

SEMESTER - IV

COURSE CODE: MS4ST6

CREDITS: 4

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

- CO1: Enable the students to explain the conceptual aspects of Guidance and procedural aspects of guidance services.
- CO2: Make the students to understand the knowledge about theoretical and procedural issues in Educational and Vocational guidance.
- CO3: Enable the students to explain the role of counsellor, and Teacher in the guidance programme.
- CO4: Enable the students to identify the different activities rendered by the different guidance personnel.
- CO5: Make the students to familiarize with self, group and career appraisal techniques.
- CO6: Enable the students to enlist different non-standard and standard techniques of guidance.
- CO7: Make the students to identify the nature of counselling along with the competencies and responsibilities of a counsellor.
- CO8: Train the students on the skills for performing counselling process.
- CO9: Enable the students to identify the reason for the educational underdevelopment of the socially disadvantaged children.
- CO10: Make the students to identify the children with mild and moderate disabilities.

UNIT – I: CONCEPT OF GUIDANCE

Guidance - Concept, need, scope, assumptions, issues and problems of guidance. Difference between Guidance and Counselling. Bases of Guidance – Philosophical, Psychological and Sociological. Types of Guidance – Educational, Vocational, Recreational, Civic, Social and Moral, Personal, Leadership and Health, Group and Individual Guidance. Aims and Objectives of Guidance – as per the recommendations of Kothari Commission.

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UNIT – II: THE GUIDANCE SERVICE

Organizing Guidance service in School – Principles and importance, Role of Headmaster, Teachers, Parents and Counsellor's in organizing guidance services in School. Pupil Personal work – Its nature, scope and relation to vocational guidance. The Student Information Services, the Counselling Services, Placement Service, Occupation Information Service, Individual Inventory Service.

UNIT – III: TECHNIQUES AND THEORIES OF GUIDANCE

Techniques – Testing and Non-Testing. Essential in launching Guidance Programme – Science of information needed, use of interview and questionnaire in collecting information. Appraisal of Personal quality and interest – Inventory, Rating Scales, Anecdotal Record, Socio-metric methods, Cumulative Record Cards. Theories of Vocational Guidance – Ginsberg's theory and Super's Vocational Choice Theory.

UNIT – IV: COUNSELLING

Counselling – Concept, steps, Individual and group. Counselling. Approaches of Counselling – Directive Counselling, Non Directive Counselling, Eclectic Counselling and their utility, Role of the Career Master. Vocational Counselling Service – Nature, Qualification of the Vocational Counsellor, Place of counselling in a vocational guidance programme, counselling for all, setting, preparing and conducting the interview, Teacher Counsellor, Vocational Counsellor, Characteristics of a Coordinator.

UNIT – V: GUIDANCE FOR EXCEPTIONAL CHILDREN

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents guidance for dropouts-Socially disadvantaged children - Alcoholics Addicts - Sexual harassment Eve teasing- Gender discrimination - Exemptions in examination for exceptional children.

SUGGESTED ACTIVITIES:

1. Conduct an interview of B.Ed students of any college, to find out the burden/psychological effects of practical/other programme. Mention how counsel/guide them and write a report.
2. Study the problems and barriers faced by the schools in providing guidance services in schools and write a report.

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3. Preparing a Rating scale to study. Student's opinion on career opportunities. Visit a local school and write a report.
4. Conduct a survey on few out-of-schools boys/girls belonging to SC and ST. Find out the reasons for their non-attendance in schools. Try to analyze the reasons and find out the root causes, prepare a report.
5. Examine any one of the School text books in your teaching subjects and mark the portions which have gender biases. Prepare a report.

TEXTBOOKS:

1. Agarwal, R. (2010). *Elementary guidance and counselling*. Shipra.
2. Gupta, M. (2003). *Effective guidance and counselling: Modern methods and techniques*. Mangal Deep.
3. Kochar, S.K. (1993). *Educational and vocational guidance in secondary schools*. Sterling.
4. Madhukumar, I. (2007). *Guidance and counselling*. Author press.
5. Mishra, R. C (2004). *Guidance and counselling*. APH.

SUGGESTED READINGS:

1. Agarwal, J.C. (2004). *Educational, vocational guidance and counselling*. Doaba House.
2. Bhatia. K.K. (1993). *Educational and vocational and guidance*. Vinod.
3. Crow and Crow. (1962). *An introduction to guidance*. S. Chand and Company.
4. Naik, D. (2004). *Fundamentals of guidance and counseling*. Lall Book Depot.
5. Traxler, A. E. and North, R.D. (1996). *Techniques of guidance*. Harper and Row.

E – RESOURCES:

1. <http://www.counseling.org>
2. <http://www.academia.edu>
3. <http://www.tandfonline.com>
4. <http://www.jstor.org>
5. <http://www.apa.org>



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COURSE OUTCOMES:

After completing this course, the students will be able to:

- CO1: Understand the basics of guidance and would be able to plan out guidance programs.
- CO2: Describe the nature and procedural aspects of Educational and Vocational guidance.
- CO3: Compare the role of counsellors and teacher.
- CO4: Suggest ways to organize the need based minimum guidance programmes in schools.
- CO5: Demonstrate the skills and competencies in carry out individual, group and career appraisal.
- CO6: Spell out the strength and weakness of non-standard and standard techniques of guidance.
- CO7: Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.
- CO8: Suggest ways to organize counselling sessions.
- CO9: Analyze the cause and effect relationship and possible corrective measures.
- CO10: Describe the nature of disabilities of the children.

OUTCOME MAPPING

| COURSE OUTCOMES | PROGRAMME SPECIFIC OUTCOMES | | | | | | | | | | | | | | | | |
|-----------------|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 1. | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ |
| 2. | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ |
| 3. | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ |
| 4. | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ |
| 5. | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ |
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| 9. | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ |
| 10. | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ |

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