



COURSE GUIDE

Certificate Course in Guidance & Counselling

**WeServe: An Initiative To Serve The Unserved in
partnership with Dr. C.V. Raman University,
Vaishali (Bihar)**

INTRODUCTION

In today's educational landscape, the importance of guidance and counselling cannot be overstated. Adolescence is a critical phase where proper support and direction can shape the trajectory of a young person's life. The National Education Policy 2020 underscores this need, emphasizing students as central to the educational system and advocating for vibrant campus environments that nurture their potential.

To meet these mandates, schools are increasingly required to establish robust guidance and counselling mechanisms. These services are integral to fostering holistic development across intellectual, personal-social, educational, and vocational dimensions.

The Certificate Course in Guidance and Counselling (CCGC) is designed precisely for educators, teacher-educators, education administrators, parents in guidance and counsellors' roles. It provides comprehensive training in both theory and practice, equipping participants with essential skills to effectively integrate counselling practices within educational settings.

This course guide outlines the valuable resource proposed to be offered to those interested in the CCGC, offering detailed insights into its curriculum, objectives, and the transformative impact it can have on educational communities.

Through structured learning experiences and practical application, the course empowers participants to become adept counsellors capable of guiding students through their educational journey and beyond.

OBJECTIVE



Certificate Course in Guidance and Counselling aims to achieve the following objectives:

1. *Skill Development*

The primary goal is to equip participants with the necessary skills to effectively counsel students and others in need. This includes learning active listening techniques, empathy, problem-solving strategies, and effective communication skills.

2. *Knowledge Acquisition*

Participants gain a solid foundation in counselling theories, principles, and practices relevant to educational settings. This includes understanding human development stages, psychological theories applicable to counseling and ethical considerations in counselling practices.

3. *Application in Educational Contexts*

The course aims at preparing educators, parents, education administrators and guidance personnel to apply counselling skills in their professional space. This involves learning how to conduct assessments, develop individualized counselling plans, and implement interventions that cater to the diverse needs of students and others.

DURATION

The course is for a period of six month, spread over three phases as given below:

Phase	Course	Duration
Phase I	<p>Guided Self-learning:</p> <ul style="list-style-type: none">• An overview: Counselling and Guidance in Education• Testing & non-testing techniques	2 months (Distance/Online)
Phase II	<p>Guided Self-learning:</p> <ul style="list-style-type: none">• Guidance services• Vocational Education	2 months (Distance/Online)
Phase III	<p>Guided Self-learning:</p> <ul style="list-style-type: none">• Role of counselling in education <ol style="list-style-type: none">1. Cumulative assessment & Feedback2. Certification	2 months (Distance/Online)

4. Professional Development

Beyond counselling skills, these courses often focus on the professional development of participants. This includes enhancing their ability to collaborate with parents, teachers, education administrators to create a supportive environment for students and others who need it.

Upon successful completion of the course, participants receive a certification that validates their counselling skills and knowledge. This credential enhances their professional profile and credibility as counsellors or teacher-counselors within educational institutions.

ELIGIBILITY CRITERIA

Minimum Qualification: **Graduate**

NUMBER OF ENROLMENTS

The maximum number of seats for the course shall be 100 students. Admission shall be provided to eligible candidates based on first come first served basis.

ADMISSION PROCEDURE

Candidates desirous of seeking admission into the course are required to fill in the prescribed application form which can be downloaded from the website and submit it electronically. The details of website and submission procedure and fee structure is notified on the website: weeserve.in of the WeServe: An Initiative To serve The Unserved and the Dr. C. V. Raman University. The tentative time line shall be as follows (subject to changes due to exigencies):

Activity	Time line
Notification for Admission	By First week of December, 2024
Online admission	01st – 31st December, 2024
Commencement of Classes	First week of January, 2025
Final assessment/examination	June 15 -30, 2025
Declaration of result	July 2025

COURSE FEE

Rs. 10,000/-
(Rupees Ten Thousand)

MEDIUM OF INSTRUCTION & PEDAGOGY

The medium of instruction shall be English. The pedagogy shall be learner-centric and learner engagement shall be ensured through periodic quizzes and tests, case based assignments and descriptive tests etc.

COURSE CONTENT

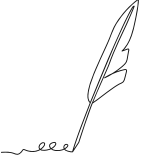
The structure and content of the course have been carefully designed to prepare you for the role of predominantly a teacher-counsellor. Before delving into the specifics of the course, we shall explore various considerations and the theoretical foundation upon which it is built. This curriculum is grounded in perspectives that stem from understanding the developmental and contextual needs of children and young adults.

Paragraph 12.9 of the National Education Policy (NEP), 2020 underscores the pivotal role of students as the primary stakeholders within the education system. Central to fostering a high-quality teaching-learning environment is the cultivation of a vibrant campus life. The NEP, 2020 advocates for enriching students' educational experiences by providing ample opportunities for engagement in school activities and community service projects. Such experiences offer invaluable insights into real-life scenarios and help unearth their latent potential.

Furthermore, the NEP mandates the establishment of robust guidance and counselling mechanisms in every school. These counselling cells are entrusted with the responsibility of implementing a comprehensive system to address various facets of students' well-being. This includes understanding and nurturing their aspirations, inclinations, and tendencies. Moreover, these mechanisms are essential for identifying and addressing any weaknesses, providing remedies for behavioural challenges, managing stress and emotional adjustments, and offering the necessary support for students' holistic development.

The Certificate Course in Guidance and Counseling (CCGC) has been framed in manner to equip our participants to help out students and adolescents to navigate their journey in more conducive and effective manner. The course shall provide ample practical knowledge and insight to teachers and individuals to handle the life situation in an effective manner.

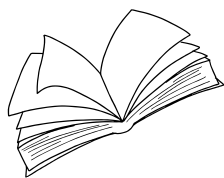
MODULE I CREDIT:04



AN OVERVIEW: GUIDANCE & COUNSELLING IN EDUCATION

***In this module broadly
following topics shall be
covered:***

- Introduction to Guidance and Counselling in Education
- Concept of Education and its Types
- Foundations of Guidance
- Types and Areas of Guidance
- Goals and Objectives of Guidance
- Ethical Considerations in Guidance
- Counselling: Foundations and Core Skills
- Application of Counselling in Educational Settings
- Specialized Counselling Approaches
- Emerging Trends and Innovations in Guidance and Counselling



MODULE 2

CREDIT:04

TESTING & NON-TESTING TECHNIQUES

In this module broadly following topics shall be covered:

- Introduction to Testing & Non-Testing Techniques
- Assessment of Individual Differences
- Maintenance & Utilization of Student Records
- Psychological Testing: Purpose and Process
- Principles and Applications of Testing Techniques
- Non-Testing Techniques in Guidance and Counselling
- Projective and Observational Methods
- Sociometric Devices in Education
- Diagnosis and Follow-up in Counselling
- Ethical Considerations in Testing and Record Keeping



MODULE 3

CREDIT:04

ROLE OF GUIDANCE SERVICES IN EDUCATIONAL SETTINGS

In this module broadly following topics shall be covered:

- Role of Guidance Services in Educational Settings
- Organization of Guidance Services at Different Levels of Education
- Vocational Guidance and its Importance
- Guidance Programs: Components and Implementation
- Kinds of Guidance Services in Schools and Colleges
- Pre-Admission and Admission Services in Educational Guidance
- Counselling Services: Methods and Applications
- Placement Services and Career Development
- Remedial and Follow-Up Services
- Role of Personnel in Guidance Programs



MODULE 4

CREDIT:04

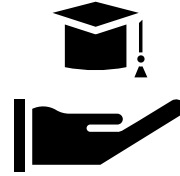
VOCATIONAL DEVELOPMENT

In this module broadly following topics shall be covered:

- Theories of Career Development
- Factors Influencing Career Choices
- Vocational Development and Career Management
- Job Analysis, Description, and Job Satisfaction
- Group Counselling Techniques in Career Decision-Making
- Behavioural Counselling for Vocational Decisions
- Holland's Theory of Career Choice (RIASEC)
- Super's Life-Span Life-Space Theory
- Krumboltz's Social Learning Theory of Career Decision-Making
- School Guidance Programs and Their Role in Vocational Development

MODULE 5

CREDIT:04



ROLE OF COUNSELLING IN EDUCATION

In this module broadly following topics shall be covered:

- Role of Counselling in Education
- Counselling and Interprofessional Interaction
- Various Approaches to Counselling (Psychodynamic, etc.)
- Selection and Training of Counsellors
- Professional Issues in Counselling
- Stages of the Counselling Process
- Parental Counselling and its Importance
- Student Counselling at High School Level
- Role of Parents, Teachers, and Counsellors in Guidance
- Collaborative Counselling in Schools

COURSE MATERIAL

The participants will receive course materials via email for all five modules in phases. These materials, curated by experts, are designed to be easily comprehensible, using straightforward language to aid understanding. Additionally, students will have access to video recordings of online classes and various online resources, enriching their learning experience and ensuring a thorough understanding of the topics covered.

PROGRAMME OUTLINE

This is an online course and classes shall be held on weekends.

- **Modules:** The program consists of 5 modules, each split into topic-specific sections.
- **Course Delivery:** Resource persons will create a detailed course delivery plan for each module and use Google Classroom for transaction, assessment etc..
- **Feedback:** Mandatory feedback submission after online classes by participants to ensure attendance.

ASSESSMENT & CERTIFICATION

To create a comprehensive assessment and certification module based on the provided input, here's a structured framework for the program. It emphasizes key aspects such as module breakdown, resource person involvement, assessment methodology, and certification criteria.

ASSESSMENT STRUCTURE

Assessment Format and Weightage Distribution:

- **MCQ(MCQ) Assessment: 50% (Weightage)**

Assessment shall be conducted through a set of multiple-choice questions from recently completed sections or topics preferably every two weeks to assess conceptual understanding.

- **Class Response and Interaction: 10% (Weightage)**

Attendance and active participation and engagement during classes shall be monitored and measured through student interaction and contribution in discussions with emphasis on feedback submission after each class.

- **Descriptive: 40% (Weightage)**

Handwritten, detailed answers on key topics. These assessments will be done either by chapter or module, as necessary; to gauge deeper understanding of concepts. These assessments can be done at the end of a module or specific chapters. The assignments shall be submitted via online platform to the educators.

CERTIFICATION CRITERIA

Each module will have individual assessments that contribute to the overall grade, allowing certification on a module-by-module basis. To receive certification, students must score a minimum of 50% overall, with passing scores in each assessment type (MCQ, interaction, and descriptive answers).



Disclaimer: The date of commencement of classes, course content, delivery plan and assessment criteria subject to marginal changes due to academic or administrative exigencies.