

**FOUR YEAR UNDERGRADUATE PROGRAM (2024–28)**  
**FACULTY OF Home Science**  
**COURSE CURRICULUM**

<b>PART-A: Introduction</b>			
<b>Program: Bachelor in Home Science (Honors)</b>		<b>Semester-VIII</b>	<b>Session:2024-2025</b>
1	<b>Course Code</b>	<b>HSSE-11T</b>	
2	<b>Course Title</b>	<b>PRINCIPLES OF GUIDANCE &amp; COUNSELLING</b>	
3	<b>Course Type</b>	<b>DSE(Discipline Specific Elective)</b>	
4	<b>Pre-requisite (if, any)</b>	<b>As per Program</b>	
5	<b>Course Learning Outcomes (CLO)</b>	<b>At the end of this course, the students will be enable to:</b> <ul style="list-style-type: none"> <li>• Create awareness of the basic concepts in counseling of persons.</li> <li>• Develop skills for home based care and counseling for family members.</li> <li>• Explain the processes involved in counseling at different stages in life.</li> <li>• Discuss the activities for Group guidance.</li> <li>• Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).</li> </ul>	
6	<b>Credit Value</b>	<b>3 Credits</b>	<b>Credit=15 Hours-learning&amp; Observation</b>
7	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min Passing Marks: 40</b>

<b>PART-B: Content of the Course</b>		
<b>Total No. of Teaching – learning Periods (01Hr. per period ) –45 Periods ( 45 Hours )</b>		
Unit	Topics (Course contents)	No. of Period
I	Guidance Meaning and definition of Guidance. Need for Guidance. Principles of Guidance. Types of Guidance.	12
II	Personal, Educational and vocational Guidance Meaning, aims, purpose, need of vocational and educational guidance. * How to import vocational and educational guidance. * Personal guidance-Area of personal guidance, nature of personal guidance at different levels,-preprimary, elementary, Junior high school, High School, Collage and university level.	11
III	Group guidance Meaning, need, importance, aims and purpose of group guidance.	11

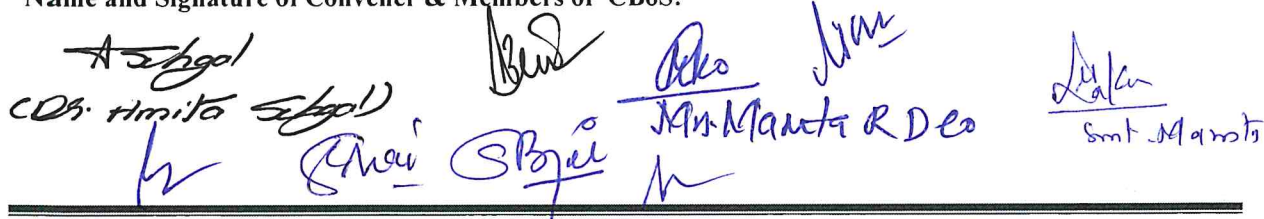
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	* Problems of guidance at the primary, secondary and college level. counseling * Counseling-meaning and definition & scope of counseling. * Types of counseling.	
IV	.process of counseling * Processes of counseling-First contact, Assessment, Intervention, Closure and Follow-up. * Counseling Interview. * Qualities and skills of a counselor. Approaches to counseling -person centered, Directive and behavioral, eclectic, Psycho-analytic, Existential, Cognitive	11
Keywords	Counseling, Guidance, counseling interview, cognitive, psychoanalytic.	

<b>PART-C: Learning Resources</b>
Day Barbara (1993) Early Childhood education, New York : Macmillan. Gordon & Browne (1989) Beginning and Beyond, Second edition, Delmar Pub. Inc. Grewal. J.S. 91984) Early Childhood education, Agra National Psychological Corporation Pub. Rai A. and Asthana M.(2003), Guidance & counseling (concept, areas and approaches), Motilal Banarasisidasi Delhi. Verma & Upadhyay, Educational- And Vocational Guidance, Vinod Pustak Mandir ,Agra. Jaiswal S., Guidance and Counseling in Education, Vinod Pustak Mandir ,Agra
Online Resources- <a href="https://www.hcpgcollege.edu.in/sites/default/files/Principles%20of%20guidance.pdf">https://www.hcpgcollege.edu.in/sites/default/files/Principles%20of%20guidance.pdf</a> <a href="https://mybooksfactory.com/store/introduction-to-counseling-guidance-7-ed-by-gibson?utm_source=Google%20Shopping&amp;utm_campaign=udh%20update&amp;utm_m">https://mybooksfactory.com/store/introduction-to-counseling-guidance-7-ed-by-gibson?utm_source=Google%20Shopping&amp;utm_campaign=udh%20update&amp;utm_m</a> <a href="https://lead-academy.org/blog/importance-of-guidance-and-counselling/">https://lead-academy.org/blog/importance-of-guidance-and-counselling/</a> <a href="https://oer4nosp.col.org/id/eprint/121/1/Introduction%20to%20Guidance%20and%20Counseling.pdf">https://oer4nosp.col.org/id/eprint/121/1/Introduction%20to%20Guidance%20and%20Counseling.pdf</a> <a href="https://www.javatpoint.com/difference-between-guidance-and-counselling">https://www.javatpoint.com/difference-between-guidance-and-counselling</a>

<b>PART-D : Assessment and Evaluation</b>		
<b>Suggested Continuous Evaluation Methods:</b>		
<b>Maximum Mark</b>	<b>100Mark</b>	
<b>Continuous Internal Assessment(CIA):</b>	<b>30Marks</b>	
<b>End Semester Exam (ESE):</b>	<b>70Marks</b>	
<b>Continuous Internal Assessment (CIA): (By Course Teacher)</b>	Internal Test/Quiz-(2): <b>20&amp;20</b> Assignment/ Seminar - <b>10</b> Total Marks - <b>30</b>	Better marks out of the two Test/ Quiz + obtained marks in Assignment shall be considered against <b>30Marks</b>
<b>End Semester Exam(ESE):</b>	<b>Two section – A &amp;B</b> SectionA: Q1. Objective-10 x1=10 Mark;Q2.Shortanswertype-5x4 =20Marks SectionB:Descriptiveanswertypeqts., 1 outof2 fromeachunit-4x10=40Marks	

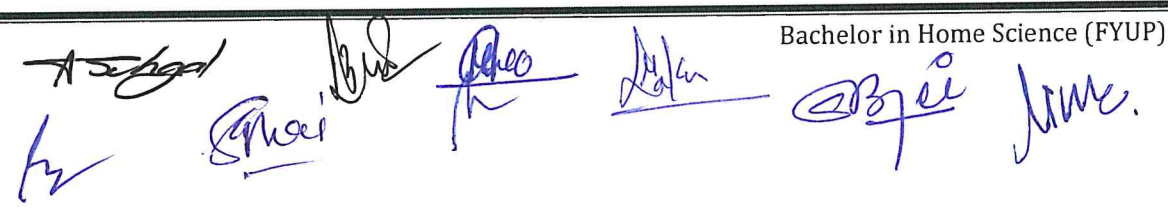
Name and Signature of Convener & Members of CBoS:


  
 CBoS: Himita Singh, Mrs. Manika R Deo, Smt. Manika

# FOUR YEAR UNDERGRADUATE PROGRAM (2024–28) FACULTY OF Home Science COURSE CURRICULUM

PART-A: Introduction			
Program: Master of Human Development (Honors)		Semester-VIII	Session: 2024-2025
1	CourseCode	HSSE-11P	
2	CourseTitle	Principles of Guidance & Counselling (Practical)	
3	CourseType	DSE	
4	Pre-requisite(if, any)	As per Program	
5	Course Learning Outcomes (CLO)	<p>At the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the need of guidance &amp; counseling in human life.</li> <li>2. Learn to understand the planning and working with children and parents.</li> <li>3. Analyze the problems of children.</li> <li>4. To evaluate the environment of various organizations.</li> </ol>	
6	CreditValue	1 Credits	Credit=30 Hours Laboratory or Field learning/Training
7	TotalMarks	Max.Marks: 50	Min Passing Marks: 20
PART-B: Content of the Course			
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)			
Module	Topics (Course contents)		No. of Period
Lab./Field Training/Experiment/Content of Course	<p>Review and critic of portrayal of persons with disabilities in the media.</p> <p>2] Tools and approaches to assessments.</p> <p>3] Case study of two persons with disabilities. A child and an adult.</p> <p>4] Case study of an organization with particular reference to its physical and social environment.</p> <p>5] Planning and working with children and parents.</p> <p>6] Interactions with practicing counseling and therapists through visits to schools, clinics and woman center and hospitals etc.</p> <p>7] Learn about the counseling process-role-play, mock sessions etc.</p>		30
Keywords	Counselling, women centre, Assessment.		

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PART-C: Learning Resources		
Text Books, Reference Books and Others		
1. Dutt, S. (1998) Moral Values in child Development. New Delhi 2. Anmol Chopra, G., (2012). Early Detection of Disabilities and persons with disabilities in the community. New Delhi: Engage publications 3. Sharma, N. (Ed)(2010). The Social Ecology of Disability-Technical Series -3 Lady Irwin College. Delhi: Academic Excellence 4. Mangal, S. K. (2007). Exceptional children: An introduction to special education. New Delhi: Prentice Hall of India 5. Karna, G. N. (1999). United Nations and rights of disabled persons: A study in Indian perspective. New Delhi: A.P.H. Publishing Corporation.		
Online Resources-		
1. <a href="https://punarbhava.in/images/images1/RCI_programme/publications/idnt_ass_dis.pdf">https://punarbhava.in/images/images1/RCI_programme/publications/idnt_ass_dis.pdf</a> 2. <a href="https://asana.com/resources/needs-assessment">https://asana.com/resources/needs-assessment</a> 3. <a href="https://udservices.org/assistive-devices-disabilities/">https://udservices.org/assistive-devices-disabilities/</a> 4. <a href="https://www.unicef.org/media/126246/file/Assistive-Tech-Web.pdf">https://www.unicef.org/media/126246/file/Assistive-Tech-Web.pdf</a> 5. <a href="https://www.mospi.gov.in/sites/default/files/reports%20and%20publication/statistical%20publication/social%20statistics/Chapter%208%20-National%20redressal.pdf">https://www.mospi.gov.in/sites/default/files/reports and publication/statistical publication/social statistics/Chapter%208%20-National%20redressal.pdf</a> 6. <a href="https://catholicdos.org/attitudes-toward-people-with-disabilities">https://catholicdos.org/attitudes-toward-people-with-disabilities</a>		
PART-D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 50 Marks C		
Continuous Internal Assessment (CIA): 15 Marks		
End Semester Exam (ESE): 35 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar + Attendance - 05 Total Marks - 15	Better marks out of the two Test/ Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory/Field Skill Performance: Onspot Assessment A. Performed the Task based on lab. work -20 Marks B. Spotting based on tools & technology (written)- 10 Marks C. Viva-voce (based on principle/technology) -05 Marks	Managed by Course teacher as per lab. status

Name and Signature of Convener & Members of CBoS:

*A. Singh*  
 (Dr. Amrita Singh)

*B. Singh*  
 Dr. B. Sethi

*A. Singh*  
 Mrs. Manika R. Deo

*A. Singh*  
 Dr. A. Singh

*G. Singh*  
*H. Singh*

*I. Singh*  
 Dr. S. Banerjee