



THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
DEGREE OF MASTER OF EDUCATION
FINAL EXAMINATION – 2024/2025
STP9619 – GUIDANCE AND COUNSELLING IN EDUCATION
DURATION – THREE (03) HOURS

Date: 07.02.2026

Time: 1.30 p.m. – 12.30 p.m.

Answer any Four (04) questions.

01. “Guidance and counselling are essential developmental processes that support growth and adjustment in students”
- Using a suitable definition, explain why guidance and counselling are considered developmental in nature. (04 marks)
 - Counselling address major areas of human development. Name **three (03)** such areas and briefly explain each one with a suitable example. (09 marks)
 - Educational guidance and counselling positively influence students’ overall development. Justify this statement, providing **three (03)** suitable examples to support your answer. (12 marks)
- (Total = 25 marks)
02. “Therapeutic approaches are essential frame works that guide effective counselling practice.”
- Briefly explain the concept of a therapeutic approach in counselling. (05 marks)
 - State the basic principles of the following therapeutic approaches:
 - The Psychoanalytic Approach.
 - The Person-Centred Approach
 - The Behavioural Approach(09 marks)
 - Select one of the therapeutic approaches discussed above and examine how a school counsellor can use its techniques to help students manage common psychological problems. Provide an example to illustrate your explanation. (11 marks)
- (Total = 25 marks)

03. *“A secondary school has recently expanded its counselling services due to increased reports of academic stress, peer conflicts, and family-related issues among students. Ms. Jayani, a newly appointed school counsellor, is responsible for handling sensitive cases such as emotional crises, confidential student disclosures, and teacher referrals. However, the school has no formal code of ethics for its counselling programme. Different teachers expect Ms. Jayani to share student information freely, parents pressure her to reveal confidential details, and the administration wants her to prioritize certain students. Feeling uncertain about boundaries and professional responsibilities, Ms. Jayani begins advocating for the adoption of a formal Counselling Code of Ethics within the school”*

- i. Based on the scenario, explain why a formally established Code of Ethics essential for the effective functioning of guidance and counselling services in the school.
(04 marks)
- ii. Analyse how adherence to a Code of Ethics would help Ms. Jayani Maintain professionalism in situations involving confidentiality, teacher expectations, and a parental pressure. Justify your answer citing relevant ethical principles.(09 marks)
- iii. If the school continues to operate without a recognized Code of Ethics for its counselling services, predict and evaluate major consequences that may arise for:
 - a. Students
 - b. The counsellor
 - c. The school system

Support your discussion with examples where possible.

(12 marks)

(Total = 25 marks)

04. “Understanding vocational and career guidance theories plays a vital role in helping students make informed decisions about their future”

- i. Name two major theories of Vocational/Career Counselling and compare their basic principles.
(06 marks)
- ii. Select one of the theories mentioned above and discuss how its basic principles can be applied in your role as a teacher to help students make suitable and realistic career choices.
(09 marks)
- iii. Critically analyse the current practices and challenges of vocational and career guidance services in Sri Lankan schools citing **two (02)** examples of real school situations.
(10 marks)

(Total = 25 marks)

05. Sri Lanka is witnessing rapid social, economic and educational changes. The Ministry of Education and other agencies have implemented various guidance and counselling programmes in schools, universities and community centres to support young people in navigating these challenges.

As an educational researcher and practitioner, you are tasked with evaluating the role of effectiveness of these programmes and proposing improvements to provide better services to students and youth across country.

- i. Briefly explain **four (04)** major challenges currently faced by students and youth in Sri Lanka, considering the social, educational and economic context. (04 marks)
- ii. Discuss practical ways that school or university guidance and counselling services can support students in addressing the challenges identified above. (09 marks)
- iii. Discuss **one (01)** present-day guidance and counselling programme implemented in Sri Lanka. critically examine,
 - a. It's objectives
 - b. Key features
 - c. How effectively it meets the needs of school children, adolescents, and unemployed youth.

Support your discussion with examples where possible.

(12 marks)

(Total = 25 marks)

06. *Sunil is a school counsellor at a secondary school in Sri Lanka. Over the past year, he has noticed an increasing number of students with learning difficulties, physical disabilities, and emotional/behavioural challenges. Many teachers and parents are unsure about how best to support these students, and there is confusion about the role of the school counsellor versus the special education units. Sunit aims to develop a comprehensive counselling programme to support children with special needs, advocate for their rights, and collaborate effectively with teachers, parents and specialists.*

- i. Explain the term "special educational needs". (04 marks)
- ii. Critically analyse how counselling programmes can promote inclusion and protect the rights of school students with special educational needs. (09 marks)
- iii. Identify **three (03)** practical challenges faced when implementing counselling programmes for children with special educational needs and suggest **three (03)** strategies to overcome these challenges. (12 marks)

(Total = 25 marks)

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