

KUVEMPU UNIVERSITY
UG – HOME SCIENCE
Course Title: Guidance and Counseling (Skill Based Course)
V Sem. BA – Home Science

Total Credits: 2:0:0

Total Contact Hour: 32 Hrs.

Unit-1

(16 Hours)

Guidance: Meaning, definition and scope of guidance, need and principles of guidance, types of guidance. Principles of guidance, types of guidance.

Counselling: Meaning, definition of counselling, need, scope and principles of counselling, process of counselling. Role of counsellor, qualities and skills of a counsellor.

Unit–2: Guidance and counseling across life span/Agencies/Services – Techniques (16 Hours)

Counselling needs of children, adolescents, adults and senior citizens. Guidance and counselling centres for children, adolescents, adults, senior citizens, marriage and family counselling. Counselling needs of individuals with special needs. Government agencies and NGOs working for guidance and counselling of individuals with special needs

Course Outcomes (COs): At the end of the course the students should be able to

CO 1. Develop an understanding of basic meaning, need and types of guidance.

CO 2. Learn about the techniques of guidance and counselling.

CO 3. Develop understanding of meaning, characteristics and types of counselling.

CO 4. Learn about the qualities and skills of a counsellor.

References

1. Anastasia Anne (1982). Psychological testing New York. McMillan
2. Bur nard. P (1999). Counselling skills training. New Delhi. Viva Books company Delhi
3. Gupta S. K. Guidance and counselling in Indian Education. Mittal a publication Pvt Ltd.. Delhi.
4. Jones R. N (2002). Basic counselling skills A helper's manual
5. Patterson H. C. (1986). Theories of counselling and psychotherapy. New York. Harper
6. Rao S. N Counselling And guidance. Tata Mc Graw Hill. DELHI
7. Santrock W John (2007). "A tropical approach to life span development". Tata McGraw Hill Company, Delhi

KUVEMPU UNIVERSITY
UG – HOME SCIENCE Course
Title: Special Education (Skill Based Course)
VI Sem. BA – Home Science

Total Credits: 2:0:0

Total Contact Hours : 32 Hrs.

UNIT-1

(10 Hours)

Introduction: Need for special education with special needs, integrated education – Its meaning and significance for child development.

General Principles and Methods: Identification of children for special education services, Individualised education programme approach, Preparation of non-disabled children and adults for main streaming, Role of technology in special education. Methods in home, centre and community-based intervention. Gender equity in education, Adaptation in teaching and facilities.

UNIT- 2

(12 Hours)

Early Childhood Intervention and Education: Significance of early childhood intervention (birth to 8 years), Methods of early stimulation – at home, at the centre and in the community, Classification to facilitate appropriate intervention. Involving and empowering family in care, stimulation and education. Experiences in normalization – role of community. Counseling and therapy for the child and the family.

Identification of training for pre- vocational skills, Vocational avenues and preparation for vocations, Guiding and strengthening family resources, Methods of evaluating children in educational setting.

UNIT- 3

(10 Hours)

Children with Behaviour Difficulties and Disorders : Organising classroom arrangements for children with temporary behaviour problems, Behaviour modification techniques, Educational provisions for children with ADHD, Autism and other severe disorders, Management techniques for children with high anxiety and maladjusted behaviours, Counselling and therapy for the child and the family, Methods of evaluating children's progress, Referral services.

Course Outcomes (COs): At the end of the course the students should be able to

CO1. Understand the need and importance of special education

CO2. Develop an understanding of the significance of early intervention for various disabilities.

CO3. Identify the common disabilities prevalent in childhood.

CO4. Distinguish the education patterns between children with disability and other children.

CO5. Describe the coping strategies adopted by parents and family while dealing with children with disabilities

REFERENCES

1. Berk, L. E. (2007). *Development through the lifespan*. Delhi: Pearson Education.
2. Chopra, G. (2012). *Early detection of disabilities and persons with disabilities in the community*. New Delhi: Engage Publications.
3. Chopra, G. (2012). *Stimulating development of young children with disabilities at Anganwadi and at home: A practical guide*. New Delhi: Engage Publications.
4. Dhawan, M. (2011). *Education of children with special needs*. New Delhi: Isha Books.
5. Haring, N. G. (1974). *Behavior of exceptional children: An introduction to special education*. New Jersey: Prentice Hall Inc.
6. Hegarty, S., & Alur, M. (Eds.). (2002). *Education and children with special needs: From segregation to inclusion*. New Delhi: Sage.
7. Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
8. Kumar, S.G., Roy, G., & Kar, S.S. (2012). Disability and rehabilitation services in India: Issues and Challenges. *Journal of Family Medicine and Primary Care*, 1(1), 69– 73.
9. Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
10. Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. New York, NY: Pearson
11. Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
12. Santrock, J. W. (2007). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill.
13. Sharma, N. (2010). *The social ecology of disability. Technical Series-3*. New Delhi: Academic Excellence.
14. Singh, A. (Ed). (2015). *Foundations of human development: A life span approach*. New Delhi: Orient Black Swan.