

SARDAR PATEL UNIVERSITY
Programme: Master of Education
Semester: IV
Syllabus with effect from: December 2016

Paper Code: PE04EMD2B2	Total Credits: 4
Title Of Paper: (P-2) School Guidance Programme	

Unit	Description in detail
	<p>Objectives : On completion of this course the students will be able to</p> <ul style="list-style-type: none"> • Understand the essential services involved in the guidance programme, • Understand the resources required and their optimum use in managing a school guidance programme, • Aware of the constitution, role and function of the school guidance committee, • Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.
1	<p>Course Content Unit I- Guidance and Education</p> <ul style="list-style-type: none"> • Relation of Guidance with Education • Needs for Guidance at various levels of education/schooling • School Guidance: a collaborative effort of school and community • Organisation of Guidance programmes in schools, planning of Guidance programme.
2	<p>Essential Services in Guidance Programme</p> <ul style="list-style-type: none"> • Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation • Resources required for organizing guidance services • School guidance committee: constitution, roles and functions • Placement services • Research and evaluation services
3	<p>Guidance and Curriculum</p> <ul style="list-style-type: none"> • Integration of guidance and curriculum-need and importance • Guidance based curriculum. • Role of teachers and other personnels in the construction of guidance based curriculum. • Role of principal and teachers in guidance programmes.
4	<p>Guidance of students with special problems</p> <ul style="list-style-type: none"> • Nature and causes of behavioural problems • Underachievement • School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc. • Guidance of students with behavioural problems • Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills, • Promoting psychological well-being and peace through school based programmes.



Guidance of students with special abilities and Needs

- Students with special abilities and needs-concept and identification process.
- Guidance for gifted and creative students.
- Guidance for socially and economically disadvantaged students.
- Guidance for physically and intellectually challenged students.
- Delinquency among students-causes, identification, and guidance for Delinquent students.
- Follow-up guidance.

Transactional Mode

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Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Sessional Work: The students may undertake any one of the following activities:

- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Prepare a detailed outline of a class talk on ‘Need for guidance services in schools’.
- Prepare a Cumulative RECORD Card plan and enlist the important areas on which the information may be recorded and why?
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a ‘Students Problem Checklist’ and prepare a report.

Basic Text & Reference Books:

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.
- Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row.
- Various Books on Self Development.

