

BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI-620023
INSTITUTE FOR ENTREPRENEURSHIP AND CAREER DEVELOPMENT
DIPLOMA IN GUIDANCE AND COUNSELLING
PAPER-II

Course Code: DGCTP2 | Course Name: Assessment in Guidance and Counselling
5 MARK & 10 MARK QUESTIONS – SYLLABUS BASED

UNIT-I

TESTING DEVICES IN GUIDANCE & COUNSELLING

5 MARK – IMPORTANT QUESTIONS

1. What are testing devices in Guidance and Counselling?
2. Explain assessment of intellectual abilities.
3. Write about assessment of cognitive abilities.
4. Explain assessment of attention and memory.
5. Write about intelligence assessment.
6. Explain anger, attitude and aptitude assessment.
7. What is an aptitude test?
8. Write about vocational interest and career search.
9. Explain self-efficacy assessment.
10. Write about MBTI and Holland's Vocational Preference Inventory.

10 MARK – VERY IMPORTANT QUESTIONS

1. Explain testing devices used in Guidance and Counselling.
2. Discuss assessment of intellectual and cognitive abilities including attention, memory and intelligence.
3. Explain aptitude, vocational interest and career assessment.
4. Discuss self-efficacy, MBTI and Holland's Vocational Preference Inventory.
5. Explain assessment of psychosocial adjustment, anxiety, stress and depression.
6. Discuss projective and psychometric tests used in Guidance and Counselling.

UNIT–II

NON-TESTING DEVICES IN GUIDANCE & COUNSELLING

5 MARK – IMPORTANT QUESTIONS

1. What are non-testing devices?
2. Explain the rating scale.
3. What is a checklist?
4. Write about anecdotal report.
5. Explain self-reporting techniques.
6. What is self-expression?
7. Write about essays and self-description.
8. Explain self-awareness exercises, diaries and daily schedules.
9. What is a case study?
10. Explain interview and its types.

10 MARK – VERY IMPORTANT QUESTIONS

1. Explain the major non-testing devices used in Guidance and Counselling.
2. Discuss rating scale, checklist and anecdotal report.
3. Explain self-reporting techniques with suitable examples.
4. Discuss self-expression, essays, self-description, self-awareness exercises, diaries and daily schedules.
5. Explain case study and case formulation.
6. Explain interview and its various types in Guidance and Counselling.

UNIT–III

GUIDANCE AND COUNSELLING SERVICES

5 MARK – IMPORTANT QUESTIONS

1. Explain the principles of guidance service in school.
2. Write the importance of guidance service in school.
3. Explain the role of the Headmaster in guidance services.
4. Explain the role of teachers in guidance services.
5. Explain the role of parents in guidance services.
6. Write about the role of counsellor in school guidance services.
7. What is orientation service?
8. What is student information service?
9. Explain counselling and placement services.
10. Write about occupation information and individual inventory services.

10 MARK – VERY IMPORTANT QUESTIONS

1. Explain the principles and importance of organising guidance services in schools.
2. Discuss the roles of Headmaster, teachers, parents and counsellor in school guidance services.
3. Explain the various guidance services provided in schools.
4. Discuss orientation, student information and counselling services.
5. Explain placement service, occupation information service and individual inventory service.
6. Discuss how an effective guidance service can be organised in a school.

UNIT-IV

PERSONNEL IN THE GUIDANCE PROGRAMME

5 MARK – IMPORTANT QUESTIONS

1. What is personnel in a guidance programme?
2. Explain the need for a guidance programme.
3. Explain the need for guidance personnel.
4. Who is a counsellor? Explain the role.
5. What is the role of a Career Master?
6. Explain the role of teachers as guidance personnel.
7. Write about the roles of guidance personnel.
8. Differentiate the roles of counsellor and Career Master.
9. Explain the role of teachers in guidance programmes.
10. Write a short note on guidance personnel.

10 MARK – VERY IMPORTANT QUESTIONS

1. Explain the concept and need for personnel in a guidance programme.
2. Discuss the need for guidance programmes and guidance personnel.
3. Explain the roles and responsibilities of counsellor, Career Master and teacher.
4. Discuss the role of teachers as guidance personnel.
5. Explain the role of a Career Master in a school guidance programme.
6. Discuss the functions of different guidance personnel in an educational institution.

UNIT-V

COUNSELLING IN SCHOOLS

5 MARK – IMPORTANT QUESTIONS

1. What is individual counselling?
2. What is group counselling?
3. Explain the meaning of group counselling.
4. Write about the assumptions of group counselling.
5. Explain structuring of groups.
6. Write about the process of group counselling.
7. Explain the advantages of group counselling.
8. Explain the limitations of group counselling.
9. What is peer counselling?
10. What is multicultural counselling?

10 MARK – VERY IMPORTANT QUESTIONS

1. Explain individual and group counselling in schools.
2. Explain the meaning, assumptions and process of group counselling.
3. Discuss the structuring of groups in counselling.
4. Explain the advantages and limitations of group counselling.
5. Discuss peer counselling and its importance in schools.
6. Explain multicultural counselling and its relevance in schools.