

St. Joseph's College of Education

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B.Ed Semester: 3

Subject – PEDAGOGY OF SCHOOL SUBJECT : BIOLOGY

Learning Outcomes

After the completion of the unit students will be able to

- Understand the planning for teaching for teaching biology
- Understand the format and steps of unit plan
- Gain an insight in biological science curriculum
- Understand the meaning and importance of resource unit
- Appreciate the historical perspectives of biology curriculum

Unit I- Planning for Teaching Biological Science

1.1 Lesson Planning and Evaluation on the basis of CCE.

1.2 Unit Plan (Approaches, Methods, TLM, evaluation system, Recapitulation and Assignments

Meaning

Importance format and steps in the preparation).

1.3 Unit test-concept construction & administration

1.4 Resource Unit Plan (Approaches, Methods, TM, evaluation system, Recapitulation, and Assignments

Meaning, Importance format and steps in the preparation

1.4 Biological Science Curriculum:

1.4.1 Principles of curriculum construction

1.4.2 Historical perspectives of biology curriculum.

1.4.3 NPE (National Policy of Education) - 1986 and Programme of Action - 1992

1.4.4 NCF (National Curriculum Framework) - 2005 and NCFTE - 2009

1.1 Lesson planning and evaluation on the basis of CCE

Introduction:

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal(what the students are supposed to learn), how the goal will be reached(the method, procedure) and a way of measuring how well the goal was reached (test, worksheets, homework etc.)

Definition:

"Lesson plan is nothing but outline of the important teaching points" –Carter V Good.

"Lesson Plan is blue print, a guide for action in the nearing future"- Narendra Vaidya.

The importance of lesson plan:

1. Lesson plan is the blue print of a period of instruction
2. It is the activity in which the teacher and the students will engage in a different phases of a lesson.
3. It lists the resources required for presentation of the content of the lesson.
4. It provides the awareness of the teaching objective structure of the content and the activities to be performed to achieve the objective.
5. It provides guidelines to the teacher during teaching.
6. It makes presentation sequential.
7. It caters to individual difference
8. It gives confidence, Self- confidence and self reliance to the classroom teacher.

Characteristics of good lesson planning:

Learning to plan is just like any other skill. It takes time and practice. At first lesson planning may seem like a time consuming process but by creating detailed lesson plans as a beginner teacher one is able to develop routines that can become more automatic over time.

- 1) Lesson planning should be in a written form.
- 2) In lesson planning, the general and important objectives should be clearly defined.
- 3) The lesson plan should relate to suitable teaching method and its use.
- 4) A continuity component reviews and reflects on content from the previous lesson.
- 5) Subject, time, class, average age of the students should be mentioned in the lesson plan.
- 6) Important examples should be included in lesson planning.
- 7) Inspirational or motivational methods should be experimented in lesson planning.
- 8) In lesson planning, the time for each topic should appropriately be pre determined.
- 9) In lesson planning, the techniques and supportive materials of education like charts, maps and other audio-visual materials and its utilization should be written.

How lesson plan is useful for the teacher?

1. It provides guidelines for the teacher during teaching
2. There is definiteness in thinking and help in organizing the activities systematically.
3. It helps the teacher to be more confident and self reliant in front of the class.
4. It protects the teacher from forgetting the content.
5. It helps teachers self evaluation and also pupils evaluation
6. It provides the freedom for the teaching.
7. It is useful for the teacher for teaching the lesson effectively and successfully.
8. It develops time sense and avoids indiscipline in the class room.

Advantages of lesson plan:

1. It keeps the teacher to be systematic and orderly in the usage of subject matter.
2. Careful lesson planning is the foundation of all good teaching.
3. Lesson planning makes the work regular, organized and more systematic.
4. It makes teacher quite conscious of the aim which makes him conscious of attitudes to develop in his student.
5. It saves a lot of time.
6. It helps in making correlation between the concepts with the pupils' environment.
7. It stimulates the teacher to ask striking questions.
8. It provides more freedom in teaching.

Evaluation based on CCE

Introduction:

Continuous and Comprehensive Evaluation (CCE) was a procedure of assessment, directed by the Right to Education Act, of India in 2009. This assessment proposal was introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth class and twelfth in some schools.

Meaning:

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all features of students' development. It is a developmental process of assessment that stresses two-fold objectives i.e. on continuousness in evaluation and assessment of broad-based learning and behavioural outcomes on the other.

According to this scheme, the term 'continuous' is meant to accentuate that evaluation of identified aspects of students' growth and development is a continuous process rather than an incident, built into the total teaching-learning process and spread over the whole duration of the academic session.

The second term '**comprehensive**' means that the scheme tries to cover both the scholastic and the co-scholastic aspects of students' growth and development.

Aims of Continuous and Comprehensive Evaluation:

- The main aim of CCE was to assess every aspect of the child during their presence at the school.
- CCE helps in minimizing the stress on children.
- Make assessment comprehensive & regular.
- Provide space for the teacher for prolific teaching.
- Provide a tool for detection & corrections.
- Produce learners with greater skill

Objectives of Continuous and Comprehensive Evaluation:

Various are the objectives of Continuous and Comprehensive Evaluation:

- It makes the process of teaching and learning a learner-centred activity.
- To make the assessment process an essential part of the teaching-learning process.
- To make a fair judgment and take timely decisions for learner's growth, learning process, learning pace, and learning environment.
- To provide scope for learners for self-assessment.
- To use the evaluation process for improving students' achievement through detection and correction.

Features of Continuous and Comprehensive Evaluation:

- The 'continuous' aspect of CCE takes care of 'continual' and 'periodicity' features of assessment.
- The 'comprehensive' elements of CCE take care of the assessment of the all-round development of the child's personality.
- The continuous and comprehensive evaluation includes both Scholastic as well as Co-Scholastic aspects of the pupil's growth. Scholastic aspects cover curricular areas or subject-specific areas, while co-scholastic aspects consist of Life Skills, Co-Curricular Activities, Attitudes, and Values.
- Assessment in Co-Scholastic areas are done using several techniques based on recognized criteria, while assessment in Life Skills is done based on indicators of Assessment and checklists.

Functions of Continuous and Comprehensive Evaluation:

- CCE helps the teacher to systematize efficacious teaching strategies.
- Continuous evaluation serves to detect weaknesses and permits the teacher to ascertain certain individual learners.
- Through continuous assessments, students can know their strengths and weaknesses.
- CCE helps in identifying changes in attitudes and value systems.
- CCE provides information on the progress of students in scholastic and co-scholastic areas which results in forecasting the future success of the learners.

Aspects of CCE:

Continuous and Comprehensive Evaluation considers both the scholastic and co-scholastic aspects.

Scholastic assessment: Scholastic aspects include curricular areas or subject-specific areas. These areas focus on oral and written class tests, cycle tests, activity tests, and daily class performances of all subjects to improve writing and speaking skills. Scholastic assessment should be both Formative and Summative.

Formative Assessment:

The formative assessment consists of diagnostic testing, which is the extent of formal and informal assessment procedures conducted by teachers during the learning process to alter teaching and learning activities to improve student achievement. It typically involves qualitative feedback for both student and teacher that is the basis of the details of content and performance. It is commonly compared with summative assessment, which attempts to monitor educational outcomes, often for purposes of external responsibility.

Features of Formative Assessment:

- It makes provision for effective feedback.
- It provides a plan for the active involvement of students in their learning
- It helps the student to support their peers' group and vice-versa.
- It helps in integrating diverse learning styles to decide how and what to teach.
- Co-scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes, and Values.
- It provides the student with a chance to improve their scores after they get feedback.
- It helps in the detection and correction of the assessment process.

Summative Assessment:

Summative assessment is an assessment of students where the focus is on the consequences of a program. The goal of summative assessment is to assess student learning at the end of an instructional unit by comparing it against a norm.

Features of Summative assessment:

- It can be done at the end of a unit or semester to display the sum of what they learn or whatnot.
- This is the contrast with formative assessment, which summarizes the participants' development at a particular time.
- It is a conventional way of assessing students' work.

Co-scholastic assessment:

Co-Scholastic Areas of Assessment: The areas of Co-scholastic assessment focus on increasing the skills of a student in general knowledge, environmental education, physical education, art, music and dance, and computers. These are evaluated through quizzes, competitions, and activities.

A school-based continuous and comprehensive evaluation system helps a learner in the following ways:

- It reduces stress on children.
- It makes evaluation comprehensive and regular.
- It provides a tool for the detection and correction of action.
- It provides space for the teacher for creative teaching.
- It produces learners with greater skills.

Characteristics of School-Based CCE:

School-based CCE has the following characteristics:

- It is comprehensive, broader, and continuous than the traditional system.
- It aims primarily to help learners for orderly learning and development.
- It takes care of the needs of the learner as responsible citizens of the future.
- It is more translucent, advanced, and provides more scope for interconnection among learners, teachers, and parents.

Paradigms/Criterion of Assessments:

Assessment of Learning: The ‘assessment of learning is defined as a process whereby someone tries to describe and measure the quantity of the knowledge, attitudes, or skills organized by another. In this type of learning teachers’ directions is most important and the student has meagre involvement in the design or execution of the assessment process in these situations. In this assessment teacher designs learning and collect proofs. A teacher also judges what has been learned by students or whatnot.

Assessment for learning: The assessment for learning involves an increased level of student freedom, but not without teacher instructions and cooperation. The assessment for learning is sometimes seen as having a relation to ‘formative assessment’. More emphasis is laid on giving useful advice to the student and less emphasis on the giving marks and grading function. In this assessment teacher designs learning and designs an evaluation process with feedback to the student.

Assessment as learning: This assessment may be more connected with diagnostics assessment and can be constructed with more importance on peer learning. It generates chances for self-assessment and peer assessment. Students take increased responsibility in producing quality information about their learning and of others. Teachers and students construct together learning, assessment, and learning progress.

Tools and Techniques of Learning:

There are two main purposes of evaluation. The first is to provide developmental feedback to the learner; secondly, it is to qualitatively classify a learner based on their learning outcome against a set of norms.

Multiple tools can be used for assessment. Similarly, more than one assessment tool can be used in various assessment techniques. Assessment tools can be of two types i.e. standardized and non-standardized.

Standardized tools of assessment:

These tools have the characteristics of objectivity, reliability, validity, and quality of discerning between a high performer. Different types of validates, e.g. construct, content and concurrent validity take care of balance and pertinency. Speed is a factor in some tests, but not a common element in all tests. Psychological tests and inventories like intelligence and aptitude tests, interests and study habits inventories, attitudes scales, etc have those properties.

Non-standardized tools:

Non- standardized tests are teacher-made tests, rating scales, observation schedules, interview schedules, questionnaires, opinionnaires, checklists, etc. Now we will deal primarily with the tools of assessment set in the context of techniques. Some of the tools and techniques of evaluation are:

Portfolio: A student portfolio is a collection of academic work and other forms of educational proofs assembled to evaluate coursework quality, learning progress, and academic achievement and determine whether students have met learning standards or other academic requirements for courses, grade-level.

Anecdotal Records: An anecdotal record is an examination that is written like a short story. They are the explanation of occasions or events that are important to the person perceiving. Anecdotal records are short, objective, and as correct as possible.

Checklists: Checklists usually offer a yes/no format concerning student illustration of particular criteria. This is similar to a light switch; the light is either on or off. They may be used in recording observations of an individual, a group, or a whole class.

Rating Scales: Rating Scales allows teachers to show the degree or frequency of the behaviours, skills, and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a feeble switch that provides scope for performance levels.

Assignment: Assignments are a type of refinement to a variable. It is a task given to students by their teachers to be completed out of class time.

Observation: In observation information about a child is collected in a natural setting in and outside the classes with the help of observation.

Questions: Questions are the frequently applied tool for finding out what children know, think, imagine, and feel. A teacher, in the course of teaching, comes to know of learning difficulties in children by asking questions. Questions may be of various types like essay type questions, short answer type questions, very short answer type questions, objective type questions.

Document analysis: Document analysis is a type of qualitative research in which documents are appraised by the analyst to evaluate an estimation theme.

1.2 Unit Plan (approaches, Methods, TLM, Evaluation system, Recapitulation and assignments Meaning, Importance format and steps in the preparation)

Unit: “A unit may be defined as a large sub division of the subject matter where in a principle or a topic or a property is at the centre of a well organized matter.

“ A unit is considered to be a segment or block of subject matter with lessons possessing common features related to that area of study.

A unit is a long term plan which is a part of the instructional planning. A unit plays an important role in learning because it has many meaningful activities related to each other. These activities provide a purposeful learning experience and the learner understands the whole concept. Thus, a unit takes care of the logic of the subject matter as well as the psychological considerations of the learner i.e., needs, interests and abilities of the learner. Thus, a unit is a body of information and experience which leads to significant outcomes in a learner.

Meaning of Unit plan:

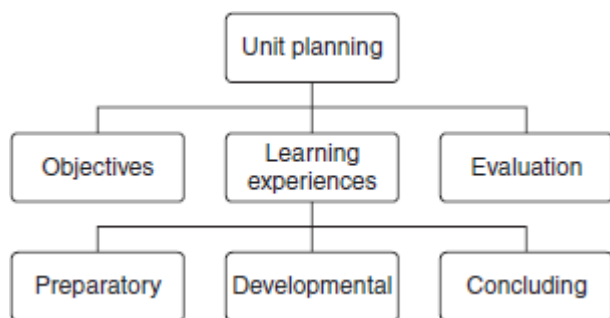
A unit plan is a series of lesson plan designed around a specific topic, lesson ect:
Unit plan is planning for a unit.

Six components that each unit plan should contain.

- Set Goals and Objectives for Students. ...
- Choose Content. ...
- Choose Instruction Methods. ...
- Connect Learning Activities to Experiences. ...
- Choose and List Resources. ...
- Choose Assessment Methods.

Steps of Unit Planning

A unit generally consists of three parts



1. The objectives
2. The learning experiences for the learner
3. Evaluation to analyse the achievement of the objectives.

1. **Objectives:** The objectives are stated in terms of the understanding and ability of the learner. Development of an attitude and appreciation is also a part of these objectives.
2. **Learning Experiences:** Learning experiences or activities help in the attainment of the decided objectives. A range of activities suitable for both individual and group work are planned. These may be of three types:
 - i. **Preparatory:** These experiences or activities may be used to assess the abilities of the students or to orient and motivate them for purposeful future activities. These experiences are preparatory in nature.
 - ii. **Developmental:** After preparation comes the development part in which the experience enables the pupils to acquire skills, attitudes and understanding. Such experiences are called developmental experiences and they involve discussion, problem solving, innovation, project, field work, etc.
 - iii. **Concluding:** To assess whether the activities have been successful or not, culminating experience is planned. These may include assignments, reports, records, recapitulatory activities, etc.
3. **Evaluation:** In the end, to assess the achievement of objectives, evaluation is carried out. Evaluation enables to find out the extent of objective attainment and the direction in which the development of students have taken place.

Advantages of Unit Planning:

Following are the advantages of unit planning:

- i. The teacher decides about the instructional programme which is carried out by students in co-operation with the teacher and the other students.
- ii. Learning is more integrated.
- iii. A variety of activities take care of the individual differences among students.
- iv. Learning is done by students according to their will and is not forced upon them.
- v. Critical thinking and problem solving skills are developed.
- vi. Useful to prepare lesson plan
- vii. To consider student needs and capacities.
- viii. To create interests among students towards learning- It saves time and energy

Unit plan Format

Name of the teacher: _____ Class: _____ Subject: _____

Title of the unit _____

Significance and scope _____

Sub units and teaching periods required

Sub Units	Teaching periods required
1	_____
2	_____
3	_____

General objectives _____

Instructional objectives _____

Introductory activities _____

Development activities _____

Sl No	Content	Learning	Learning	Evaluation Tools and Techniques
	Anal ysis	Activitie s	Material	

Review techniques/culminating activities _____

Sl No	Sub unit number	Content analysis	Expected learning outcome	Teaching strategy	evaluation

Evaluation tools

Recapitulation

Assignments

Project works

Classroom discussion

Evaluation

Unit test

Balanced test paper based on blue print

Exams.

Suggested follow up activities

Feedback based on correction of assignments and project works

Remedial teaching

Reference materials

For students

For teachers

OR

Sample unit plan

Lesson number: 01 Name of the teacher: _____

School name: _____

Subject: Science(Biology) Topic: Classification of living organisms Class: 9th standard Period: _____ Date: _____

ix. It helps the teacher to divide the given unit into

meaningful sub units, visualize expected outcomes, select and organize teaching activity.

- x. It helps the teacher with the assessment procedure and follow up activities.
- xi. It works and develops democratic atmosphere
- xii. The students can apply the knowledge gained in other life situation also.

Format of unit plan:

content	Learning outcome	Teacher's activity	Pupils activity	evaluation
<p>Habitat-They are present everywhere like air, soil, inside and outside our body and on materials which we use daily.</p> <p>Structure of bacterial cell- Based on their shapes bacteria are classified as-</p> <ol style="list-style-type: none"> 1. Rod shaped bacteria called bacilli. 2. Spherical shaped are called cocci. And 3. Spring shaped are called spirilli. <p>A typical bacterial cell consist of-</p> <p>Outer capsule- Many bacterial cell secrete some extra cellular materials in the form of capsule</p>	<p>Learning outcome (U)</p> <p>Explains</p>	<p>Teacher tells about the occurrence of bacteria.</p> <p>Teacher explains the classification of bacteria based on shapes by drawing diagram on the black board.</p> <p>Teacher's activity</p> <p>Teacher describes the structure of bacteria by showing the chart.</p>	<p>Pupil listens.</p> <p>Pupil listens to explanation carefully by observing the diagrams on board.</p> <p>Pupils activity</p> <p>Pupil listens attentively.</p>	<p>evaluation</p> <p>Explain the classification of bacteria based on their shapes.</p>

Instructional objectives	
<p>Knowledge Understanding Application Skill</p>	<p>1. Pupil recalls the meaning of bacteria.</p> <p>2. Pupil recalls the meaning of nucleoid.</p> <p>1. Pupil lists out the 5 kingdom of classification of living organism.</p> <p>2. Pupil explains the classification of bacteria based on their shapes</p> <p>3. Pupil describes the structure of bacterial cell.</p> <p>1. Pupil gives reason for need of classification of living organisms.</p> <p>1. Pupil sketches the diagram of a typical bacterial cell.</p> <p>2. Pupil labels the parts of bacterial cell.</p>
	<p>Teaching points:</p> <ol style="list-style-type: none"> 1. Need for classification of living organisms. 2. 5 kingdom classification. 3. Kingdom Monera structure of bacterial cell. <p>Reference text book:</p> <p>1st PU text book - text book of biology -K V Narayan Murthi - Narayanan Mohan</p>
Learning aids-	
	<ol style="list-style-type: none"> 1. Chart showing structure of bacterial cell 2. Chart showing 5 kingdom of classification of living organisms.
<p>Anticipated previous knowledge</p> <p>All living things have life.</p> <p>Plants, animals, micro organisms are some examples for living things.</p> <p>'Taxonomy' is the branch of biology which deals with the classification of living organisms.</p> <p>Ancient system, 2 kingdom, 3 kingdom, 4 kingdom, 5 kingdom are some systems of classification of living organisms.</p> <p>Inproper response.</p> <p>Inproper response.</p>	<p>Introductory approach</p> <p>Dear students, we come across many things around us. Some are living things and some are non-living things and these classifications are based on similarities and differences.</p> <p>What is the similarity in living things?</p> <p>Give examples for living things?</p> <p>Which branch of biology deals with classification of living organisms?</p> <p>Which are the different systems of classification of living organisms?</p> <p>What was the purpose of classification?</p> <p>Which is the modern system of classification in use?</p>

Statement of aim- Today in this class, let us study 'what was the purpose of classification of living organisms?', which are the 5 kingdoms of classification of living organisms? and what is the structure of bacterial cell? from the unit 'Classification of living organisms'.				
<p>content</p> <p>Need for classification of living organisms-</p> <p>Classification was made- (1) for convenience of study</p> <p>(2) To show relationship among various groups of organisms.</p> <p>content</p> <p>(3) To show evolution of organisms from simple to complex forms of life.</p> <p>5 kingdom classification-</p> <p>Kingdom Monera- bacteria</p> <p>Kingdom Protista- protozoans and algae</p> <p>Kingdom Mycota- Mushroom, Yeast</p> <p>Kingdom Plantae- Plants</p> <p>Kingdom Animalia- animals</p> <p>content</p> <p>Kingdom Monera- Bacteria are the only organisms which comes under kingdom Monera.</p> <p>Bacteria- bacteria are prokaryotic, microscopic, unicellular organisms of about 0.2-1.0 micron.</p>	<p>Learning outcome</p> <p>Learning outcome (A)</p> <p>Gives reason (U)</p> <p>Lists out Learning outcome (K)</p> <p>Recalls</p>	<p>Teacher's activity</p> <p>Teacher asks the meaning of classification with students.</p> <p>Teacher's activity</p> <p>Teacher asks- why their was a need for classification.</p> <p>Teacher mentions the 5 kingdoms and gives examples for each.</p> <p>Teacher's activity</p> <p>Teacher tells the meaning of bacteria and asks</p> <ol style="list-style-type: none"> 1. What is prokaryotic? 2. What is microscopic? 3. What is unicellular? 	<p>Pupils activity</p> <p>Pupil answers.</p> <p>Pupils activity</p> <p>Pupil gives reason for the purpose of classification of living organisms.</p> <p>Pupil comes to know the 5 kingdoms and their examples.</p> <p>Pupils activity</p> <p>Pupil listens</p>	<p>evaluation</p> <p>List out the kingdoms of classification of living organisms.</p> <p>evaluation</p> <p>What are bacteria?</p>

Difference between Lesson plan and unit plan

Unit plan	Lesson plan
<ol style="list-style-type: none">1. Unit plan is prepared for more than one period of teaching.2. It is the sum of total of several plans.3. Supplies the whole knowledge regarding the unit.4. More scope for activities.5. Students to develop more skills. 6. Unit plan is child centered.7. Unit plan is economical.8. The scope is broad in unit plan.9. Provision for remedial teaching.10. Only very narrow points are included.11. Individual attention is not given to students.	<ol style="list-style-type: none">1. Lesson plan is limited to one period only.2. Lesson plan is separate plan.3. Supplies separate individual knowledge.4. No scope for activities in lesson plan.5. Helps to grow only certain skills.6. Lesson plan is teacher centered.7. Lesson plan is tiresome and costly.8. The scope is limited in lesson plan.9. No provisional measure.10. Contains details of the topics covered.11. There is individual attention.

1.3 **Resource Unit Plan** (Approaches, methods, TLM, Evaluation system, Recapitulation and assignment): Meaning, Importance format and steps in the preparation.

Resource units are accumulated and non-prescriptive packages of curriculum materials and information that can enhance a given teaching learning situation.

The resource unit is the collection of materials related to the focus of the teaching unit. It includes background materials as well as photographs, articles, films and filmstrips, and other sources the teacher may find useful in teaching the unit.

Resource units contain a collection of more objectives, more learning activities, more evaluation techniques and more bibliography entries than can possibly be used by a given teacher for a particular classroom of pupils.

Meaning of resource unit:

Resource unit is a teaching unit whether of the subject matter type or the experience type, planned for a special group of pupils in a particular school for definite time.

Objectives of Resource Unit:

- To give a good lesson
- To make a teacher into an observer, investigator and psychologist.
- To acquaint with relation of whole units with its parts.
- To provide knowledge from other teacher i.e to enable teacher to discuss with others to get knowledge.
- To develop the intelligence of the teacher.
- To help the teacher in organizing learning experiences.
- To help in developing knowledge, ability ad skills in both teacher and pupils.

Features of Resource unit:

- It influences on the teacher in preparing a lesson plan and giving guidance.
- It guides in preparing an effective evaluation techniques, teaching aids, to find remedies to the problems in learning process, experiences, and provide good activities.
- It provides for the improvement of the every subject matter and not to ignore about small matters.
- It includes designed outline, typical learning experiences, and reference texts.
- Suggestions for starting, developing and concluding the unit evaluation.

Importance of Resource Unit:

- Resource unit is a teacher's guide to planning and action.
- It is a blue print of suggestion and resources for developing a theme, a problem or a topic.
- It is specially prepared for good and effective teaching.
- It gives detailed information about method of teaching.
- It plays an important role in enhancing, quality of teaching.

Uses of resource unit:

- It leads teacher to teach effectively.
- It enhances the knowledge and widens the cognitive horizon.
- The teacher gets the complete ideas about subject matter.
- Teacher can improve his ability and skills of teaching.

Steps involved:

1. **Overview the unit:** This covers the bird eye view upon the whole unit. It deals with the importance, usefulness of the unit for future use of the learner.
2. **Unit analysis:** A teacher should study the unit properly and breakup the unit into sub units called unit analysis.
3. **Content analysis:** Analysis of the topic to be taught into elements and arrange them in logical sequence.
4. **Anticipated learning outcome:** The teacher writes all possible learning outcomes. It is based on learner content and instructional objectives.
5. **Description of the content:** In this the teacher has to write detailed information about every concept, fact ect; covering the entire expected learning objective.
6. **Suggested activity/ learning experience:** Learning experience is nothing but activity provided by the teacher to the children in the classroom based on content and objective.
7. **Reference:** At the end the teacher has to give list of references made for collecting information.

BIOLOGICAL SCIENCE CURRICULUM:

The changing character of our increasingly scientific and technologically dependent society requires a science curriculum which prepares students accordingly. In setting the direction for learning, the curriculum must prepare all students to be citizens who can confidently engage with science on a personal and a societal level. The curriculum must give equal importance to practical as well as theoretical part of the subject. It should meet the needs of society or nation.

PRINCIPLES OF CURRICULUM CONSTRUCTION:

- Principles of Child Centeredness
- Principle of Community Centeredness
- Principle of Activity Centeredness
- Principle of Variety
- Principle of Co-ordinations and Integration
- Principle of Conservation
- Principle of Creativity
- Principle of Forward Looking
- Principle of Flexibility
- Principle of Balance
- Principle of Utility
- Principle of involving all life activities

HISTORICAL PERSPECTIVE OF BIOLOGY CURRICULUM

In school science programs, biology began in botany, physiology, and zoology courses and in the 19th century was patterned after college courses in these subjects. A course of study in biology appeared in New York in 1905, and the college entrance examination board prepared an examination for the course in 1913. Biology was placed either in the ninth or tenth grade.

BIOLOGICAL SCIENCES CURRICULUM STUDY

The American Institute of Biological Science organized the Biological Science Curriculum Study (BSCS) at the Colorado University in 1958, with Arnold B. Grobman as director.

Three courses were developed, based on a molecular approach, a cellular approach, and an ecological approach, respectively. Although the course differ in emphasis, nine common themes run through them:

- Change of living things through time evolution
- Diversity of type and unity of pattern of living things
- Genetic continuity of life
- Biological roots of behavior
- Complementary of organisms and environment
- Complementary of structure and function
- Regulation and homeostasis; the maintenance of life in the face of change

- Science as inquiry
- Intellectual history of biological concepts

Among the course materials were textbooks, laboratory guide, supplementary readings and tests. Innovations include laboratory blocks consisting of a series of interlocking and correlated experiments on a special topic of biology. Elven blocks were developed, including, for example, “plant growth and development”, “Microbes: Their growth and development”, and “Interdependence of structure and function.” A second level course was prepared for advanced biology, and a simpler course was prepared for advanced biology, and a simpler course called patterns and processes in science was designed for unsuccessful learners.

Other supplementary materials included excerpts from historical papers, BSCS invitations to inquiry, discussion outlines for the laboratory, and films on laboratory techniques, the biology teachers’ handbook, and the BSCS pamphlet series.

The BSCS biological course received generally favorable response throughout the country. The version of the course is still available, several foreign countries also using the course.

NPE – 1986 (NATIONAL POLICY OF EDUCATION)

NPE 1986, assigned a special role to NCERT in preparing and promoting NCF. Yashpal Committee report, ‘Learning without burden’ (1993) observes that learning has become a source of burden and stress on children and their parents.

The process of development of NCF was initiated in 2004 by setting up various structures like National Steering Committee chaired by Prof. Yash Pal and twenty one National Focus Groups on themes of curricular areas, systematic reforms and national concerns. The draft NCF was translated into 22 languages for consultations with stakeholders at grass root level.

The NCF was approved by Central Advisory Board on Education in September, 2005.

Vision and perspective:

- To uphold value enshrined in the Constitution of India.
- To reduce of curriculum load
- To ensure quality education for all
- To initiate certain systemic changes

RECOMMENDATION OF NPE 1986:

- Science education will be strengthened so as to develop in the child well defined abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to question, and an aesthetic sensibility.
- Science education programs will be designed to enable the learner to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life. Every effort will be made to extend science education to the vast numbers who have remained outside the pale of formal education.

- It emphasized the use of multimedia evaluation technology for science education.
- With a view to accelerating the growth of national economy, science education and research should receive high priority. Science and mathematics should be an integral part of general education till the end of the school stage.

NATIONAL CURRICULUM FRAMEWORK, 2005

NPE 1986, assigned a special role to NCERT in preparing and promoting NCF. Yash pal Committee report, 'Learning without burden' (1993) observes that learning has become a source of burden and stress on children and their parents.

The process of development of NCF was initiated in 2004 by setting up various structures like National Steering Committee chaired by Prof. Yash Pal and twenty one National Focus Groups on themes of curricular areas, systematic reforms and national concerns. The draft NCF was translated into 22 languages for consultations with stakeholders at grass root level.

The NCF was approved by Central Advisory Board on Education in September, 2005.

Today's instructional technology is coupled with cognitive research findings that are transforming teaching and learning. One of the most powerful movements in education today is toward learner centered or active learning. Active learning requires a shift from simply delivering instructions to setting the conditions for the process of engagement, application, synthesis and authentic understanding. On this line NCF 2005 was made.

Principles:

- Connecting knowledge to life outside the school.
- Ensuring that learning is shifted away from rote methods.
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric.
- Making examinations more flexible and integrated into classroom life.
- Nurturing an overriding identity informed by carrying concerns within the democratic polity of the country.

Educational parameters :

- Protection and conservation of natural resources in school education.
- The curriculum is aimed to prepare students to lead the life.
- The curriculum should aim to develop creative potential.
- Develops scientific approach.
- To develop curiosity.
- To acquire knowledge of biological, physical, chemical sciences.
- Teaching of science to focus on methods and processes that will nurture thinking process, curiosity, and creativity.

CRITERIA OF VALIDITY OF BIOLOGICAL CURRICULUM NCF - 2005

- Cognitive validity
- Content validity

- Process validity
- Historical validity
- Environmental validity
- Ethical validity

NCFTE - 2009

National Curriculum Framework for Teacher Education 2009 is a Government of India draft created for proposing changes and updates required to the National Council for Teacher Education, an Indian government body set up under the National Council for Teacher Education Act in 1995.

The following are the proposed areas to be targeted, according to the draft framework:

- Context, Concerns and Vision of Teacher Education
- Curricular Areas of Initial Teacher Education
- Sample Redesigned Schemes of Current Teacher Education Programs
- Evaluating the Developing Teacher
- In – Service Education and Continuous Professional Development
- Preparing Teacher Educators

Check the progress

1. What is lesson plan? Explain its characteristics and importance of lesson plan?
2. Bring out the impact the impact of NCF-2005 on biological science curriculum construction in detail.
3. What is a Unit plan? Explain its format and steps of its preparation. What is its importance for a biology teacher?
4. What is a Resource unit? Explain the steps and importance of Resource unit?

B.Ed Semester - 3

Optional Paper – **GUIDANCE AND COUNSELLING**

Learning Outcomes

After the completion of the unit students will be able to

1. To understand the nature and need of guidance and counselling with reference to Indian society
2. To know the aims and principles of guidance and counselling
3. To understand the concept of group guidance and group dynamics
4. To differentiate the types of counselling

Unit-1: Fundamentals of Guidance and Counselling

Nature & Need of Guidance and Counselling with special reference to modern Indian Society; Scope of Guidance-

Educational, Vocational and Personal,

Aims & Principles of Guidance and Counselling, Group Dynamics & Group Guidance, Methods of Counselling: Directive, Non-Directive, Eclectic

UNIT-I: FUNDAMENTALS OF GUIDANCE AND COUNSELLING

1.1 Nature and Need of Guidance and Counselling with special refernce to modern indian society

❖ MEANING OF GUIDANCE

Guidance means to “to direct”, “to point out “, “to show the path”. The term guidance derives it meaning from the “guide” which refers to a person who shows the way. A guide needs to possess intimate knowledge regarding places, ways, etc., to enlighten individuals to a new place. Thus, guidance means ‘to guide’. It is the assistance or help rendered by a more experienced person to a less experiences person to solve certain major problems of the individual i.e., educational, vocational, personal etc.

Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. as a process guidance helps the individual in self understanding and in self- direction.

❖ DEFINITIONS OF GUIDANCE

- “Guidance is process of helping individual through their own efforts to develop and discover their potentialities for personal happiness and social usefulness.” -**Ben Monero**
- “Guidance is not giving directions. It is not the imposition of one person’s point of view upon another person. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another’s life. Rather, guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own life active, development his own point of view, make this own decisions, and carry out his own burden”. —**Crow and Crow**
- Guidance is the process of helping person to develop and accept an integrated and adequate picture of himself and to his role in the world to work, to test this concept against reality and to convert into reality with satisfaction to himself and benefit to society.” —**National Vocational Guidance Association**

❖ NATURE OF GUIDANCE

Guidance is a process which helps every individual to help himself, to recognize and use his own inner potentials, to set goals, to work out his own problems of development. It is a continuous process needed from childhood to old age; guidance is not separate from education but is an essential part of the total educational programme. It is broader than counselling and includes counselling as one of its services.

- Continuous process
- An assistance to the individual in the process of development
- A service meant to all
- Both generalized and personalized services.
- Related with life
- Development of capacities
- Individual assistance
- Task of trained person
- Wide scope of guidance helpful in adjustment
- Helpful in developing an ability of self-guidance
- No imposition of one's own viewpoint.
- Client- centred

❖ NEED FOR AND IMPORTANCE OF GUIDANCE WITH REFERENCE TO MODERN INDIAN SOCIETY

Guidance and Counselling services becoming more and more important as the society and its various institutions are growing in complexity. The society and all its institutions are built of individuals as their units as a mansion is built of bricks.

The following are the reasons for the need of guidance:

- The total development of the individual.
- Proper choice of courses and careers.
- To help the children to establish proper identity.
- Development of readiness for choices and changes to face new challenges.
- To ensure the proper utility of time for right purposes.
- To minimize the indiscipline among youth

- Identifying and motivating students from weaker section of the society.
- To help the students in vocational development.
- Identifying and helping students in need for special help.
- To help an individual to solve any complex situation.
- To develop proper adjustment skills among the students.
- It is mainly created around educational needs, vocational needs, and personal needs.
- It helps the child to adjust with situations and develop the ability to face problems and resolve them.
- To develop the personality of the child according to his inborn tendencies, traits, and capacities.
- To provide all necessary information to all to choose a better and to get success in life.

***EDUCATIONAL NEEDS:* Guidance is needed from educational point of view because of the following reasons:**

- Increase in the range of individual differences among school going children.
- Guidance as an instrument for the qualitative improvement of education.
- Knowledge explosion or the increase in the types of courses offered in the schools.
- Expansion of Educational Objectives
- Solution of Educational Problems
- Solving Discipline problems

***VOCATIONAL NEEDS:* In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools:**

- Vocationalization of education and guidance
- Guidance as an instrument of National Development
- Expanding complexity of the world of work
- Increasing need for man-power Planning and utilization.
- Occupational awareness
- Changes in the conditions of industry and labour
- Changed economic pattern of the country.

PERSONAL OR PSYCHOLOGICAL NEEDS: Today our youth is facing various types of personal problems at home and in the school, psychologically no two individuals are alike. They differ in various aspects on account of the following three kinds of differences.

- Guidance is the basic need of man.
- Educational and social aspirations.
- From the point of view of the developmental needs
- Psychological problems
- Satisfactory adjustment
- Proper development of personality

SOCIAL NEEDS: Following points highlight the social needs of guidance.

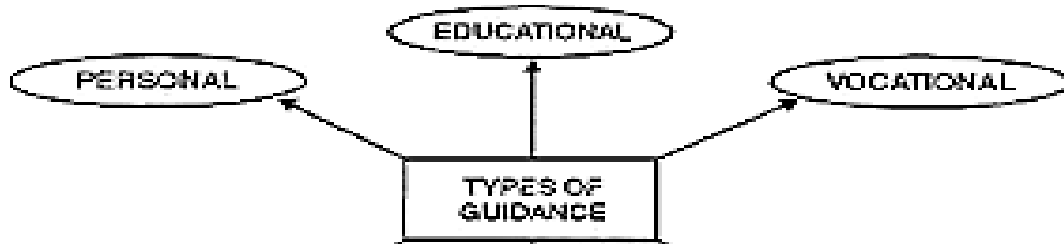
- Complex Nature of Society
- Changed family contexts
- Explosion of population and expansion in Human Resources.

1.2 SCOPE OF GUIDANCE

The scope of guidance is all pervading. Its scope is very vast in the light of modernisation and industrialization and is ever increasing. As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context to matters of prestige in occupations, to the broad field of social trends and economic development.

The scope of guidance has been increasing with the advancement of science and technology, embracing all spheres of life, and providing facilities for it. Therefore, it will be difficult to put a fence around it. While discussing the scope of guidance we may think of some specific or specialised areas of guidance. Even though the guidance programme is addressed to the whole individuals treated as an integral unit.

- **Educational guidance**
- **Vocational guidance**
- **Personal guidance**



➤ *EDUCATIONAL GUIDANCE*

Educational guidance is a process of assisting the individual student to reach optimum educational development. It is a sort of guidance that is only rendered to the student community. Educational Guidance helps the students to make right choices, as well as adjust in relation to schools, curriculum, courses, and school life which contribute to the all-round development.

According to Myers, “Educational Guidance is a process concerned with bringing about between an individual pupil with his distinctive characteristics on the one hand, and different group of opportunities and requirements on the other, a favourable setting for the pupil’s development or education.”

Objectives of Educational Guidance

- To help the student in the adjustment to the school environment, the peer group and the school curriculum.
- To assess the individuals through psychological test and non-testing techniques
- To assess the needs of the individual for educational guidance
- To prepare a plan for rendering guidance services according to the needs of students
- To assist the child to secure information regarding the possibility further schooling
- To help the child to know the purpose and function of different types of schools
- To provide detailed information regarding eligibility criteria about various courses and training programmes
- To assist the pupils to understand their strengths and weaknesses
- To help the students in developing good study habits.

- To help the children in selection of subjects in accordance with their need, aptitude and interest
- To help the pupils in selecting the co-curricular activities
- To assist the children in using their leisure time most profitably.
- To help the child to participate in out-of-class educational activities in which he can develop leadership and other social values
- To help the child in building of a good social relationship
- To help the child in knowing the availability of scholarships, stipends, loans etc.
- To monitor the academic achievement of students and help teachers in dealing with high and low achievers
- To assist the students with special needs
- To help parents to deal with their children especially with special needs

Needs of Educational Guidance

- Individual Differences
- Checking the Wastage and Stagnation in Education
- Making Right Educational Choices
- Proper Educational Adjustment
- Decision of Further Education
- Making the Grade
- Education of Exceptional Children

➤ ***VOCATIONAL GUIDANCE***

It is the assistance given to an individual to choose a vocation, prepare for it, enter upon and progress in it. In other words, it helps a person to have a satisfactory vocational adjustment.

There are so many vocations as there are so many individuals, and certainly all individuals are not suitable for all the vocations. Every vocation needs certain background, preparation and aptitude and only those having them can succeed.

- *Donald E. Super: 1949*

“Vocational Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to him and benefit to society.”

▪ *G.E. Myers:*

Vocational Guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to him and greatest benefit to society.

Objectives of Vocational Guidance

- To assist the students to acquire knowledge of characteristics, functions, duties and rewards of the group of occupations within the range of his choice
- To enable them to find out what general and specific abilities, skills etc. are required for the group of occupations and what the qualification of age, preparation, sex etc. are needed for entering them
- To provide opportunity for experiences in school and out of school, which may give such information about conditions of work as may assist the individual to discover his own abilities and help in the development of wider interest.
- To help the individual realise that all honest labour is worthwhile and that the most important bases for choice of an occupation are, the special service that the individual can render to society, personal satisfaction in the occupation and aptitude for the work required.
- To assist the individual to analyse occupational information and develop the habit of analysing such information before making a final choice
- To assist the individual to secure such information about himself- his abilities, general and specific, his interests and his powers as he may need for a wise choice
- To assist economically handicapped children to secure financial assistance through public or private fund, scholarships or other means so that they may have opportunities for further education in accordance with their vocational plans.
- To assist the students to secure knowledge of the facilities offered by various educational institutions for vocational training and the requirements for the admission

to them, the length of training offered and the cost of attendance.

- To help the worker to adjust himself to the occupation in which he is engaged and assist him to understand his relationship to workers in his own related occupations and to society as whole.
- To enable the student to secure reliable information about the danger of alluring shortcuts to fortune

Need of Vocational Guidance

- Matching individuals and skills in job
- Assessment of individual
- Expansion of work
- Minimising the mismatch
- Maximum Utilisation of human resources
- Dealing with failures

➤ ***PERSONAL GUIDANCE***

Personal guidance may be defined as the assistance given to the individual to solve his emotional, social, ethical and moral as well as health problems. Hence personal guidance deals with all those problems of life which are not covered under educational and vocational guidance.

Personal guidance may be expressed as the help to the in-dividuals to divert his emotional powers and feelings into a positive direction in relation to his progress of life. It is also meant to solve the emotional problems which generally arise in the family and different situations of different organisations or institutions. It is found that problems of pre childhood age which come due to family also lead to dissatisfactory performance in the school career. On the same line low achievement of school does affect directly vocational adjustment and vocational career of one's life.

Objectives of Personal Guidance:

- To assist the individual in understanding himself.
- To assist the individual in solving the problems related to his health.

- To assist the individual in developing suitable habits, attitudes, interests etc.
- To make individuals aware about the personal problems of life.
- To assist the individual in developing positive attitude and real self-concept.
- To make individuals aware about the democratic qualities and values.
- To assist the individual in developing the qualities of loyalty, co-operation, love, sympathy, tolerance etc.
- To help the individual to become a man of sound moral character in future life.
- To assist the individuals in his physical, social, moral, spiritual and emotional development.
- To assist the individuals in taking independent decisions and judgements.
- To assist the individual to plan his leisure time activities properly.
- To assist the individual to view the world and the social environment from the right track.
- To assist the individual in becoming a responsible member of his community.
- To assist the individual in developing the qualities of leadership.
- To assist the individual in making sound adjustments to different problems faced in life.
- Personal guidance assists or helps every individual immensely about how to develop an integrated personality.

Needs of Personal Guidance

- It is needed to develop all personal and social qualities that would enable the individuals in solving personal problems and seeking better adjustments.
- It is meant to overcome the personal problems of personality adjustment of every individual.
- It gives importance on the personal and social needs of the pupils or individuals.
- It is linked with our day-to-day life.
- It is an answer to our big question what and what not we should be.
- It is meant for deciding what habits, attitudes, and values we should develop.
- It deals with all problems of life which are not covered by educational and vocational guidance.
- This guidance is the core of all types of guidance.
- It concerns with the total person.

- This guidance points out the strengths and weaknesses of every individual or child.

AIMS OF GUIDANCE AND COUNSELLING

- To bring about the desired changes in the individual for self-realisation
- To provide assistance to solve problems through an intimate personal relationship
- To achieve mental health
- To help student to make proper and satisfactory adjustments for improved academic pursuits and useful life
- To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society
- To help the individual to meet and solve his own problems and make proper choice and adjustment
- To help the individual to live a well-balanced life in all as physical, mental, emotional and social
- To establish a feeling of mutual understanding between student and teacher
- To help the student know himself better in his interest, ability, aptitude, and opportunities
- To encourage and develop special abilities and right attitudes
- To inspire successful endeavour toward attainment
- To assist the students in planning for educational and vocational choice
- Providing psychological support
- Improving personal effectiveness

PRINCIPLES OF GUIDANCE AND COUNSELLING

Principles of Counselling

Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self determined resolution to his problem. Counselling is a professional service with a well defined process and based on some principles. These principles are used as guidelines while working with the client. Main principles are explained as follows.

- I. **principle of acceptance:** Accept the client with his physical, psycho-logical, social, economical and cultural conditions.
- II. **principle of communication:** Communication should be verbal as well as non-verbal and should be skillful.
- III. **principle of empathy:** Instead of showing sympathy, put yourself in clients' shoes and then give reflections accordingly (Empathy is the ability to identify with a person.)
- IV. **principle of non-judgemental attitude:** Do not criticise or comment negatively regarding client's complaints.
- V. **principle of confidentiality:** Always keep the client's name, and the problem strictly secret and assures the patient about the same.
- VI. **principle of individuality:** Treat each and every client as unique and respect his problem as well.
- VII. **principle of non-emotional involvement:** Not getting emotionally involved with the client and avoiding getting carried away with his feelings.

PRINCIPLES OF GUIDANCE

- I. **Principle of all round development of the individual:** Guidance must take into account the all-round development of the individual when bringing about desirable adjustment in any particular area of his personality.
- II. **The principle of human uniqueness:** No two individuals are alike. Individuals differ in their physical, mental, social and emotional development. Guidance services must recognize these differences and guide each individual according to their specific needs.
- III. **Principle of holistic development:** Guidance has to be imparted in the context of total development of personality. The child grows as a whole and even if one aspect of personality is in focus, the other areas of development which are indirectly influencing the personality have also to be kept in mind.
- IV. **The principle of cooperation:** No individual can be forced into guidance. The consent and cooperation of the individual is a prerequisite for providing guidance.

- V. **The principle of continuity:** Guidance should be regarded as a continuous process of service to an individual in different stages of his life.
- VI. **The principle of extension:** Guidance service should not be limited to a few persons, who give observable evidence of its need, but it should be extended to all persons of all ages, who can benefit from it directly or indirectly.
- VII. **The principle of elaboration:** Curriculum materials and teaching procedures should be elaborated according to the view point of guidance.
- VIII. **The principle of adjustment:** While it is true that guidance touches every aspect of an individual's life, it is chiefly concerned with an individual's physical or mental health, with his adjustment at home, school, society and vocation.
- IX. **Principle of individual needs:** The individual and his needs are of utmost significance. Recognition of individual freedom, worth, respect and dignity is the hallmark of guidance. Freedom to make a choice and take a decision needs to be respected and encouraged
- X. **The principle of expert opinion:** Specific and serious guidance problems should be referred to persons who are trained to deal with particular areas of adjustment for their expert opinion.

AIMS AND PRINCIPLE OF GROUP GUIDANCE

Aims

- To assist in the identification of common problems.
- To provide information useful in the solution of adjustment problems.
- To provide opportunities for experiences that promote self-understanding.
- To lay the foundation of individual counselling.

Principles

- The group meant for the group of guidance should be homogeneous in nature.
- The group guidance should be helpful and essential for everybody in the group.
- Individual problems should not be neglected in case of a group guidance problem. They are to be emphasised, discussed and find out certain solutions.
- Almost all the members of the group should be initiated and encouraged to solve their individual problems with a friendly climate and good relationship.
- The members involved in the group guidance should not be selfish and humanitarian in nature.
- The guidance workers should be well versed with group guidance techniques.
- Identified groups should have common needs and problems.
- A project that seems most appropriate to students should be introduced..
- The members of the group should not hide the personal problems before the group.
- It is a team work that requires cooperation of students, teachers, administrative staff in the school setting.

AIMS AND PRINCIPLES OF GROUP DYNAMICS

Aims of Group Dynamics

- I. Identify and analyse social processes that have an impact on group development.
- II. Acquire the skills necessary to improve individual and group performance in an organisational context.
- III. Build a more successful organisation by applying techniques that provide a positive impact.

PRINCIPLES OF GROUP DYNAMICS

- I. **Principle of belongingness:** People in a group should have a strong sense of belonging if they want to communicate and collaborate for effective teamwork. Those who exert influence and those who were influenced need to engage with each other to understand each other better. When you develop a sense of belonging, you feel encouraged to give your best and support others as well.
- II. **Principle of perception:** If you want to implement a change in your group, you need to create a common perception among people that will make them accept the change

with greater ease. It's providing a heads-up for your team and preparing them for a change.

- III. **Principle of conformity:** If you want your group to function as an individual unit, you need to address individualistic tendencies. Group members need to conform to group norms and respect the essential rules that govern the group.
- IV. **Principle of change:** Changes are constant in a group. To effectively bring about changes and implement them, your group needs to be well-coordinated and informed. Share all the relevant information concerning the plan, strategy and outcome of change amongst group members. A coordinated group is better prepared to deal with change.
- V. **Principle of readjustment:** The principle of change is responsible for the principle of readjustment. Changes in a particular part of a group are likely to cause tension in the other part. It can be managed by making readjustments in the related parts of the group.
- VI. **Principle of common motives and goal orientation principle:** A group survives only when their actions are goal-oriented. Everyone needs a direction to follow; otherwise, there will be confusion and chaos. The principle of common motives guides the goal orientation principle.

Methods of Counselling

1. Directive counselling
2. Non directive counselling
3. Eclectic counselling

DIRECTIVE COUNSELLING

In this counseling, the counsellor plays an active role as it is regarded as a means of helping people learn how to solve their own problems. This type of counselling is otherwise known as **counsellor-centred counseling**. Because, in this counselling the counsellor does everything himself. i.e. analysis, synthesis, diagnosis, prognosis, prescription and follow-up.

characteristics

- Counsellor plays a vital role in the whole process.
- The Counsellor is very active.
- The Counsellor leads the interview.
- Counsellor tries to direct the thinking of the client by informing, explaining, interpreting and advising.
- Stress more on the person's intellectual aspects than the emotional aspects.
- The Counsellor owns the entire responsibility of solving problems.

Advantages of directive counselling

- Less time consuming. Hence this method can be adopted when an early solution is required.
- In this process, the counsellor becomes readily available to help which mistakes the client very happy.
- This method is best where less matured and less intelligent clients interact with an experienced. Counsellor. The Counsellor can see the client more objectively than the client himself.
- Intellectual problems can be solved easily.

STEPS

1. **Analysis:** collecting data about the student from a variety of sources.
2. **Synthesis:** summarising and organising the data to know about the liabilities, adjustment of the student.
3. **Diagnosis:** interpretation and organising the data, formulating conclusions regarding the causes of problems.
4. **Prognosis:** predicting the future development of the problem.
5. **Counselling:** treatment given by counsellor, counsellor's step with the student to bring about adjustment.
6. **Follow-up:** evaluation of the effectiveness of counselling, effectiveness of counselling when problem solved.

Disadvantages

- In this process the client is more dependent. He is also less able to solve new problems of adjustment
- As the client is never independent of the counsellor, it is not an efficient guidance.
- The counsellor fails in serving the client to commit the mistakes in future.
- Scarcity of information regarding the client can create the possibility of wrong counselling.

Non-directive counselling

In this type of counselling the counselee or client or pupil, not the counsellor, is the pivot of the counselling process. He plays an active role and this type of counselling is a growing process. In this counselling the goal is the independence and integration of the client rather than the solution of the problem. In this counselling process the counselee comes to the counsellor with a problem. The counsellor establishes rapport with the counselee based on mutual trust, acceptance and understanding. The counsellor provides all information about his problems. The counsellor assists him to analyse and synthesise, diagnose his difficulties, predict the future development of his problems, make a decision about the solution of his problems; and analyse the strengths and consequences of his solutions before taking a final decision. Since the counselee is given full freedom to talk about his problems and work out a solution, this technique is also called the “**permissive**” counselling.

characteristics of non directive counselling

- It revolves around the client
- Client leads to conversation
- Counsellor is mostly passive
- It is meaningful to the person involved; it implies mutual self commitment.
- It can exist by mutual consent, that is there is no compulsion. No person can be compelled to be helpful and similarly no person can be compelled to receive help.
- It involves communication and interaction. This may involve non verbal behaviour, such as facial expression, gestures, and direct verbal communication.
- It is sustained through mutual cooperation and collaboration.

STEPS OF NON DIRECTIVE COUNSELLING

1. **Opening the session:** defining the problematic situation
2. **Exploration of the problems:** free expression of feeling
3. **Discovering alternative solution:** classification of positive and negative feeling
4. **Development of insight**
5. **Termination of counselling situation**
6. **Follow-up**

Advantages

- Development of the problem solving ability
- Unwanted tests can be avoided
- Removes the emotional blocks, helps individuals to bring out repressed thoughts and reduces tension.
- Leaves its impression for a longer time.

Disadvantages

- Slow and time consuming process.
- If the client is immature this method is not suitable.
- All problems cannot be solved orally.
- Sometimes due to the counsellor's passiveness, the client hesitates in expressing his feelings.

Eclectic Counselling

Eclectic counselling is a combination of directive and non-directive technique depending upon the situational factors. This approach in counselling is best characterised by its freedom to the counsellor to use whatever procedures or techniques seem to be the most appropriate to any particular time for any particular client.

The counsellor in this counselling may start with directive technique but switches over to non-directive counselling if the situation requires. He may also start with the non-directive technique and switch over to directive techniques if the situation demands. So the counsellor in this counselling makes use of directive and non-directive counselling and also of any other type which may be considered useful for the purpose of modifying the ideas and attitudes of the counsels. Hence it is possible for the counsellor to alternate between directive and non-directive techniques depending upon the requirements of the situation.

Characteristics

- Objective and coordinative methods are used.
- The counsellor is neither active like directive counselling nor passive like non directive counselling.
- The need and personality of the client are studied and then he selects the techniques.

- The main techniques used are reassurance, giving information, case history, testing
- Both counsellor and client are active and cooperative, they participate in conversation, turn wise and solve the problem.
- In the beginning of counselling, client active methods are used and the counsellor remains passive, more importance is assigned to the job efficiency and treatment.
- The principle of low expenditure is emphasised
- Making an opportunity available to the client is insisted so that he may find himself the solution of the problems

Steps

1. Diagnosis of the cause.
2. Analysis of the problem.
3. Preparation of a tentative plan for modifying factors.
4. Securing effective conditions for counselling. Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.
5. Proper handling of any related problems which may contribute to adjustment

Advantages

- Practical value is very high
- Both client and counsellor are active.

Disadvantages

- Some people are of the view that both the types cannot be mixed together.
- Vague and opportunistic
- No definite rules given for how much freedom should be given to the client.

Check your Progress

1. What is vocational guidance ? Explain in brief the importance and objectives of vocational guidance ?
2. Define Educational guidance. Explain the need of educational guidance in secondary school?
3. Mention the difference between guidance and counselling?
4. What is the educational importance of group dynamics ?
5. Differentiate between Directive and non- Directive counseling.

