

**Part I C- Elective Paper**  
**Paper VII – GUIDANCE AND COUNSELLING**  
**Course Code: 908.5**  
**COURSE OUTLINE**

Contact Hours: 108  
Duration of Exam: 3 hrs.

Max. weight : 32  
No. of Credits : 4

### **Course Objectives**

To enable the student teachers-

- ❖ Understand the significance of guidance and counselling in education
- ❖ Understand the different approaches in counselling and the process of counselling
- ❖ Understand the procedures in organizing a sound guidance programme in schools
- ❖ Develop competencies to deal with children having special needs
- ❖ Develop the skills and qualities required for a school counsellor.

### **Course content**

#### **Unit I. Guidance and Counselling in Education ( 10 hrs)**

- 1.1 Meaning of guidance and counselling - relationship and differences - Evolution of guidance service in education.
- 1.2 Need and significance of guidance service in schools – bases of guidance: Principles of guidance, physiological, psychological, sociological and educational.
- 1.3 Types of guidance: Educational guidance, vocational / career guidance and personal guidance – differences in objectives and approaches.

**Unit 2. Guidance in school (25 hours)**

- 2.1 Educational guidance: Need and significance of educational guidance in schools – scope of educational guidance at different levels of the school system – process of educational guidance – Role of teachers.
- 2.2 Vocational guidance : Need and significance of career guidance in schools – Major objectives of career guidance : career awareness, career information and career decision making – organization of career guidance in schools: Plan, Methods and techniques - career planning and decision making – Role of teachers and career masters.
- 2.3 Career Information: Sources of information at the National, State and Local levels – Role of ICT in carrier guidance.
- 2.4 Individual and group guidance – Advantages of group guidance – Techniques of group guidance.
- 2.5 Tools and techniques of career guidance – Psychological tests, Sociometric tests, Interview, Rating Scales, Cumulative Records, Achievement Record, Anecdotal Record, Personality Assessment.
- 2.6 Guidance of children with special needs : Gifted and creative, under achievers, disadvantaged, learning disabled, visual impaired.
- 2.7 Agencies for career guidance – National , State and Local levels.

**Unit 3 Counselling in Schools (25 hours )**

- 3.1 Need and significance of counselling in schools- Aims and Objectives – Importance of counselling at the secondary level.

- 3.2 Evolution of Counselling – Types of counselling: Directive Counselling, Non-Directive Counselling and Eclectic Counselling, Differences.
- 3.3 Objectives and approaches, Behaviouristic, Gestalt Psycho – Analytic and Humanistic – steps adopted for the effective implementation of fruitful counselling.
- 3.4 Transactional Analysis – Meaning – Ego states – Types of Transaction – Games – Scripts . Significance of Transactional Analysis in Counselling.
- 3.5 Group Counselling – Techniques of group counselling: ‘T’ Groups, Sensitivity groups, Mini groups, Ingroups and Outgroups.

#### **Unit 4. Counselling Process (15 hours)**

4.1 Stages in Counselling (i) Preparation stage (Establishing rapport, defining needs, deciding roles) (ii) Counselling process: Attending, Integrative Understanding, Facilitating Action (iii) Termination stage (Termination of counselling process).

4.2 Counselling Skills:

Attending skills (Eg: observing, listening)

Responding skills (Eg: Reflective, understanding response)

Skill of personalising (Go beyond what the client has expressed)

Initiating Skills (Facilitating action / development)

4.3 Qualities of a Counsellor (Eg: Well adjusted personality, sincerity, confidentiality)

#### **Unit 5 Communication in Counselling (10 hrs)**

5.1 Communication: Meaning, Nature, Types , Significance

5.2 Communication Model in Counselling: - Pre conceptual models dimensions -

Client : Expressing

Counsellor : Listening

Reacting

Responding

5.3 Problems in Communication / Barriers in communication

5.4 Communication Skills – Techniques to make the counselling communication effective.

### **Unit 6. Modern Trends in Counselling (15 hours)**

6.1 Cognitive methods : Neuro-Linguistic Programming (NLP)

Rational Emotive Behaviour Therapy (REBT)

6.2 Assertion training / Social skills Training

6.3 Stress management

6.4 Promotion of Mental Health

6.5 Health awareness programme

6.5 Improvement of Family Relationship – Personal Adjustment – marriage counselling – family counselling

### **Unit 7: Counselling Children and Adolescents ( 8 hours)**

7.1 Common Behaviour problems of children and adolescents (Eg: Aggression, Anxiety, depression, Substance Abuse, Truancy, delinquency. Dealing with behaviour problems – Counselling help.

7.2 Preventive Counselling, Crisis Counselling, Developmental Counselling

### **Advanced Practicum** (any two)

1. Preparation of a model career bulletin

2. Preparation of a plan for organizing career guidance in a Higher Secondary School.
3. Prepare a verbaton in connection with any type of counselling that you have to be adopted in a situation.

### **References**

1. Hasan, James C , Richard R. Sieve and Richard W. Warner Jr (1986). Counseling” Theory and process (IV Ed). Boston: Allen and Bacon, Inc.
2. Gibson, Robert L. & Marianne H.Mitchell (1995). Introduction to counselling and guidance (1997). Counselling: The skills of finding solutions to Problems: London, Rout ledge.
3. Peterson, J.A. (1970). Counselling and Values. Scranton : International Textbook.
4. Tyler, L. (1969). The work of the counsellor (3<sup>rd</sup> ed.). New York : Appleton – Century – Crofts.
5. Burgun, T., & Anderson, S. (1975). The counsellor and the Washington, D.C : American Personnel and Guidance Association Press.

## **Part I C – Elective Paper**

### **PAPER VII – GUIDANCE AND COUNSELLING (12)**

Time: Three Hours

Maximum weightage : 32

#### **PART A**

**Answer any two questions. Each question carries 4 weightages**

1. Outline a plan of action for establishing an effective guidance service unit in your high school and state its advantages
2. How are guidance personnel trained? Discuss the merits and demerits of existing training programmes.
3. Bring out the scope and functions of career conferences as part of carrier guidance service. Describe how such a conference could be organized for the benefit of pupils, parents and teachers.
4. Examine the Organization of guidance services followed in Indian set up. What are the current strategies of Guidance and the need for a co-ordinated team process.

**(4×2 = 8 weightages)**

#### **PART B**

**Answer any six questions. Each question carries 2 weightages**

5. What is a job profile? Explain with suitable examples.
6. Write explanatory notes on:
  1. Career Conference
  2. Self – guidance
7. For what purpose at how are the results of Socio –metric tests used in guidance and counselling programmers
8. Briefly describe the procedure you would adopt for conducting a counselling interview.
9. Define self-guidance “To what extend is the average high school student capable of self guidance?”
10. How are Intelligence tests useful in counselling?
11. Show your familiarity with evaluation of guidance programmes.

12. "Every school should have a trained guidance worker." Comment  
(6×2 = 12 weightages)

**Part - C**

**Answer any six questions. Each question carries 1 weightage**

13. Discuss the sociological implications of guidance and counselling?
14. How would you tackle the problems of "under achievers" found in your class?
15. Write a topic for research in the field of guidance. Discuss the relevance of it to schooling.
16. With the help of practical situations, bring out the scope of checklists and rating scales in guidance services.
17. Examine the reasons why guidance and counselling programmes are not gaining momentum in Kerala
18. Describe a situation where personal counselling is required.
19. Briefly explain how sociometry provide valuable data for counselling.
20. Discuss sociological implications of counseling.

(6×1 = 6 weightage)

**Part - D**

**Answer all questions. Each question carries ½ weightage**

21. What is eclectic counselling?
22. Who was developed non-directive counselling?
23. Write any two techniques of group guidance.
24. Mention an example for attitude scale
25. Who is the father of intelligence testing?
26. Who was developed rational emotive behaviour therapy?
27. Write the formula for I.Q
28. What is a sociogram?
29. Mention the ego-states in transactional analysis
30. Write any two advantages of group counselling
31. Mention any two barriers of communication
32. What is meant by substance abuse?

(12×0.5 = 6 weightage)

**Part I C – Elective Paper****PAPER VII – GUIDANCE AND COUNSELLING (12)**

Time: Two Hours

Maximum Marks: 50

**PART A****Answer any two questions. Each question carries 10 marks**

1. Outline a plan of action for establishing an effective guidance service unit in your high school and state its advantages
2. How are guidance personnel trained? Discuss the merits and demerits of existing training programmes.
3. Bring out the scope and functions of career conferences as part of carrier guidance service. Describe how such a conference could be organized for the benefit of pupils, parents and teachers.
4. Examine the Organization of guidance services followed in Indian set up. What are the current strategies of Guidance and the need for a co-ordinated team process.

**(2×10 = 20 marks)****PART B****Answer any eight questions. Each question carries 3 Marks**

5. What is a job profile? Explain with suitable examples.
6. Write explanatory notes on:
  1. Career Conference
  2. Self – guidance
7. For what purpose at how are the results of Socio –metric tests used in guidance and counselling programmers
8. Briefly describe the procedure you would adopt for conducting a counselling interview.
9. Define self-guidance “To what extend is the average high school student capable of self guidance?”
10. How are Intelligence tests useful in counselling?
11. Show your familiarity with evaluation of guidance programmes.



12. "Every school should have a trained guidance worker." Comment
13. Discuss the sociological implications of guidance and counselling?
14. How would you tackle the problems of "under achievers" found in your class?
15. Write a topic for research in the field of guidance. Discuss the relevance of it to schooling.
16. With the help of practical situations, bring out the scope of checklists and rating scales in guidance service

**(8×3 = 24 marks)**

### **Part - C**

**Answer all questions Each question carries 1 marks**

17. Enumerate the reasons why guidance and Counselling programmes are not gaining momentum in Kerala.
18. Describe a situation in which personal Counselling is essentially required.
19. Enumerate the areas in which " information service" has to be provided as part of guidance services.
20. Briefly explain a situation in which sociometry can provide valuable data for Counselling.
21. Provide a comprehensive list of the "out of school resources" for guidance services.
22. Point out the special requirements needed for a school teacher to be efficient enough for providing Counselling service.

**(6×1 = 6 marks)**