

Paper-III (B) Opt. (ii): EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING

Time: 1.30 hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil teachers would be able to-

- (i) Explain the concepts of guidance and counseling
- (ii) Demonstrate an understanding of educational, vocational and personal guidance
- (iii) Assessing the needs of an individual correctly for solving problems.
- (iv) Use testing devices and techniques of guidance
- (v) Describe collection and dissemination of occupational guidance
- (vi) Explain problems faced by students in the contemporary world.
- (vii) Describe the working of guidance centers

COURSE CONTENTS

UNIT-I

- 1) Introduction to guidance
 - Meaning , Nature, Scope & Functions of guidance
 - Principles of guidance
 - Types of guidance: Educational, Vocational and Personal guidance (their meaning, objectives, need and importance).
- 2) Procedures of Guidance
 - Individual and group procedures of guidance, their nature and advantages
 - Group guidance techniques, class-talks, career-talks, career-conference, group-discussion, field-visits, career-exhibition, audio-visual techniques
- 3) Counseling
 - Concept of Counseling
 - Types of Counseling: Directive, Non-directive, and Eclectic.
 - Role of teacher as a Counselor and professional ethics associated with it.

UNIT-II

- 4) Understanding the individual
 - Studying and appraising an individual- its need and importance in educational and vocational guidance.

- Techniques used in guidance: Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.
 - Cumulative Record Cards
- 5) Occupational information
- Concept of Occupational Information & Sources of Collection
 - Dissemination of Occupational Information
- 6) Guidance Services and their organization in the Schools

Practical session:

Marks: 10

Attempt any one of the following:

- 1) Preparations of cumulative record card of one student
- 2) Case study

SUGGESTED READINGS

Aggarwal, J. C. (2004). Educational vocational guidance and counseling, Delhi: Doaba House

Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.

Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications

Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill

Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling

Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.

NCERT (2008). Counselling process and strategies (Module 2). New Delhi: NCERT

NCERT (2008). Guidance for human development and adjustment (Module 3). New Delhi: NCERT.

NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT

Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: VishwaVidyalaya Prakashan

Rathus, S. A. & Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston

Robinson (2005). Principles and Procedures in Student Counselling, New York: Harper & Row

Strang, R. (2005). Counselling Techniques in Colleges and Secondary Schools, New York: Harper