

**A REPORT OF  
DIPLOMA COURSE IN GUIDANCE AND COUNSELING (DCGC)  
2021**

**Course Coordinators**

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Associate Professor**



**REGIONAL INSTITUTE OF EDUCATION  
BHUBANESWAR-751022  
(National Council of Educational Research and Training, New Delhi)  
MARCH 2021**

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DIPLOMA COURSE IN GUIDANCE AND COUNSELING (DCGC)  
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Principal, RIE, BBSR**

**Course Coordinators**



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- Mrs. Suparna David (Educational Counsellor)
- Ms. Chandni Mishra (Clinical Psychologist, SCB Medical College and Hospital)

## PREFACE

The need for guidance and counselling in contemporary times has increased because of the multiplicity of problems that the individuals have to face at various domains of life. In the context of the changing socio-cultural scenario the repertoire and skills of guidance and counselling has been increasing due to the professionalism need and challenges posed by fast changing lifestyle. In these circumstances, it is essential to help and guide students to worthwhile channels through the introduction of guidance and counselling services on a universal scale in our educational institutions. In order to help in holistic development of the students, the need arises to look at the importance of guidance and counselling in facilitating the students to know them, seek experiences which harmonize with their abilities, interest, and values to develop their potentialities. They also need to have critical reflection so as to form life goals and plans which are realistic. Secondly, it enables them to make appropriate choice at various stages of their educational career. As the choice of a course at this stage will influence their future and determine the kind of jobs, the degrees of satisfaction they will derive from them, they will not only need to be provided with information about various educational and vocational responsibilities but also need to be helped in developing realistic self-concepts. Thirdly, to help students choose, prepare for, enter upon and progress in a career and to help them in vocational aspect. It is also to help them make the best possible adjustments to the situation in the schools as well as in the larger context. In addition to minimize the mismatching between education and employment and help in the efficient use of man power. Moreover, to identify and motivate the students from differently abled, weaker section and marginalised section of society whenever they experience difficulty in adjustment with their peers, teachers, and environment or find it difficult to communicate, make friends, make best use of classroom lesson, and other co-curricular facilities available. Furthermore, to help in checking wastage and stagnation, to identify and help students in need of special help, to ensure the proper utilization of time spent outside the classroom and to increase the holding power of schools or to make them stay in school. Hence, education has to be made meaningful and relevant. Therefore, to help the students properly, school need to provide specialized guidance and counselling services to the students at the crucial stage of education.

Teachers have multiple roles to perform nowadays. To fulfil their roles professionally, teachers need to be competent in their responsibilities towards their students inside and outside the classroom. It is also expected of teacher to play the role of guidance and counsellor personnel inside and outside the classroom. Teacher need to be empowered with skills to take care of challenging situations in the school. Thus, the urgency of guidance and counselling is mostly felt due to the above mentioned reasons as well as the complexity of social, economic, political and educational

structure. The Secondary Education Commission (1952-53) highlighted the importance of guidance and counselling.

The secret of good education consists in enabling the students to realize what are his talents and aptitude and in what manner, and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment.” The Indian Education Commission (1964-66) reported that “There is indisputably a great need of guidance and counselling in schools from educational, vocational, psychological and social point of view”.

The National Curriculum Framework (2005) also mentioned for provision for guidance and counselling in school. Previous research studies also indicate that guidance and counselling services has positive effect of student learning as well as on social skills. Fernandes (1984) studied the effect of counselling on the academic achievement of underachieving, pre-adolescents and adolescent girls. He found that counselled group showed marked improvement in achievement as compared to non-counselled adolescent students. Baker and Gerler (2001) reported that students who participated in a school counselling programme had significantly less inappropriate behaviours and more positive attitudes towards school than those students who did not participate in the programme. Lee (1993) conducted on effect of classroom guidance on student’s achievement and found out that elementary guidance activities have a positive influence on elementary students’ academic achievement. For this reason, there is need to provide training to in service teacher and fresh post Graduation in guidance and counselling. With this intention in mind the National Council of Education Research and Training (NCERT) along with its constituents Regional Institute of Education (RIEs) has started one year Diploma Course in Guidance and Counselling through online /distance and Face to face mode. It is open for both fresh post graduates as well as for in-service teachers from central and state run schools. The RIE, Bhubaneswar has started this diploma Course from the year 2009 onwards.

**Prof. Gowramma I. P.& Dr.Elizabeth Gangmei**

## **Acknowledgement**

This academic report is an outcome of NCERT PAC programme 24:19 of RIE, Bhubaneswar entitled as, “*Diploma Course in Guidance and Counselling*”. First of all, our heartfelt thanks goes to the Principal Prof. P C Agarwal, for his guidance, support and encouragement. Second, we are also equally thankful to Prof.Sandhyarani Sahoo, Dean of Instructions, Prof. B.N. Panda, Dean of Research, Prof. Gowramma I.P., Head DE,Prof. L.Behera, Head DEE, Shri. Akhileswar Mishra (HM DM School) for their significant inputs and Academic support for the success of this programme.

We express our deep sense of gratitude to the tutors, Prof. Laxmidhar Behera, Prof Ramakanta Mohalik, Dr. Rasmirekha Sethy, Dr. Elizabeth Gangmei, Dr. Dhanya Krishnan for their consistent involvement and constant help throughout the year during different phases of this programme. We also extend heartfelt thanks to External Resource Persons, Mrs. Rajalaxmi Panda Dr.Yogamaya Panda, Dr. Saswati Jena, Mrs. Smaranika Pattnaik for their immense contribution at different stages.

We would like to extend our acknowledgment to all the members of Department of Education,Department of Extension Education, Academic Section, Accounts Section, Establishment Section and Store Section for their continuous and timely support in providing necessary help to complete the work effectively.

We acknowledge and highly appreciate the opportunity given by head teachers ,teachers and students of the schools where the practicum works were conducted by our candidates such as: Demonstration Multipurpose School, RIE Campus, Bhubaneswar, Kendriya Vidyalaya-3,Railway colony, Mancheswar, Bhubaneswar, Stewart School, CRP square, Unit-8, Bhubaneswar, Sainik School, Gajapatinar, Press chowk, Bhubaneswar, University High School, Vanivihar Campus, Bhubaneswar and Govt. Girls High School, Unit6, Bhubaneswar.

**Coordinators**

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## **Introduction**

To realise the objectives of bringing about qualitative input in school education and teacher education, NCERT and its constituent units has been offering Diploma course in Guidance and Counselling at the RIEs and NIE, New Delhi. In order to make the programme accessible to large number of candidates especially in-service teachers without interfering with their teaching, the course is design with distance, on line and face-to-face mode. The duration is of one year, beginning every January and ending in December. The activities right from advertisement, conducting entrance test to till declaring results are documented in this reports.

### **Overview of the admission and activities of DCGC 2021-22:**

***Advertisement calling application:*** Advertisements released on 10<sup>th</sup> October 2020 for the session 2021, in the NCERT and Institute websites calling applications from suitable candidates wherein all the eligibility criteria for the course were given along with the advertisement.

***Scrutiny of documents for entrance test:*** In response to the above mentioned advertisement, all together 108 were received and scrutiny for eligibility was done by Coordinators along with the Academic section and JPF. The eligible candidates were intimated for taking entrance exam.

***Entrance test and interview:*** DCGC Entrance test of candidates for the session 2021 was held on 17.12.2021 at conference hall of the institute at 10 am. The documents were verified before commencement of the test by Coordinators. The duration of the test was 1 hour (10.15-11.15 a.m.). Out of 108 eligible candidates called for the test, 105 candidates reported and took the test including viva/interview. The facilitators/ invigilators of the entrance test was undertaken by Prof I.P.Gowramma, Dr. Elizabeth Gangmei. The entrance test was organized by Academic Section along with coordinators of the programme. After the completion of the entrance test, interview/viva was held at seminar room (DE) in the presence of board members; Prof I.P. Gowramma, Prof. B.N. Panda, Prof. L. Behera, DR R.R Sethy, Dr. E.Gangmei.

Sample questions asked during interview were:-

- Why do you wanted to enrol in this course?
- How this course will help you in practical situation as a teacher?
- How do you link psychology and counselling?
- What do you understand by counselling?
- What are the basic qualities of counselling?

- What qualities you have in you to take up this course?

Apart from verbal question asked by committee members, candidates were, assessed by observing their expression, body demeanour and confidence. The marks were divided into 30 for written and 20 marks for interview. A candidate who scored 25 marks (50%) and above was selected for undertaking the course and list was put up in the website of RIE, Bhubaneswar. 50 candidates scored 25 and above were selected and list was prepared. Only condition was that they were required to attend orientation/tutorials, all assignment has to be submitted as completion and submission of assignment before joining the contact phase is mandatory.

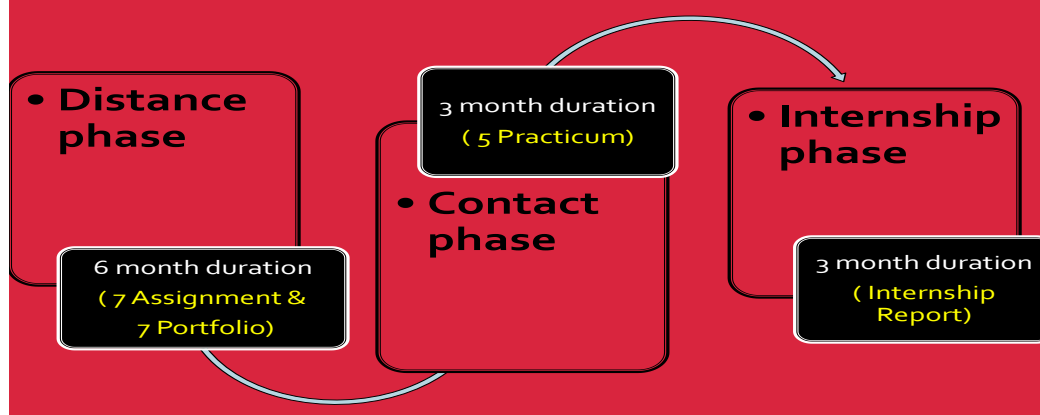
The total number of candidates for 2021 session is (50 are fresh candidates who gave the entrance test this year and 7 candidates were from previous session 2020). The 50 candidates were intimated through their personal email to take admission and to attend the orientation on 28/01/2021.

### **Structure of the Course:**

As per the course structure of DCGC, it is a combination of online plus face to face mode, which is spread across 12months.

- I. The first phase from January to June is self learning (distance/online) and undertaking an assignment. This phase intended to enrich the candidates with the content/theory and link it to their own context.
- II. The second phase which is face to face is within July to Sept, wherein all trainees who has enrolled and completed task assigned during online come for regular practicum classes at the institute.
- III. The final phase start from Oct to Dec, a phase assigned for undertaking internship. During the internship phase trainees undertake 'on the job experience' at a school or a guidance agency or any other guidance institution. The activity during internship is replant with already developed proposal under the guidance of tutors.

## The course has three phase



2

### **Section-1: Online Phase -Orientation, Tutorials**

**Introduction:** The online phase was undertaken by communication through email, personal contact through phone, and other forum. It also included orientation and tutorials from time to time within the six month periods. The assignment and portfolio task was carried out based on different modules given below:

Module Number	Module Name
1 and 8	<ul style="list-style-type: none"> <li>• Introduction to Guidance</li> <li>• Guidance in Action</li> </ul>
2 and 9	<ul style="list-style-type: none"> <li>• The counselling Process and strategies</li> <li>• Special concerns in counselling</li> </ul>
3 and 10	<ul style="list-style-type: none"> <li>• Guidance for Human Development and Adjustment</li> <li>• Developing Mental Health and Coping skills</li> </ul>
4 and 11	<ul style="list-style-type: none"> <li>• Career Development 1</li> <li>• Career Development 2</li> </ul>
5 and 12	<ul style="list-style-type: none"> <li>• Career Information in Guidance and Counselling 1</li> <li>• Career Information in Guidance and Counselling 2</li> </ul>
6 and 13	<ul style="list-style-type: none"> <li>• Assessment and Appraisal in Guidance and Counselling 1</li> <li>• Assessment and Appraisal in Guidance and Counselling 2</li> </ul>
7 and 14	<ul style="list-style-type: none"> <li>• Basic Statistics in Guidance and Counselling 1</li> <li>• Basic Statistics in Guidance and Counselling 2</li> </ul>

**Assignment questions of 2021:**

Module	Questions	Note
<p><b>1: Introduction to Guidance</b></p> <p>2:Counseling Skills And Strategies</p>	<p>Q.1 Discuss group guidance and explain with examples what make it effective for teachers ? Also elaborate the characteristics of an effective group? (1500-2000 words)</p> <p>Q.2 Explain the concept of learning and discuss with relevant examples the factors that influence learning? (1500-2000 words)</p> <p>Q.1 Reflect on any one situation in your life (so far) where you experienced emotional outburst. (a) Identify the emotions that you experienced and how you expressed those emotions. (b)List the emotions that you experienced and how you expressed those emotions.(c) According to you what qualities in you helped to manage the emotional situation? (3000 words approx.)</p> <p>Q.2 Interact with a friend/colleague for a week with focus on understanding how that person is listening and responding. Identify her/his listening and responding patterns. (1500 words approx.)</p>	<p>This assignment will enable you to reflect on your experiences and relate them to the learning from Unit 1 to 7 of module 1. The assignment carries 0.900 credits, which is approximately 28 hours of work which includes self-study, preparing drafts and finalising of the assignment for submission.</p> <p>This assignment will reflect your understanding of the Units 1, 2, and 3 of module. The assignment carries 1.200 credits of the total credits of this module. Accordingly, about 36 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.</p>
<p>33: Guidance for Human Development and Adjustment</p>	<p>Q.1 Keeping in mind the characteristics of healthy mental states given in the module, interact with 5 children from the age range of 10 to 15 years. List their behaviours, both adaptive, both adaptive and maladaptive. Prepare a plan for modifying</p>	<p>This assignment will reflect your understanding about different factors that influence human development and adjustment from Units 1, 2, 3 and 4 of module 3. The assignment carries 0.525 credits. Accordingly, about 15 hours of input is expected in order</p>

	maladaptive behavior to adaptive behaviour in the case of all 5 children. (1500-2000 words approx.)	to complete the assignment which includes self-study, interaction with individuals, preparing drafts and finalising of the assignment for submission.
4: Career Development-I	Q.1 Discuss Super's Developmental theory Of career development with examples. Explain your answer with the implication of the theory to real life. (1500-2000 words approx.)	This assignment will reflect your understanding of the Units 1, 2 and 3 of module 4. The assignment carries 0.525 credits of the total credits for this module. Accordingly, about 15 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.
5: Career Information in Guidance and Counselling-I	Q.1 Differentiate between primary and secondary sources of career information. Q.2 Visit 5 websites(National/International) which provide job/career information and evaluate on the criteria given below. (1500 words approx)	This assignment will reflect your understanding of the Units 1, 2, 3 and 4 of module 5. The assignment carries 0.675 credits of the total credits for this module. Accordingly, about 18 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.
6: Assessment and Appraisal in Guidance and Counselling-I	Q.1 Discuss with help of examples the skills you will require for assessing intelligence of a student? (2500 words approx.) Q.2 A student is referred to you with the problem of aggressive behaviour. How will you use qualitative techniques to assess the student's problem? Describe the technique you will use. (500 words approx.)	This assignment will reflect your understanding of the Units 1, 2, 3 and 4 of module 6. The assignment carries 0.825 credits of the total credits for this module. Accordingly, about 24 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.
7: Basic Statistics in Guidance and Counselling-I	Q.1 What do you understand by the term 'Statistics'? Discuss its importance in the area of guidance and counselling. (400 words approx.)	This assignment will reflect your understanding of the Unit 1 of module 7. The assignment carries 0.150 credits of the total credits for this module. Accordingly, about 3 hours of input is

		expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.
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\*.Each of the module assignments was submitted as per the different date given in the assignments.

### Orientation Programme of DCGC, 2021:

As per the course requirement the first orientation was held at the institute (RIE, Bhubaneswar) seminar room (M. Ed) from 15<sup>th</sup> to 17<sup>th</sup> February 2021. Students Attended the programme through virtual mode. During these three days orientation, different session was held based on the objectives, structure, activities of different modules.

#### Table-1 Admission cum Orientation of 2021 Session:

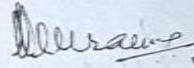
Given below is the schedule for 3days admission cum orientation programme from 15<sup>th</sup> to 17<sup>th</sup> February, 2021.

**Orientation cum tutorial Programme of DCGC 2021 Session:**

Given below is the schedule for 3days orientation programme cum tutorial from 15<sup>th</sup> Feb to 17<sup>th</sup> Feb, 2021

Date & day	Session-1 10.00 am- 12.00pm	L U N C H  B R E A K	Session-2 2.30pm – 4.30pm		
15.02.2021 (Monday)	<b>Inauguration</b> Principal, Dean (I) & (R), Head DE/ DEE/DESSH/DESM, Faculty Members (DE)		General Orientation into the DCGC Programme/ Presentation of DCGC Course (SPM & JPF)	Module 1 & 8 (BNP & RKM)	Module 7 & 14 (RKM)
16.02.2021 (Tuesday)	Module 2 & 9 (IPG & SJ)		Module 4 & 11 (LDB)	Module 3 & 10 (SP)	
17.02.2021 (Wednesday)	Module -5 & 12 (RS & YP)		Module 6 & 13 (EG & RP)		

BNP- Prof. B N Panda, SPM- Prof. Sakti Prasad Mishra, IPG-Prof. Gowamma I.P, LDB- Prof. Laxmidhar Behera, RKM-Prof. Ramakanta Mohalik, EG- Dr. Elizabeth Gangmei, RS-Dr. Rasmirekha Sethy, SJ-Saswati Jena, SP-Smaranika Pattnaik , RP-Rajalaxmi Panda, YP-Yogamaya Panda, JPF- Miss Sonalin Hota

  
12/2/21  
COORDINATOR

### 15.02.2021

The new batch of DCGCs for 2021-2022 was given an orientation at the institute on 15<sup>th</sup> to 17<sup>th</sup> February 2021. A total number of 50 candidates attended the programme.

The programme was inaugurated in the presence of Prof P C Agarwal, Principal and Prof Sandhya Rani Sahoo Dean (I) on the first day i.e. 15<sup>th</sup> Feb, 2021. The entire esteemed senior faculty motivated the students. During the three days orientation, different sessions were held to explain about the objective of the course and different activities to be undertaken. Faculties involved during this orientation was, Coordinators Prof I. P. Gowramma, Dr. E. Gangmei, and Prof. LBehera.



**(DCGC 2021 Inaguration)**

**16.02.21**

**Prof. IP Gowramma**

2<sup>nd</sup> day of orientation programme Prof. I.P. Gowramma had taken the class. She discussed about the general problem and how to solve that problem.



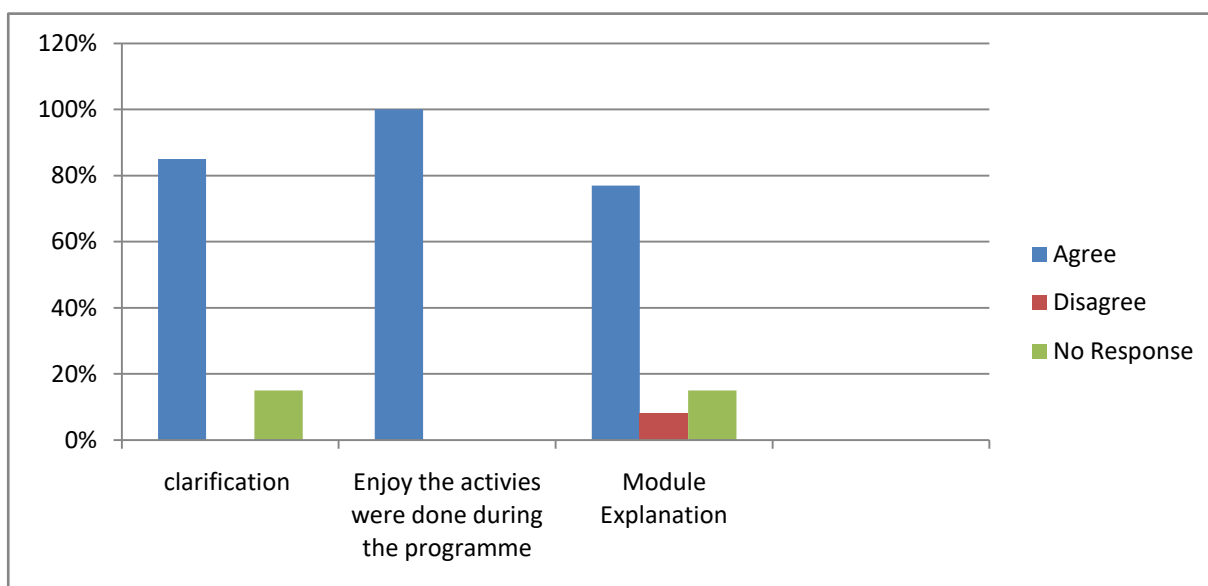
**(Prof. IP Gowramma conducting activities about the general Problem of the students)**

- ❖ Assignments were sent to the DCGC 2021 students on 18<sup>th</sup> February, 2021.

**Feedback:**

**Table -2: Feedback of candidates on orientation programme for 2021 session**

Sl no.	Area / Dimension	Feedback		
		Agree	Disagree	No response
1	Clarification: The sessions were Informative and interactive	29(85%)	No One	5(15%)
2	Enjoy the activities were done during the programme	35(100%)	No one	No one
3	Module explanation/ get the practical experience	26 (77%)	3(8%)	5(15%)



**Assignment sent:**

Assignment as part of the continuous task given to students when they are in online mode was sent to the students. This task was undertaken with the help and support of tutors whenever the need arises (through email, personal contact etc). The students were asked to bring the assignment written in the tutorial for further clarification before submission.



## 2<sup>nd</sup> tutorial programme held from 14<sup>th</sup> June to 18<sup>th</sup> June, 2021 at RIE, Bhubaneswar

A five days tutorial programme was held on 14.06.2021, 15.06.2021, 16.06.2021, 17.06.2021 & 18.06.2021. Students and Resource Persons were welcome by Coordinators Prof. I P Gowramma and Dr. Elizabeth Gangmei. They reminded the students to interact more with tutors through mail and call which will help them to clarify their doubts and learn more about their modules or assignment. At the end feedback were taken on about last tutorial what you learn from that and what level it was helpful for you to do the work in a better way.

**Table 3: Time Table of 2<sup>nd</sup> Tutorial programme**

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR DCGC-2021 2 <sup>ND</sup> TUTORIAL TIME TABLE		
DATE AND TIME	2.00PM TO 3.30PM	4.00PM TO 5.30 PM
14 <sup>TH</sup> JUNE, 2021	Introduction session IPG, EG, SH	Module 1 & 8 BNP & DK
15 <sup>TH</sup> JUNE, 2021	Module 2 & 9 IPG & SV	Module 4 & 11 LDB & SP
16 <sup>TH</sup> JUNE, 2021	Module 7 & 14 RKM	Module 5 & 12 RRS & YP
17 <sup>TH</sup> JUNE, 2021	Module 6 & 13 EG & RP	Module 3 & 10 IPG & SJ
18 <sup>TH</sup> JUNE, 2021	Interaction regarding Practicum IPG & EG	Feedback session

*BNP- Prof B. N Panda, IPG- Prof. I P Gowramma, LDB- Prof Laxmidhara Behera, RKM- Prof. R K Mohalik, RRS- Dr. Rasmirekha Sethy, EG- Dr. Elizabeth Gangmei, DK- Dr. Dhanya Krishna, SJ- Dr. Saswati Jena, SP- Smaranika Pattanik, RP- Mrs Rajalaxmi Panda, YP- Dr. Yogamaya Panda, SV- Dr. Sany Verghese, SH- Miss Sonalin Hota*

### First Day (14.06.21)

#### **Prof. IP Gowramma & Dr. Elizabeth Gangmei**

The first session was taken by Prof. IPG & E.G encompassing the following points of discussion.

- Need and Type of Psychological Assessment
- Need of Counselling
- Ethics of Counselling
- About Portfolio & Assignment

#### **Rajlaxmi Panda**

- Basic Skills of Successful Counsellor
- About Assignment No3
- An Activities of Uniqueness of the Individual

## **Second Day (15.06.21)**

**Sany Verghese**

Basic skills of counselling

- Report building

**Dr. Elizabeth Gangmei**

The second session of the day was taken by Dr.E.Gangmei wherein she discussed about Assignment -6 – and reminded the students to write on own understanding, maintain the word limit etc. Then she discussed about different kinds of psychological test and what purpose the test is to be used.

- DBDA-David’s Battery Differential Aptitude Test- To identify specific aptitude, useful for person to choose a career and necessary for career guidance
- Raven’s Progressive Matrices – To know the persons’ general mental ability
- Personality Test- To know what type of person he / she are- Introvert or Extrovert.

A very good discussion was held on how to understand student, encompassing issue on the significance to treat pupil as friend, gave them personal space in life etc. the discussion also touched upon how growing age become more conscious about themselves about their behaviour in front of other, how family background also play an important role, classroom situation or teacher behaviour also affect students’ behaviour in the grown up age. Moreover, there was a deliberation on techniques in behavioural counselling which will be helpful to deal with adolescent’s behaviour. One student asked a question i.e. - students’ behaviour change as they grow up class (from 5-7) obedient, discipline & (from 8-10) disobedient, aggressive so how we handle or what is the cause behind it? To this, there was a discussion on how we need to understand the psychological background and the need to keep one updated to deal with diverse situations.



(Dr. E. Gangmei with students)

## Section- 2

### Face to face / Contact programme

**Introduction:** The face to face contact phase was organized from 01.07.2021 to 30-09-2021. The main focus of this phase was to carry out practicum and hands on experience of different activities as per the modules/papers. Thus, students were exposed to practicum and demonstration, for counselling practices in school, conducted mock psychological tests, group discussion etc. Experienced external resource persons were also involved from different specialization like; school principals, share school setting, children's behaviour in classroom etc.

**Table-7: Time Table from 01.07.21 to 15.07.21.**

<b>Days</b>	<b>Session-1 9:00 10:50</b>	<b>Session-2 10:50-12:40</b>	<b>L U N C H  B R E A K</b>	<b>Session-3 1:40-3:30</b>	<b>Session-4 3:30-5:30</b>
<b>Mon</b>	<b>EG/Guest Faculty GC-116</b>	<b>IPG/Guest Faculty GC-119</b>		<b>LB/RKM GC-120</b>	<b>Library</b>
<b>Tues</b>	<b>Guest Faculty</b>	<b>BNP GC-115</b>		<b>RS GC-117</b>	<b>Group work on Practicum</b>
<b>Wed</b>	<b>Guest Faculty GC-119</b>	<b>SPM GC- 117</b>		<b>IPG GC-119</b>	<b>Guest Faculty GC- 115</b>
<b>Thu</b>	<b>RS/Guest Faculty GC-117</b>	<b>LB GC-118</b>		<b>RKM GC-115</b>	<b>Guest Faculty</b>
<b>Fri</b>	<b>Guest Faculty GC-119</b>	<b>EG GC-116</b>		<b>Group Work on Practicum</b>	<b>Seminar Summarizing the activities of the week</b>



D.M School Principal took the class on 03<sup>th</sup> July 2021. He explained about what the thinks are required for a counsellor.



Resource person Miss. Saswati Jena was discussed about counselling skills & strategies like how to interact with others & how to maintain body posters, facial expression.

**Table-8: Time Table of 16<sup>th</sup>July- 18<sup>th</sup>Sept, 2021.**

Days	Session-1 9:00 10:50	Session-2 10:50-12:40	<b>L U N C H  B R E A K</b>	Session-3 1:40-3:30	Session-4 3:30-5:30
Mon	MJ GC-119	EG GC- 116		RKM/LB GC-120	SPM GC117
Tues	Guest Faculty	BNP GC-115		RS GC- 117	Library
Wed	School Practicum			School practicum	IPG GC-119
Thu	MJ GC-119	LB GC-118		Guest Faculty GC-117/115	RKM GC- 115
Fri	School practicum			School Practicum	EG GC- 116



Prof. IP Gowramma Take her session on 13<sup>th</sup> sept 2021. Regarding Description of clients.



Dr. Rashmirekha Sethy did an activities (paper pencil) on 17<sup>th</sup> Sept 2021.

The regular classes were held from Monday to Friday like any other regular course, except that the classes were of experiential mode; demonstration, and presentation, discussion etc. During the 3 month phase candidates were attached to school from 18.07.2021 to 18.09.2021 (every Wednesday and Friday) for doing their practical work. The classroom practicum was guided by different component/modules (GC 115-119) under the mentorship of Tutors. The activities were divided as per the credit given below

**Table- 9: Component of practicum and credits during the contact phase**

Code No.	Practicum	Credits
GC-115	Group Guidance	2.50
GC-116	Psychological Assessment	2.50
GC-117	Collection, Management and Dissemination of Information	3.00
GC-118	Career Development	1.00
GC-119	Counselling	5.00
Total		14.00

The procedures of activities in the school are as per the course guide activities and undertaken in the assigned institutions: Students were distributed in 7 groups as per the schools assigned to them:

**Table-10: Activities covered in GC-115 (Group Guidance)**

Sl no.	Activity	Credits
1	Class talk(one)	0.50
2	Group Discussion( one)	0.50
3	Workshop(one)	0.50
4	Planning/preparing guidance curriculum/programme for school	0.50
5	Evaluation of guidance programme	0.25
6	Report for principal	0.25

**Table-10.1: Topics on Class talk presented by candidates in their respective schools**

<b>Roll no.</b>	<b>Name of the students</b>	<b>Topics</b>
001	ANURADHA BISWAS	Improving study habits
002	ARATI PADHI	Improving patience among the students
003	ARPITA SAMADDER	Developing healthy self esteem in students
004	ARPITA SAMANTARAY	Cultivating good reading habits among young learners
005	ARUNA KUMAR JOSHI	How to Excel in School work (curricular)
006	ARUNDHATI MISHRA	TEAMWORK
007	ITISHREE PANIGRAHI	Doing well in examination.
008	JYOTI SHANKAR MALIK	JUDICIOUS USE OF MOBILE
009	MADHUMITA GURU	Develop coping skills
010	MADHUSMITA ACHARYA	STUDY HABITS IN STUDENT LIFE
011	MONALISA MOHANTY	EFFECTIVE LISTENING: A WAY TO SUCCESS
012	PRARTHANA DAS	Developing Self Confidence
013	PRIYANKA GIRI	Enhancing Communication Skill
014	RASHMITA MOHANTY	How To Improve Performance In Hindi Language
015	SANGHAMITRA ACHARYA	Cultivating good food habits
016	SANTOSH KUMAR SINGH	Academic stress
017	SHASHI RANJAN	OVERCOME EXAM ANXIETY
018	SHUBHANGI SHREE	How to use social media effectively
019	SONALI PATI	Virtual learning:The new normal, challeng & coping
020	SRADHANJALI PANDA	TIME MANAGEMENT
021	SUHANA BEGUM	Overcoming failure
022	SUSMITA MANDAL	improving creative thinking among students

023	SWETA DAS	developing concentration in students
024	U JAYAKUMAR	internet addiction
025	UMASHANKAR DAS	Discipline in student life
026	ANJALI KUMARI	How to develop concentration power.

**Table-10.3: Topics on Workshop conducted by candidates in their schools**

<b>Roll no.</b>	<b>Name of the students</b>	<b>Topic</b>
001	ANURADHA BISWAS	developing socio-cultural behaviour in adolescence
002	ARATI PADHI	Dealing with sleep difficulty
003	ARPITA SAMADDER	Positive thinking vs negative thinking
004	ARPITA SAMANTARAY	Use of Mobile as an effective learning resource
005	ARUNA KUMAR JOSHI	Workshop on effective study habits
006	ARUNDHATI MISHRA	Stress management
007	ITISHREE PANIGRAHI	Communication skill
008	JYOTI SHANKAR MALIK	Effective Time Management
009	MADHUMITA GURU	Maintaining discipline in the classroom
010	MADHUSMITA ACHARYA	USING INTELLECTUAL ABILITY
011	MONALISA MOHANTY	DEALING WITH AGGRESSION
012	PRARTHANA DAS	Effective Communication Skills
013	PRIYANKA GIRI	Dealing With Parental Pressure
014	RASHMITA MOHANTY	TEAM WORK
015	SANGHAMITRA ACHARYA	Promoting self confidence
016	SANTOSH KUMAR SINGH	How to maintain a healthy relationship with Parents
017	SHASHI RANJAN	Yoga for Stress.
018	SHUBHANGI SHREE	Team Work



019	SONALI PATI	Maintain a Healthy Relationship with Parents
020	SRADHANJALI PANDA	How To Ask Productive Questions In Classroom
021	SUDHANSHU RAI	Conflict management
022	SUHANA BEGUM	Menstrual hygiene
023	SUSMITA MANDAL	developing communication skills
024	SWARNALI DAS	Motivation for study
025	SWETA DAS	Drug abuse prevention
026	U JAYAKUMAR	Forgiveness
027	UMASHANKAR DAS	Developing Effective study habits
028	ANJALI KUMARI	Anger Management

*Trainees conducting group discussion and delivering class talk*

**Table-11: List of psychological tests practiced and reported under GC-116 (Psychological Assessment)**

Sl No	Activity	Credits
1	Group Administration	0.50
2	Individual Tests(Three, One each for Aptitude, interest and personality)	1.05
3	Observation schedule	0.45
4	Preparation of an overall assessment profile	0.50

All the trainees have conducted Students Information Blank (SIB), Family Information Blank (FIB), Problem checklist, David's Battery of Differential Aptitude Test (DBDA), Ravens Progressive Matrices (RPM), Vocational Interest Record (VIR), Personal Style Analysis(PSA) in their classes.



(Trainees administering psychological tests)

**Table-12: List of activities under GC-117 Practicum in Collection, Management and Dissemination of information**

SI No	Activity	Credits
1	Career Talk	0.50
2	Preparation of Audio-Visual(Poster and Chart) Aids	0.50
3	Visit/Tours	0.50
4	Career Day/ Exhibition	0.50
5	Collection of Information/Job Interview	0.50
6	Classification and filing	0.50

**Table-12.1: List of career talk given by candidates in their classes during school attachment programme**

Roll no.	Name of the students	Topic
001	ANURADHA BISWAS	Improving study habits
002	ARATI PADHI	Improving patience among the students
003	ARPITA SAMADDER	Developing healthy self esteem in students
004	ARPITA SAMANTARAY	Cultivating good reading habits among young learners
005	ARUNA KUMAR JOSHI	How to Excel in School work (curricular)
006	ARUNDHATI MISHRA	TEAMWORK
007	ITISHREE PANIGRAHI	Doing well in examination.

008	JYOTI SHANKAR MALIK	JUDICIOUS USE OF MOBILE
009	MADHUMITA GURU	Develop coping skills
010	MADHUSMITA ACHARYA	STUDY HABITS IN STUDENT LIFE
011	MONALISA MOHANTY	EFFECTIVE LISTENING: A WAY TO SUCCESS
012	PRARTHANA DAS	Developing Self Confidence
013	PRIYANKA GIRI	Enhancing Communication Skill
014	RASHMITA MOHANTY	How To Improve Performance In Hindi Language
015	SANGHAMITRA ACHARYA	Cultivating good food habits
016	SANTOSH KUMAR SINGH	Academic stress
017	SHASHI RANJAN	OVERCOME EXAM ANXIETY
018	SHUBHANGI SHREE	How to use social media effectively
019	SONALI PATI	Virtual learning: The new normal, challeng & coping
020	SRADHANJALI PANDA	TIME MANAGEMENT
021	SUHANA BEGUM	Overcoming failure
022	SUSMITA MANDAL	improving creative thinking among students
023	SWETA DAS	developing concentration in students
024	U JAYAKUMAR	internet addiction
025	UMASHANKAR DAS	Discipline in student life
026	ANJALI KUMARI	How to develop concentration power.

### Field visit

As per the course requirement, field visit was undertaken on 08.08.21 to two institutions Open Learning System (OLS) and Vocational Rehabilitation Centre for Handicapped (VRCH) At Khandagiri. This visit was supervised by Dr. Elizabeth Gangmei, Dr. Rashmirekha Sethy and Ms. Sonalin Hota (JPF) along with 57 students of DCGC 2021. The visit was undertaken with prior

intimation to the authority of the two institutions and different department/sections of the visiting institutions were prepared to provide the necessary details by the concerned in charges.

The first institution visited was to the Vocational Rehabilitation Centre for Handicapped (VRCH) which caters to the needs of persons with disability in different aspect- rehabilitation, career counselling and guidance, non formal skill training, outreach services, job fairs, sensitization, awareness, advocacy, and referral for rehabilitation services etc. The visit started from 9.30 am from the institute (RIE). We reached VRCH at 10.30 am, and met Mr. R K Sharma (Deputy Director) who welcomes us wholeheartedly.



After that Mr. Padmanav Rao (Young Professional) took us to different section and explained about different skills/rehabilitation training rooms. The students interact with inmates and had a discussion. There are many departments like Tailoring (basic sewing operator), accounts assistant using tally, computer hardware assistant, electrician domestic, beauty therapy, repairing and maintenance of personal electronic devices, commercial, metal and cutting.



After that power point presentation was shown by Mr. Padmanav Rao on overall information about their institute and how the institute is organized. We interacted with their students and also with the staff on how they identify the learners for admission into the courses, what are the facilities provided how they follow up individual place at different sector, Government scheme implemented through the centre, how the counselling is undertaken were discussed.



The second institution visited was at Open Learning System (OLS), Bhubaneswar Odisha which is NGO providing total rehabilitation to persons with Mental Retardation, Autism, Multiple disability and Cerebral palsy. At the outset we were welcomed by Principal of OLS. After that Counsellor P.K Rath (Retd Prof. of Psychology, Utkal University) who elaborated about the dignity of person with Disability and the aim and vision of the institution. After that Counsellor Rajalaxmi Panda took us to different section and explained about different skills/rehabilitation training rooms. Then we visited different sections and interact with the therapists, teachers, counsellor and students.



( Activities of Open Learning School)

The mission of the institute is to protect the rights of Women and children with disabilities and to enhance the capacity through education, games, sports, creative activities and a strong realization of every individual's right to be loved and respected and accepted as a unique individual. The vision of the institute is Rights to live with Dignity of the abuse women and person with

Disability. At 4.30 PM we returned to RIE. Dr. Elizabeth Gangmei, Dr. Rashmirekha Sethy and Sonalin Hota (JPF) accompanied the students.

### **Career Exhibition/Career Day:**



## **REGIONAL INSTITUTE OF EDUCATION CAREER EXHIBITION REPORT DCGC- 2021**

Career information is important for the students who want to make the most out of their lives through wise career decisions. The need for career counselling in modern times has increased because of the multiplicity of career related needs and aspiration within students. In this connection a two day career exhibition was held on 6<sup>th</sup>& 7<sup>th</sup> September 2021 at Balugaon High School, Balugaon, Chilka. The main objective of this programme was creating awareness among school students regarding different types of career opportunities. On the first day i.e. 6<sup>th</sup> September the programme was inaugurated at 11.00 am in the presence of ABEO, Assistant Professor Dr. Upasana Ray and Dr.Pramod Kumar Gupta. The event commenced with lighting of the ceremonial lamp with the welcome song of DCGC students. Welcome speech was given by ABEO to the young audience and the DCGC students. The inauguration speech was given by Dr. Upasna Ray & inaugural session ended with vote of Thanks by Headmaster, Balugaon High School. On the second day i.e. 7<sup>th</sup> Sept, 2021 the exhibition was visited by Prof P.C. Agarwal, Principal, RIE, Bhubaneswar and senior Faculties of NCERT. The dignitaries appreciated the diverse career exhibited by trainees and encouraged to carry forward such significant activity.



After that, DCGC Students Exhibited 57 Emerging Career like, Career as Fitness Instructor, Career in Clinical Psychology, Radio Officer, Counselling, Fashion Designing, PGT in Biology, PGT in Mathematics, Lectureship, Law, Army Officer, Interior designing, Animation, Ayurvedic Doctor, Hotel Management, Event Management etc. DCGC students demonstrated different kind of careers by using flex, pamphlets & power point presentation to the students of different schools in Chilika Block. They explained different career options for learners after their completion of 10<sup>th</sup> and 12<sup>th</sup> class. The students from different schools were very eager to listen and they were collecting relevant information from different career related stalls. Large number of students from different schools in chilika block came in batches & under the supervision of their class teacher & head master. This career exhibition was really appreciated by local authority, school teachers as well as students.



On the 2<sup>nd</sup> day 7<sup>th</sup> September 2021, the exhibition started at 10.00 am, Prof. P. C. Agarwal, Principal of RIE, Prof. Gowramma I P & Dr. Elizabeth Gangmei observed all the activities of the exhibition. The students and teachers of Balugaon High School, Chilikarani English Medium School, Venketeswar School, Sri Satya Sai Sishu Bidhya Mandir School and parents also participated very enthusiastically & asked queries about different careers & the future prospects of the field. Second day of the career exhibition was also successful in terms of effectively engaging students on different career aspects. The students from different schools were observed the different kind of career related posters and interacted with concerned DCGC students regarding particular career aspects.



The environment of the career exhibit area was really enthusiastic and learners were really get privileged regarding their future career aspects. Such career exhibition was really a greater step towards shaping the learners future. Everyone in that particular area was highly delighted to visit exhibit site and they were really thankful and grateful for the initiative taken by DCGC Students and their Programme coordinator. They were showing their gratitude towards such wonderful exhibition, especially teachers and academic administration of the chilika block towards each and every member related with career exhibition 2021. The exhibition came to an end with a word of thanks by Prof. Gowramma I P to all those who contributed and successfully conducted of the two day program. Overall, the exhibition was successful with the kind effort of programme coordinators, DCGC Students and the kind help of academic administration of chilika block. All the associated persons of this career exhibition 2021 had planned and designed this programme right from beginning with conducting multiple meeting with students, assigning duties to groups, organizing the inaugural session in coordination with the head master of the school. The exhibition was successful due to prior planning, and active involvement of coordinators, faculty in charge, resource persons, JPF and students of different schools from Chilika Block. Also, the activities were



carried out smoothly by students due to input from Dr. R R Shethy, who took care in preparing students for this activity under practicum 117.

**Table-12.2: List of Careers exhibited by students during the two days career exhibition**

<b>Roll no.</b>	<b>Name of the students</b>	
001	ANURADHA BISWAS	career in stenographer
002	ANURADHA PRIYADARSHANI MOHALIK	Career as a Counsellor
003	ARATI PADHI	Indian Army Lieutenant as a Career
004	ARPITA SAMADDER	Expressive Art Therapist as a career
005	ARPITA SAMANTARAY	Career in Foreign Languages
006	ARUNA KUMAR JOSHI	Career in Special Education
007	ARUNDHATI MISHRA	Career in Forensic psychology
008	ITISHREE PANIGRAHI	Career as a Event Planner
009	JYOTI SHANKAR MALIK	CAREER AS A PRIMARY SCHOOL TEACHER
010	KABERI SAMAL	Career as a photographer
011	MADHUMITA GURU	Nursing as a career
012	MADHUSMITA ACHARYA	Career in law sector
013	MONALISA MOHANTY	Career In Mass Communication And Journalism
014	PRARTHANA DAS	Choosing Banking As a Career
015	PRIYANKA GIRI	Sports Psychology as a Career
016	RASHMITA MOHANTY	CAREER IN INDIAN FOREST SERVICE
017	SANGHAMITRA ACHARYA	Career in fashion designing
018	SANTOSH KUMAR SINGH	Career in Animation
019	SHASHI RANJAN	Career in Criminal Psychology
020	SHUBHANGI SHREE	Career as a Fitness Instructor
021	SONALI PATI	Cinematography as career

022	SRADHANJALI PANDA	CAREER AS A SECONDARY TEACHER
023	SUDHANSHU RAI	Career in tourism
024	SUHANA BEGUM	Career as a dietician
025	SUSMITA MANDAL	career in dance choreography
026	SWARNALI DAS	Career in cosmetology
027	SWETA DAS	Career in Indian coast guard as officer
028	U JAYAKUMAR	Career in social work
029	UMASHANKAR DAS	Career in Audiology
030	ANJALI KUMARI	Career in Ceramic Engineering

**Table. 13-Activity covered under practicum GC-118 (Career Development)**

Sl. No	Activity	Credits
1	Role Play(Skill Development)	1.50
2	Identification and Discussion of Counselling	0.50
3	Group Counselling	0.50
4	Peer Counselling	0.50
5	Career Counselling	0.50
6	Counselling Seminar	0.50
7	Preparation of Case Reports(One Personal-Social Case)	1.00

**Table. 14-Activity covered under practicum GC-119**

### **Counselling Seminar on 20/09/2021**

Case presentation as a course requirement under Module 02-09 was held in the conference hall of the institute. All together 57 trainees presented their case which was undertaken during their school attachment programme. In this session one external resource person participated as examiners along with coordinators were present in the seminar. All the 57 trainees presented their case study and followed by open house discussion. The case study was prepared in a format prepared under the guidance of the mentors/tutors. Counselling cases presented was such as; anxiety disorder, low self- confidence, behavioural problem, concentration problem, career related anxiety, depression,

inferiority feeling in class, stage fear, loneliness, facing adjustment problem in classroom, socio-personal relationship, insecure feeling, adjustment problem in family, self blame, showing aggressive behaviour, attention disorder, introvert personality disorders were presented. Trainees got rich experience of listening to and interacting with each other on variety of issues of high school stage.



(Candidates presenting counselling case)

**Table. 15- Schedule of Written Examination**

**Examination of theory paper:**

The examination started from 23th September 2021. On the last day of exam i.e. 27<sup>th</sup> September viva examination was conducted and on 30<sup>th</sup> September the internship proposal presentation was undertaken for initiating the same.

<b>Date of Examination</b>	<b>Paper</b>	<b>Modules</b>	<b>Time</b>
23.9.2021 (Monday)	Introduction to Guidance & Guidance in Action	I & VIII	10:00 a.m. to 11:30 a.m.
	Career Information in Guidance and Counselling-I & II	V & XII	02:30 p.m. to 03:30 p.m.
24.9.2021 (Tuesday)	Counselling Skills and Strategies & Special Concerns in Counselling	II & IX	10:00 a.m. to 12:00 noon
25.9.2021 (Wednesday)	Assessment and Appraisal in Guidance and Counselling-I & II	VI & XIII	10:00 a.m. to 11:00 a.m.
26.9.2021 (Thursday)	Guidance for Human Development and Adjustment & Developing Mental Health and Coping Skills	III & X	10:00 a.m. to 11:00 a.m.
	Career Development –I & II	IV & XI	02:30 p.m. to 03:30 p.m.
27.9.2021 (Friday)	Basic Statistics in Guidance and Counselling-I & II	VII & XIV	10:00 p.m. to 10:30 a.m.
	Viva-Voce		11:00 a.m. Onwards

### Section-3: INTERNSHIP PHASE

#### Introduction:

Internship has an important component of the programme with a credit point of 07 was given an equal importance right from the starting of the programme. As such, internship was vigorously undertaken during practicum classes in the second phase of the programme. There was a regular classes of approximately 4 hrs devoted to this component for a clarity on the format, the procedures and techniques undertaken. After the class practicum, Internship proposal presentation was held at the institute 12.10.2021 for final correction and approval. Thus, all the candidates presented their proposal in the format given and explained their course of work for the internship in the presence of experts.

**NAME OF THE MENTORS-** Prof. Laxmidhar Behera , Prof. Ramakanta Mohalik.

**Table.16-List of Internship proposals conducted by candidates**

Roll no	Name of the Candidate	Topic
001	ANURADHA BISWAS	importance of good study habits
002	ANURADHA PRIYADARSHANI MOHALIK	Guidance and Counselling in choosing which stream to pursue for secondary students.
003	ARATI PADHI	Guidance and Counselling for examination Preparedness to the secondary school students
004	ARPITA SAMADDER	Guidance and Counseling for developing mental resilience among adolescents
005	ARPITA SAMANTARAY	Guidance and Counseling for enhancing effective communication skills among Upper Primary students
006	ARUNA KUMAR JOSHI	Guidance and Counselling for Career Decision Making of Secondary School Students
007	ARUNDHATI MISHRA	DEVELOPING SKILL IN STUDENT FOR PLANNING THEIR CAREER
008	ITISHREE PANIGRAHI	Guidance and Counselling for Improving Performance and Bringing Self Confidence Among Low Achievers of Secondary Students
009	JYOTI SHANKAR MALIK	GUIDANCE PROGRAMME AND COUNSELLING FOR PROMOTING MENTAL WELL BEING OF ADOLESCENTS
010	KABERI SAMAL	Guidance and Counseling for reducing peer pressure among adolescents

011	MADHUMITA GURU	Career Guidance for Enhancing Self awareness and Career awareness among senior secondary students of Patna Muslim High School
012	MADHUSMITA ACHARYA	GUIDANCE AND COUNSELING FOR DECISION MAKING SKILLS AMONG SECONDARY SCHOOL STUDENTS,JNV SAHIBGANJ
013	MONALISA MOHANTY	GUIDANCE AND COUNSELLING FOR HYPERACTIVE STUDENTS OF ELEMENTARY CLASSES
014	PRARTHANA DAS	Guidance And Counselling For Developing Socio Personal Qualities Among Secondary Students
015	PRIYANKA GIRI	Improving Adjustment Through Guidance and Counselling
016	RASHMITA MOHANTY	DEVELOPING SKILLS IN STUDENTS FOR PLANNING THEIR CAREER
017	SANGHAMITRA ACHARYA	Guidance and counselling for inculcating effective time management among secondary students
018	SANTOSH KUMAR SINGH	Guidance and counselling for reducing the academic stress among XII students
019	SHASHI RANJAN	EDUCATIONAL GUIDANCE AND COUNSELLING FOR ENHACING LEARNING OUTCOMES AMONG LOW ACHIVERS IN MATHEMATICES
020	SHUBHANGI SHREE	Guidance and counselling for Promoting Mental Well Being among high school student
021	SONALI PATI	Guidance and counselling for the academic stress because of virtual learning during the present pandemic situation
022	SRADHANJALI PANDA	GUIDANCE AND COUNSELING FOR IMPROVING STUDY HABITS AMONG SECONDARY STUDENTS
023	SUDHANSHU RAI	Guidance and counselling for improving emotional intelligence among secondary school students
024	SUHANA BEGUM	Guidance and counselling for Developing career awareness among Senior Secondary School Students of Kendriya Vidyalaya Sukna
025	SUSMITA MANDAL	Guidance and counseling for developing career awarness among senior secondary students
026	SWARNALI DAS	Guidance and counselling for academic performance among secondary students
027	SWETA DAS	guidance and counselling in inculcating moral values in secondary school students
028	U JAYAKUMAR	Effect of guidance and counseling on self-esteem of high school childrens

029	UMASHANKAR DAS	Guidance and counselling for self-Discipline coping strategie among secondary student
030	ANJALI KUMARI	Enhancing self confidence among secondary school students

The supervision was an extension of what and how they carry out the internship as learned in the classes assigned for the same. The internship activities were deliberated, corrected during the proposal presentation workshop held at the institute. As the evaluation is continuous and cover all dimensions of activities mentioned in the course guide, all candidates were observed, mentored, guided and motivated during the supervision at the same time they were evaluated as per criteria given in the evaluation procedures. After the completion of all activities, candidates submitted the internship report to the institute wherein the reports were evaluated at the final stage.

### **Activities of 2022 Session:**

The advertisement was published in the website on 5<sup>th</sup> October, 2021 **Entrance exam (for 2022 batch)** .

The last date of collecting application form was 5<sup>th</sup> November, 2021. The scrutinization of application forms was held on 18<sup>th</sup> November, 2021 and after that entrance exam was conducted on 9<sup>th</sup> December 2021. The call letter for entrance exam was sent to the students through email and information by was given through phone on 9<sup>th</sup> December 2021. Total 170 candidates had applied for the course, 105 candidates appeared for the entrance exam. The result was uploaded in our website on 16.12.2021. Total 47 candidates responded by taking admission for DCGC 2022 sessions.

**Table -19: List of selected candidates -2022**

Sl. No.	Name of the students	Contact No.	Email id
1	Aastha Malhotra	6203327414	aasthamalhotra448@gmail.com
2	Ajit Kachhap	9430157325	ajitkachhap77@gmail.com
3	Alisha Ray	7008198239	alisharay2222@gmail.com
4	Anwasha Sinha	7278608120	anweshasinha2015@gmail.com
5	Aradhana Mishra	8908307555	aradhana.xyz0@gmail.com
6	Aradhana Sahu	8249077929	aradhana.78121@kvsropatna.in

7	Archana Kumari	6207996157	sinhaashraj@gmail.com
8	Astha Tripathi	6387381369	asthatripathi320@gmail.com
9	Banita Kumari	8210288423	banitarakesh21@gmail.com
10	Deepshikha Dhal	7008311827	deepshikhadhal99@gmail.com
11	Itishree Lenka	8337910785	itishreelenka702@gmail.com
12	Itishree Truptilata	7608821870	itishreetrupatilata5757@gmail.com
13	Jagyaseni Das	8018051440	jagyaseni234@gmail.com
14	MD Jawaid	9625832944	jawaid131976@gmail.com
15	Karabi Pathak	7980465704	karabi.pathak08@gmail.com
16	Lokamata Sahu	7978555692	loma.sahu7@gmail.com
17	M Reshmi Irani	9051188611	iranireshmi2@gmail.com
18	Menaka Sirdar	7064138060	menaka.9583638251@gmail.com
19	Prakash Kumar Dash	9401979533	prakashkumardash@gmail.com
20	Prakash Pal	8100314699	p2050prakash@gmail.com
21	Prangya Paramita Pradhan	7815078993	sumansanskar30@gmail.com
22	Priyadarshini Pradhan	978812316	priyadarshinipradhan07@gmail.com
23	Priyanka Anurag	7008710095	priyankaaanurag10@gmail.com
24	Rahul Chaudhury	9476252164	rahul.math6@gmail.com
25	Rajesh Kumar	9853129011	raj9835129011@gmail.com
26	Rashmita Sona	6201029172	rashmita.sona@gmail.com
27	Rekha Mahakur	7978867233	rekhamahakur29@gmail.com
28	Rupali Bibhar	8457977576	bibharr00@gmail.com
29	Sagrika Bharti	8789238099	suguuuu1998@gmail.com
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Given below is the schedule for 3days orientation programme cum tutorial from 27<sup>th</sup> Jan to 29<sup>th</sup> Jan, 2022

**Admission cum Orientation of 2022 Session:**

Given below is the schedule for 3days orientation programme cum tutorial  
from 27<sup>th</sup> Jan to 29<sup>th</sup> Jan, 2022

Date & Day	Session-1 10.00 am- 12.00 pm		L U N C H  B R E A K	Session-2 2.30 pm – 4.30 pm	
	27.01.2022	Inauguration Principal, Dean (I) & (R), Head DE, Head DEE, Faculty Members (DE)		General Orientation into the DCGC Programme/ Presentation of DCGC Course (EG & SD)	Module 1 & 8 (BNP&SPP)
28.01.2022	Module 2&9 (IPG & SJ)		Module 3 & 10 (SPD)	Module 4 & 11 (LDB & SP)	
29.01.2022	Module - 5&12 (RS & YP)	Module - 5 &12 (RS & VR)	Module 6&13 (EG & RP)	Module 6 & 13 (SPP & UG)	

**BNP** - Prof. B N Panda, **SPM** - Prof. Sakti Prasad Mishra, **IPG** - Prof. Gowramma I.P,  
**LDB** - Prof. Laxmidhar Behera, **RKM** - Prof. Ramakanta Mohalik, **EG** - Dr. Elizabeth  
Gangmei, **DK** - Dr. Dhanya Krishnan, **RRS** - Dr. Rasmi Rekha Sethy, **ERP** - External Resource  
Person, **SPP** - Sibaprasad Patel, **SP** - Smaranika Pattnaik, **RP** - Dr. Rajalaxmi Panda,  
**SPD** - Suparna David, **VR** - Vimla Roby, **SJ** - Saswati Jena, **YP** - Yogmaya Panda,  
**UG** - Usha Gaur, **SD** - Sibani Dora

*Muraw*



**27.01.2022**

The new batch of DCGCs for 2022-2023 was given an orientation at the institute on 27<sup>th</sup> to 29<sup>th</sup> January 2022. A total number of 47 candidates attended the programme.

The programme was inaugurated in the presence of Prof P C Agarwal, Principal and Prof Sandhya Rani Kumar Dean (I) on the first day i.e. 27<sup>th</sup> Jan, 2022. The entire esteemed senior faculty motivated the students. During the three day orientation, different sessions were held to explain about the objective of the course and different activities to be undertaken. Each trainee was also handed over 14 Modules along with the course guide. Faculty involved during this orientation was, Coordinators Prof I P Gowramma, Dr. E. Gangmei, and Prof. L D Behera.



**(DCGC 2022 Inaguration)**

**28.01.2022**

**Prof. IP Gowramma**

2<sup>nd</sup> day of orientation programme Prof. IP Gowramma had taken the class. She was discussed about the general problem and how to solve that problem.



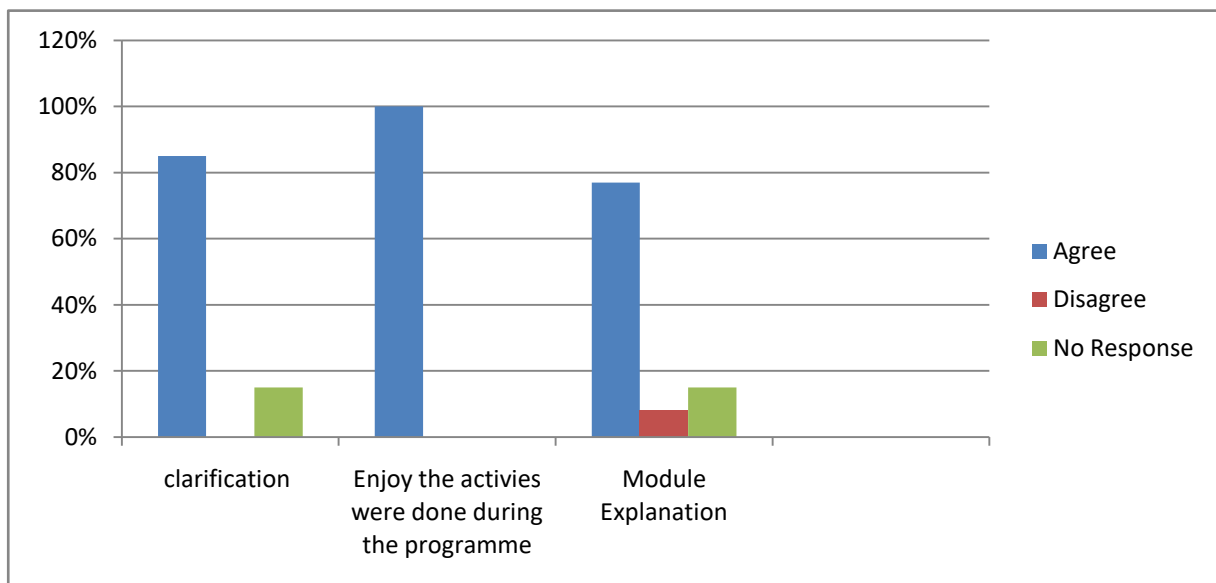
**(Prof. IP Gowramma conducting activities about the general Problem of the students)**

- ❖ Assignments were sent to the DCGC 2022 students on 29<sup>th</sup> January 2022.

**Feedback:**

**Table -20: Feedback of candidates on orientation programme for 2022 session**

Sl no.	Area / Dimension	Feedback		
		Agree	Disagree	No response
1	Clarification: The sessions were Informative and interactive	29(85%)	No One	5(15%)
2	Enjoy the activities were done during the programme	35(100%)	No one	No one
3	Module explanation/ get the practical experience	26 (77%)	3(8%)	5(15%)



## Assignment for 2022 batch

मार्गदर्शन और परामर्श में डिप्लोमा पाठ्यक्रम (2022)

### Diploma Course in Guidance and Counselling (2022)

मॉड्यूल 1 : मार्गदर्शन का परिचय

#### Module 1: Introduction to Guidance

नियत कार्य संख्या 1

#### Assignment No. 1

नियत कार्य का प्रकार: निबन्ध प्रारूप

#### Type of Assignment: Essay Type

प्रश्न 1. स्कूल मार्गदर्शन सेवाएं क्या हैं? 'व्यक्तिगत सूची सेवा/आकलन' पर विशेष ध्यान देते हुए इन पर चर्चा करें?

(लगभग 1500-2000 शब्द)

Q.1 What are school guidance services? Discuss these with special focus on 'The Individual Inventory Services/Assessment'

(1500-2000 words)

प्रश्न 2. राष्ट्रीय शिक्षा नीति, 2020 पर विचार करते हुए विस्तृत करें कि पाठ्यचर्या को एक अभिन्न अंग के रूप में मार्गदर्शन क्यों होना चाहिए। पाठ्यचर्या में मार्गदर्शन को शामिल करने के लिए किसी एक तरीके का सुझाव देते हुए आलोचनात्मक रूप से उदाहरण सहित चर्चा करें?

(लगभग 1500-2000 शब्द)

Q.2 Reflecting on the National Education Policy, 2020 elaborate why Curriculum should have Guidance as an integral part. Discuss critically with examples any one way you would suggest for inclusion of Guidance in Curriculum?

(1500-2000 words)

नोट: इस नियत कार्य के अंतर्गत 0.900 क्रेडिट्स हैं, जो लगभग 28 घंटे के कार्य के बराबर हैं जिसमें आत्म-अध्ययन, मसौदा तैयार करना तथा जमा करने के लिए नियत कार्य को अंतिम रूप देना सम्मिलित हैं।

**Note:** This assignment will reflect your understanding of the Units 1 to 7 of Module 1. The assignment carries 0.900 credits, which is approximately 28 hours of work which includes self-study, preparing drafts and finalising of the assignment for submission.

**Date of Submission: 20<sup>th</sup> May, 2022**

केवल दिल्ली केंद्र के प्रशिक्षणार्थियों के लिए

ई-मेल पर जमा किया जाना है: [admission.2022dcgc@gmail.com](mailto:admission.2022dcgc@gmail.com)

**Only for Trainees of Delhi Centre**

**To be submitted at E-mail: [admission.2022dcgc@gmail.com](mailto:admission.2022dcgc@gmail.com)**

**Diploma Course in Guidance and Counselling (2022)**

**मॉड्यूल 2: परामर्श कौशल और रणनीतियाँ**

**Module 2: Counselling Skills and Strategies**

नियत कार्य संख्या 2

**Assignment No.2**

नियत कार्य का प्रकार: निबन्ध प्रारूप

**Type of Assignment: Essay Type**

प्रश्न. 1 स्कूल में अपने वर्षों के बारे में सोचें और किन्हीं दो स्थितियों की पहचान करें जब आपने स्थिति से निपटने के लिए मदद मांगी थी। (ए) संक्षेप में स्थिति का वर्णन करें। (बी) उन कारणों की सूची बनाएं कि आपने मदद क्यों मांगी, (सी) परामर्श के आवेदन/लक्ष्यों का जिक्र करते हुए परामर्श में उन क्षेत्रों की पहचान करें जो आपके अनुसार आवश्यक थे ताकि आप संबंधित परिस्थितियों से प्रभावी ढंग से निपट सकें?

(लगभग 3000 शब्द)

Q.1 Reflect on your years in school and identify any two situations when you had sought or wished to seek help to deal with the situation. A) Describe the situation in brief. B) List the reasons why you sought or wished to seek help, c) Referring to the application/goals of counselling identify the areas in counselling which according to you were needed so that you could effectively deal with the respective situations.

(3000 words approx.)

प्रश्न. 2 एक सप्ताह के लिए किसी व्यक्ति ( मित्र/सहकर्मी) के साथ बातचीत करें। (ए) व्यक्ति के साथ बातचीत करते समय आपमें व्यक्तिगत गुणों को पहचानें और सूचीबद्ध करें, (बी) बातचीत पर प्रतिबिंबित करें और उन गुणों को सूचीबद्ध करें जो आपके अनुसार आपकी ताकत हैं और जिन्हें आपको मजबूत करने की आवश्यकता है, एक प्रभावी सहायक बनने के लिए।

(लगभग 1500 शब्द)

Q.2 Interact with an individual (friend/colleague) for a week. A) Identify and list down the personal qualities in you as you interacted with the individual, b) Reflect on the interaction and list the qualities which according to you are your strengths and those which you need to strengthen, to become an effective helper.

(1500 words approx.)

**ध्यान दे:** इस नियत कार्य के अंतर्गत 1.200 क्रेडिट्स हैं, जो लगभग 36 घंटे के कार्य के बराबर हैं जिसमें आत्म-अध्ययन, मसौदा तैयार करना तथा जमा करने के लिए नियत कार्य को अंतिम रूप देना सम्मिलित हैं।

**Note:** This assignment will reflect your understanding of the Units 1, 2, and 3 of module. The assignment carries 1.200 credits of the total credits of this module. Accordingly, about 36 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.

**Date of Submission: 2<sup>nd</sup> June, 2022**

केवल दिल्ली केंद्र के प्रशिक्षणार्थियों के लिए

ई-मेल पर जमा किया जाना है: **admission.2022dcgc@gmail.com**

**Only for Trainees of Delhi Centre**

**To be submitted at E-mail: admission.2022dcgc@gmail.com**

**Diploma Course in Guidance and Counselling (2022)**

मॉड्यूल 3 : मानव विकास एवं समायोजन के लिए मार्गदर्शन

**Module 3: Guidance for Human Development and Adjustment**

नियत कार्य संख्या 3

**Assignment No. 3**

नियत कार्य का प्रकार: निबन्ध प्रारूप

**Type of Assignment: Essay Type**

प्रश्न विकासके विभिन्न चरणों की विशेषताओं को ध्यान में रखते हुए, 10-20 वर्ष की आयु के कोई भी 4 लोगों के साथ बातचीत करें। अपने विकास के चरण में उनके द्वारा अनुभव की गई कठिनाइयों की सूची बनाएं।

(लगभग 1500-2000 शब्द)

Q. Keeping in mind the characteristics of various developmental stages, interact with any 4 people from the age range 10-20 years. List out the difficulties they have experienced in this stage of development.

(1500-2000 words approx.)

प्रश्न रक्षा तंत्र क्या हैं? किन्हीं 6 उदाहरणों/स्थितियों पर विचार करें, जिनका आपने रक्षा तंत्रों का उपयोग किया है। वर्णन करें।

(लगभग 1500-2000 शब्द)

Q. What are defence mechanisms? Reflect on any 6 instances/situations you have used defence mechanisms. Elaborate on all the situations.

(1500-2000 words approx.)

**नोट:** इस नियत कार्य के अंतर्गत 0.525 क्रेडिट्स हैं, जो लगभग 15 घंटे के कार्य के बराबर हैं जिसमें आत्म-अध्ययन, मसौदा तैयार करना तथा जमा करने के लिए नियत कार्य को अंतिम रूप देना सम्मिलित हैं।

**Note:** This assignment will reflect your understanding of the Units 1, 2, 3 and 4 of Module 3. The assignment carries 0.525 credits. Accordingly, about 15 hours of input is

expected in order to complete the assignment which includes self-study, interaction with individuals, preparing drafts and finalising of the assignment for submission.

**Date of Submission: 14<sup>th</sup> March, 2022**

केवलदिल्लीकेंद्रकेप्रशिक्षणार्थियोंकेलिए

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**Diploma Course in Guidance and Counselling (2022)**

मॉड्यूल 4 : कैरियर विकास - I

**Module 4: Career Development-I**

नियत कार्य संख्या 4

**Assignment No.4**

नियत कार्य का प्रकार: निबन्ध प्रारूप

**Type of Assignment: Essay Type**

प्रश्न 1. क) गिन्ज़बर्ग एट आल . द्वारा प्रस्तावित कैरियर विकास प्रक्रिया के व्यावसायिक पसंद का सिद्धांत पर चर्चा करें।

ख) सुपर द्वारा प्रस्तावित मनो-सामाजिक कारकों पर चर्चा करें जो कैरियर-विकास आयामों पर किसी व्यक्ति के विकास के लिए जिम्मेदार हैं।

(लगभग 800 शब्द)

Q 1. A) Discuss the career development process as proposed by Ginzberg et. al.'s theory of occupational choice?

b) Discuss the psycho-social factors as proposed by Super which accounts for an individual's development on the career-growth dimensions.

(800 words approx.)

प्रश्न 2. मानवीय संबंधों की जरूरतों को पूरा करने के लिए कार्यस्थितियों के महत्व पर चर्चा करें?

(लगभग 800 शब्द)

Q 2. Discuss the importance of work situations to serve the human relation needs?

(500 words approx.)



**नोट:** इस नियत कार्य के अंतर्गत 0.525 क्रेडिट्स हैं, जो लगभग 15 घंटे के कार्य के बराबर हैं जिसमें आत्म-अध्ययन, मसौदा तैयार करना तथा जमा करने के लिए नियत कार्य को अंतिम रूप देना सम्मिलित हैं।

**Note:** This assignment will reflect your understanding of the Units 1, 2 and 3 of module 4. The assignment carries 0.525 credits of the total credits for this module. Accordingly, about 15 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.

**Date of Submission: 11<sup>th</sup> April, 2022**

केवल दिल्ली केंद्र के प्रशिक्षणार्थियों के लिए

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**Diploma Course in Guidance and Counselling (2022)**

मॉड्यूल 5: मार्गदर्शन एवं परामर्श में कैरियर सूचना-I

**Module 5: Career Information in Guidance and Counselling-I**

नियत कार्य संख्या 5

**Assignment No. 5**

नियत कार्य का प्रकार: निबन्ध प्रारूप

**Type of Assignment: Essay Type**

(लगभग 1500 शब्द)

(1500 words approx.)

प्रश्न 1. आपको 10वीं कक्षा की परीक्षा उत्तीर्ण करने के बाद अपने क्षेत्र में उपलब्ध व्यावसायिक पाठ्यक्रमों की जानकारी छात्रों को देनी होगी। 2 व्यावसायिक संस्थानों के बारे में विस्तार से जानकारी एकत्र करें।

- संस्थान का नाम, पता, टेलीफोन नंबर।
- प्रस्तावित पाठ्यक्रम, सीटों की संख्या, अवधि।
- प्रवेश आवश्यकताएँ और प्रवेश के तरीके।
- फीस और छात्रवृत्ति
- छात्रावास, परिवहन और अन्य सुविधाएँ।
- प्रत्यायन और मान्यता की स्थिति।
- जानकारी का स्रोत

Q. 1 You are required to provide information about vocational courses available in your area to students after passing 10<sup>th</sup> standard examination. Collect the information about 2 vocational Institutions in detail:

- Name of the institute, address, telephone number.
- Courses offered, number of seats, duration.
- Entrance requirements and methods of admission.
- Fees and scholarships
- Hostel, transport and other facilities.
- Accreditation and recognition status.
- Sources of Information

प्रश्न 2. निम्नलिखित आयामों पर अपने शिक्षण के विषयों में किन्हीं 2 नवीनतम कैरियर की जानकारी एकत्र करें:

- काम की प्रकृति
- काम करने की स्थिति
- प्रवेश के तरीके

- कमाई
- रोजगारकेरुझान
- शैक्षिकऔरमनोवैज्ञानिकविशेषताओंकीआवश्यकता
- उन्नति, औरसबसेमहत्वपूर्ण
- जानकारीकास्रोत

Q. 2. Collect information of any 2 latest careers in your subjects of teaching on following dimension:

- The nature of work
- Working conditions
- Methods of entry
- Earnings
- Employment trends
- Educational and psychological characteristics required
- Advancement, and most importantly
- Sources of information

प्रश्न 3. महामारीकोविकोदेखतेहुए,  
एककार्यकर्ताकोकरियरमेंउसेसफलतापूर्वकसमायोजितकरनेकेलिएकिनअतिरिक्तविशेषताओंकीआवश्यकताहोतीहै।  
(सूचनाकास्रोत)

Q. 3. In view of pandemic Covid-19, what are the additional attributes required by a worker to adjust him/her successfully in the career. (source of information)

**ध्यानदे:** इस नियत कार्य के अंतर्गत 0.675 क्रेडिट्स हैं, जो लगभग 18 घंटे के कार्य के बराबर हैं जिसमें आत्म -अध्ययन, मसौदा तैयार करना तथा जमा करने के लिए नियत कार्य को अंतिम रूप देना सम्मिलित हैं।

**Note:** This assignment will reflect your understanding of the Units 1, 2, 3 and 4 of module 5. The assignment carries 0.675 credits of the total credits for this module. Accordingly, about 18 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.

**Date of Submission: 27<sup>th</sup> April, 2022**

केवलदिल्लीकेन्द्रकेप्रशिक्षणार्थियोंकेलिए

ई-मेलपरजमाकियाजानाहै: [admission.2022dcgc@gmail.com](mailto:admission.2022dcgc@gmail.com)

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**Diploma Course in Guidance and Counselling (2022)**

मॉड्यूल 6 : मार्गदर्शन एवं परामर्श में आंकलन एवं मूल्यांकन-I

**Module 6: Assessment and Appraisal in Guidance and Counselling-I**

नियत कार्य संख्या 6

**Assignment No.6**

नियत कार्य का प्रकार: निबन्ध प्रारूप

**Type of Assignments: Essay Type**

प्रश्न 1. उदाहरणों की सहायता से उस प्रक्रिया की चर्चा कीजिए जिसे आप किसी विद्यार्थी की बुद्धि का आंकलन करने के लिए अपनाएंगे।

(लगभग 2500 शब्द)

Q. 1 Discuss with the help of examples the process you will adopt to assess intelligence of a student?

(2500 words approx.)

प्रश्न 2. एक गुणात्मक तकनीक का वर्णन करें ( उदाहरण की सहायता से )  
जिसका उपयोग आप किसी विद्यार्थी के समस्याव्यवहार को समझने के लिए करेंगे।

(लगभग 500 शब्द)

Q. 2 Describe a qualitative technique (with the help of example) which you will use to understand a student's problem behaviour.

(500 words approx.)

**ध्यान दे:** इस नियत कार्य के अंतर्गत 0.825 क्रेडिट्स हैं, जो लगभग 24 घंटे के कार्य के बराबर हैं जिसमें आत्म-अध्ययन, मसौदा तैयार करना तथा जमा करने के लिए नियत कार्य को अंतिम रूप देना सम्मिलित हैं।

**Note:** This assignment will reflect your understanding of the Units 1, 2, 3 and 4 of module 6. The assignment carries 0.825 credits of the total credits for this module. Accordingly, about 24 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.

**Date of Submission: 10<sup>th</sup> May, 2022**

केवल दिल्ली केंद्र के प्रशिक्षणार्थियों के लिए

ई-मेल पर जमा किया जाना है: [admission.2022dcgc@gmail.com](mailto:admission.2022dcgc@gmail.com)

**Only for Trainees of Delhi Centre**

**To be submitted at E-mail: [admission.2022dcgc@gmail.com](mailto:admission.2022dcgc@gmail.com)**

**Diploma Course in Guidance and Counselling (2022)**

माड्यूल 7 : मार्गदर्शन एवं परामर्श में मूल सांख्यिकी-I

**Module 7: Basic Statistics in Guidance and Counselling-I**

नियत कार्य संख्या 7

**Assignment No.7**

प्रश्न 'केंद्रीय प्रवृत्तिकी माप' शब्द से आप क्या समझते हैं? केंद्रीय प्रवृत्तिकी के सबसे सामान्य प्रकारों पर संक्षेप में चर्चा कीजिए।

(लगभग 400 शब्द)

Q. What do you understand by the term 'measures of central tendency'? Discuss the most common types of central tendency.

(400 words approx.)

**ध्यान दे:** इस नियत कार्य के अंतर्गत 0.150 क्रेडिट्स हैं, जो लगभग 3 घंटे के कार्य के बराबर हैं जिसमें आत्म-अध्ययन, मसौदा तैयार करना तथा जमा करने के लिए नियत कार्य को अंतिम रूप देना सम्मिलित हैं।

**Note:** This assignment will reflect your understanding of the Unit 1 of Module 7. The assignment carries 0.150 credits of the total credits for this Module. Accordingly, about 3 hours of input is expected in order to complete the assignment which includes self-study, preparing drafts and finalising of the assignment for submission.

**Date of Submission: 22<sup>nd</sup> March, 2022**

केवल दिल्ली केंद्र के प्रशिक्षणार्थियों के लिए

ई-मेल पर जमा किया जाना है: [admission.2022dcgc@gmail.com](mailto:admission.2022dcgc@gmail.com)

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Gowramma IP & E. Gangmei



**(Rajalaxmi Panda and Dr. Upasna Ray conducted activities regarding assignment)**

## **Reflection**

### **Distance phase**

The distance phase was from 1<sup>st</sup> January to 30 June 2021. During this period assignments and portfolios were done by students, by the end of the June they submitted all the documents. During this 6 months, 12 days classes were conducted for the candidates like orientation programme, 1<sup>st</sup> tutorial programme, second tutorial programme, third tutorial programme.

**Orientation programme:** Orientation programme were conducted for two days. During these days ice breaker session, inaugurations, given brief idea about the overall course by the coordinators and tutors also explained significant points about each module to the students.

**1<sup>st</sup> tutorial programme:** Before first tutorial programme was held assignments were sent to the students through email. So during this programme the main focus was to explain and clarify the doubts/ what are the questions, what they understand, what are the points come out for this questions etc.

**2<sup>nd</sup> tutorial programme:** Second tutorial programme was conducted for 3 days.. During these days students got feedback on their assignments and also some more clarification and discussion about assignments was done. Another discussion was done about how to make portfolios form different modules; students were also prepared to work on self-check, self-evaluation and activity related to the modules.

**3<sup>rd</sup> tutorial programme:** Third tutorial programme was conducted for 3 days. During these four days mentors discussed about practicum, field oriented work during three month contact programme, practicing them some activities like- role play, group discussion/ group work, conduct of career case study, conduct of guidance programme in school etc.

At the end of the phase all the candidates submitted all their assignments.

### **Contact phase**

This phase was from 1<sup>st</sup> July and end 30<sup>th</sup>September 2021. At the first week of July candidates submitted their portfolios. During this period school attachment programme, field visit, career exhibition, counselling seminar, written examination, internship proposal presentation was done by candidates. At the end of the phase candidates submitted practicum reports and appeared for the written examination.

## **Internship Phase**

This phase started from 1<sup>st</sup> October to 31<sup>st</sup> December 2021. During this phase candidates completed their internship work as per their proposal decided by the internal supervisors in the presentation during the contact phase. In internship work, candidates applied the knowledge/ ideas what they learn during the course of their study in the practical situation, chosen by them. They were guided by mentors at the school and also by the faculty of the institute.



### **Feedback by the mentors**

A. Effective counselling programs are important to schools. Counselling is a professional relationship that empowers diverse individuals, families, groups to accomplish mental health, wellness, and education and career goals. Thus, the DCGC is a very relevant step taken by the RIE that empowers the trainees to become responsible for working with students who need help in managing their behaviour keeping up academically, or planning for the future. Moreover, this course also provides ample scope for creating job opportunities. After the completion of this course students can work as guidance counsellors in various schools and colleges.

#### **Resource Person**

B. The programme was well organized. School based experiences gave more insight on school related issues which could be dealt through guidance and counselling activities. More mentoring and guidance during internship is required to prepare effective guidance personnel or counsellors.

#### **RIE, Faculty**

C. Thank you for the opportunity RIE gave me to be a part of DCGC 2021. I really enjoyed teaching basic skills and strategies in counselling. These batches of students were mostly post graduates in psychology and few of the others were experienced teachers. Most of them were interested in learning skills. I was using adult learning method which is interactive in nature. We had role plays for each of the skills and also with the aid of audio visuals could demonstrate clipping of each skill needed to be a counsellor. The students enjoyed and participated actively. I focused mainly on Carl Roger's person centred therapy. The student's eagerness to learn motivated me also to give out my best. The other faculty were very cooperative and encouraging. My students were enthusiastic and highly motivated to attend my classes.



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**(From child to till old age person need counselling in their life)**