

M.Ed
GUIDANCE AND COUNSELLING

OBJECTIVES

At the end of the course, the student – teachers will be able

- to acquire the knowledge of history and nature of guidance.
- to explain the basic principles of counselling and the responsibilities of the teachers in the counselling process.
- to select and use various techniques available to get information about pupils.
- to develop the integrated personality of the students.
- to use various testing devices in guidance and counselling, to administer and interpret standardized tools.
- to recognize the need of guidance and counseling in schools
- to perform of various functions of vocational counsellor.
- to develop skills for guiding exceptional children.

UNIT I - GUIDANCE

History of Guidance Movement in India – Problems of Guidance Movement in India – Ways to Improve Guidance Movement in India – Guidance: Meaning, Definitions, Aims, Nature, Principles and Needs. Types: Educational, Vocational, Personal, Social. Relationship Between Guidance and Counselling, Benefits – Limitations. Group Guidance: Meaning, Definition, Objectives, Problems, Significance, Techniques, Requirements and Uses.

UNIT II - COUNSELLING

Counselling: Meaning, Definitions, Elements, Characteristics, Objective, Need. Meaning, Characteristics, Steps, Advantages, Limitations, of Directive Counselling, Non-

Directive Counselling, Eclectic Counselling. Influence of Psychoanalysis in Counselling – Difference between Counselling and Guidance. Counsellor: Qualities, Functions, Professional Ethics. Difference between Counsellor and Teacher. Ericksons steps of Psychosocial Development.

UNIT III - COLLECTING AND ORGANIZING INFORMATION ABOUT PUPIL

Non-Testing Devices in Guidance: Observation, Cumulative Record, Anecdotal Record, Case Study, Autobiography, Rating Scale, Health Records, Roleplay and Sociometry.

UNIT IV – PERSONALITY AND MENTAL HEALTH

Development of Personality: Self Concept, Role of Emotion in Personality Development, Role of Home, School and community, Defense Mechanism, Mental Health and Human Relationship. Integrated Personality.

UNIT V - TESTING DEVICES IN GUIDANCE AND COUNSELLING

Testing Devices: Uses of Psychological Tests, Intelligence Tests, Aptitude Tests, Personality Inventories, Projective Techniques, Attitude Scales, Achievement Tests and Creativity Tests.

UNIT VI - GUIDANCE SERVICES IN SCHOOLS

Guidance Services at Different School Levels: Meaning, Significance, Types. Organisation of Guidance Services in Schools, Role of Guidance Personnel: Career and Occupational Information: Sources, Gathering, Filing, Dissemination, Career Corner and Career Conference.

UNIT VII - THEORIES OF VOCATIONAL CHOICE

Theories of Vocational Choice: Ginzberg, Super, Holland, Havighurst and Structural Theory. Functions of the Vocational Counsellor, Techniques of Placement and Career Guidance.

UNIT VIII - GUIDANCE FOR EXCEPTIONAL CHILDREN

Guidance for Exceptional Children: Meaning and Type, Guidance for Gifted, Backward, Mentally Retarded, Orthopaedically Handicapped, Visually Impaired, Hearing Impaired and Juvenile Delinquents.

SUGGESTED PRACTICAL WORK

- Visiting a School for Exceptional Children and Preparing a Report on the Guidance Needs of those Children.
- Prepare a Tool to find out the Problems of High School Children.
- Administer a Testing Device and Collect Information about 10 Students of the B.Ed Class.
- Provide Vocational Counseling for Three Higher Secondary Students and Write a Report.

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