



THIAGARAJAR COLLEGE OF PRECEPTORS

MADURAI 625009.

CERTIFICATE COURSE ON GUIDANCE AND COUNSELLING (CGC)

Objectives:

At the end of the course, the student will be able to,

Explain the nature, purpose, scope and need of guidance

Select appropriate approach(es) and technique(s) for dealing with given case

Provide help to the students having difficulties in learning

Compare the role of counsellors, career master and teacher

Identify behaviour problems

UNIT-1 Understanding Guidance:

Guidance: An introduction—Nature of guidance—Purpose of guidance—Scope of guidance .Need for guidance—Principles of guidance—Types of guidance—educational—vocational—personal—social—other types. Guidance and its Relation with Education.

Activity: Locate a school in your locality, which has a guidance unit and prepare a report on the following area

- a) Vocational awareness among students
- b) Adjustment problems regarding school/home/peer-group etc.

UNIT-2 Understanding Counselling:

Counselling—Meaning/Definitions—Counselling and related fields. Principles of Counselling—the goals of counselling—the major approaches to counselling—directive—non-directive—elective approach. Counselling process—stages—Group counselling—meaning—process—advantages and limitations. Specialised areas in counselling—family—career—counselling drug addicts and alcoholics—Evaluation of counselling.

Activity: Assignment –Critically evaluate the advantages and limitations of group counselling

UNIT-3 Guidance in the classroom:

Guidance and Curriculum — concept — criteria for relevant and meaningful curriculum — integration of guidance and curriculum — guidance through school curriculum. Guidance and learning — nature of learning process— importance learning material and teacher—importance of learner—psychological factors in classroom learning and guidance. Guidance and Discipline – classroom discipline and guidance methods – behaviour and misbehaviour – new ways in discipline.

Activity: Observe a class and find out how teacher’s personality is an element in the classroom discipline—submit a Report.

UNIT- 4 Personnel in the Guidance Programme:

Need for guidance programme and guidance personnel— counsellors, career master and teacher as guidance personnel--Role of guidance personnel— counsellors, career master and teacher—Need based minimum guidance programme in school and role of personnel.

Activity: Organised a need based minimum guidance programme in school for eighth standard students.

UNIT-5 Behavioural Problems of students:

Nature of behaviour problems—children—adolescents---Identification of behaviour problems—classification—types—causes of behaviour problems—suggestion for dealing with behaviour problems—remedial measures.

Activity: Visit a school in your neighbourhood and try to identify some teenagers with behaviour problem and find out the causes underlying the behaviour problem—submit a report.

Reference:

1. Aggarwal.J.C , Educational Vocational Guidance, Doba House,1987.
 2. Oberoi, Educational Vocational Guidance and Counselling, International Publishing House,Meerut,2000.
 3. Seema Yadav,Guidance and Counselling,Anmol Publications pvt ltd,New Delhi,2005.
 4. Sharma N.R.,Educational Vocational Guidance, Vinod Pustak Mandir,Agra,1990
 5. Sitaram jayaswal, Guidance and Counselling, Prakashan Kendra,Lucknow.
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