d) For any query feel free to call me. We need to develop one robust DCF and for that your valued suggestion would be a good input.

s/d Principal