

GUIDANCE AND COUNSELLING



 **prakashan**

Dr. Phunu Das Sarma

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FOR THE STUDENT OF GAUhati UNIVERSITY
MAJOR-6TH SEMESTER

GUIDANCE AND COUNSELLING

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PREFACE

The book "Guidance and Counselling" has been prepared strickly according to the syllabus of B. A. Class (Major course), prescribed by the Gauhati University, Assam. The book covers all the topics meant for study at B. A. class of 6th semester, G.U. In preparation of the book, the author had to refer to the works of the other authors and information sources. Therefore, the author feels a deep sense of gratitude for incorporating their ideas in the book. Hope, the book will serve the needs of the students, teachers and readers.

Any comments, criticism and suggestions from readers for better improvement is highly appreciated.

The author extend her heartfelt thanks to Shanti Prakashan for taking efforts in publishing the book in fullfledged form.

2014

Author

TDC SYLLABUS OF EDUCATION

Guidance and Counselling
Paper: M 6.04 (Credits-6) (Major Course)

- Unit :1 - Concept of Guidance**
- Guidance-Meaning nature and scope.
 - Need and importance of guidance in education.
 - Types of guidance.
 - Role of the teacher in guidance.
- Unit :2 - Educational Guidance**
- Educational Guidance. Meaning, purpose and functions.
 - Guidance in Elementary School.
 - Guidance in Secondary School.
- Unit :3 - Vocational Guidance**
- Vocational Guidance-Meaning, Purpose and functions.
 - Relationship between Educational Guidance and Vocational Guidance.
 - Career and occupational information.
- Unit :4 - Organization of Guidance Programme**
- Principles of organization.
 - Group guidance.
 - Individual inventory.
 - Information orientation service.
 - Placement services and.
 - Follow up services.
- Unit :5 - Counselling**
- Counselling-Meaning, nature and scope.
 - Needs and Importance.
 - Different types.
 - Steps and Techniques.
 - Qualities of a Good Counsellor.
- Unit :6 - Guidance and Counselling**
- Relationship between guidance and counselling.
 - Problems of guidance and counselling.
 - Ways to improve guidance and counselling.
 - Role of school counsellor in guidance programme.

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Unit-1

Concept of Guidance

- Guidance—Meaning, nature and scope.
- Need and importance of guidance in Education.
- Types of Guidance.
- Role of Teachers in guidance.

Introduction :

The individual makes his best efforts to overcome his difficulties or adjust himself to his environment. Because the life with peace, prosperity, pleasure, colour and cooperation has become his main goal of life. For this, it is essential to have a better path and effective some sort of advice, suggestion and guidance from elders, seniors or experienced persons of our society. Again, the present world has become more and more complex, competitive, rapid industrialization, increasing demands, changing social structure etc. When an individual fails to overcome to this situation or problems, faced by him leads may create some adjustment problems, mental conflict, frustration etc. That is why guidance has come to picture for the younger, immatured, and experienced individuals. In other words, individual needs guidance to enable him to overcome his difficulties and develop his abilities and capacities. In this sense, guidance implies as process of rendering any kinds of assistance, help or advice to any individual by another individual. It is a process through which an individual is helped to guide himself. It helps every individual to help himself, to recognise and use his inner resources, to set goals, to make plans, to work out his own problems of development. In the guidance process individual is helped to understand his assests and limitations in order that he may think about his further development.

Meaning of Guidance :

Guidance is a broad term that includes programme of activities and services which aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustment in life. It may also be meant for helping us in formulating insightful plans and arriving at appropriate adjustment with the complex situation of our life. It helps in making the best possible choice from the various options available to us. Guidance stands for creating a spirit of self-dependence in the individual, thus helping him to solve his own problems by himself.

Guidance is a concept as well also 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 one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

Literally guidance means "to direct," "to point out", to show the path."

The term "guidance" derives its meaning from the word "guide" which refers to a person who shows the way. A guide needs to possess intimate knowledge regarding places, ways etc. to enlighten individual about a new place.

Definitions of Guidance :

Some of the definitions regarding the guidance given by educationist, psychologists were mentioned here.

1. Good—"Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behaviour of a persons."
2. Jones—"Guidance is the help given by one person to another in making choices and adjustments and in solving problems."
3. Bernad and Fullmer—"Guidance is a perceived as all those activitites which promote individual self-realisation."
4. Skinner—"Guidance is a process of helping young persons to adjust to self, to others and to circumstances".
5. Brewer—"Guidance is a process through which an individual is able to solve his problems and persue a path suited to his abilities and aspiration."
6. Crow and Crow—"Guidance is assistance made available by competent couseillers to an individual of any age to help him direct his own life, develop his own point view, make his own decsions, carry his own burdens."

After compiling all the definitions cited above, it is found the—

- Guidance is a personal assistance.
- Guidance requires the services of trained personel, career personel, psychologists and counsellors etc.
- Guidance can be provided to any person of any age who is in need of it.
- Guidance aims to prepare individuals for their future life.
- Guidance is the process of helping a person in adjusting to himself, to others and to his own peculiar environment.

The Education Commission (1964-66) observes, "Guidance should be regarded as an integral part of education and not as a special, psychological or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other."

Guidanc is more than giving infomation. It is a blend of self development and learning. The goals of guidance may be achieved via individual counselling, self-preparation, career development courses, computer-assisted guidance and internet-based guidance systems.

Principles of Guidance :

The various principles of guidance are as follows—

1. Guidance needs to be provided in the context of total development of personality.
 2. Recognition of individual differences.
 3. Guidance is based upon individual needs i.e freedom, respect, dignity.
 4. The individual needs a continuous guidance process from early childhood throughout adulthood.
 5. Guidance involves using skills to communicate love, regard, respect for others.
- To Hollis and Hollis**, guidance programme is based on eight principles—
1. The dignity of the individual is supreme.
 2. Individuals differences.
 3. The primary concern of guidance is the individual in his social setting.
 4. The attitudes and personal perceptions of the individual are the bases on which he acts.
 5. Individual generally acts to enhance his perceived self.
 6. The individual has the innate ability to learn and can be helped to make choice

- that will social improvement.
7. The individual needs a continuous guidance process from early childhood through adulthood.
 8. Each individual may at times need the information and personal assistance best given by competent professional person.

Characteristics of Guidance :

Some of the notable characteristics of guidance can be stated as follows—

1. Guidance is unique to an individual.
2. Guidance is always goal oriented and goal directed.
3. Guidance is a professional activity.
4. Guidance is concerned with all round development of an individual.
5. Guidance is a continuous process.
6. Guidance is a flexible approach.
7. Guidance is based on valid and reliable data.
8. Guidance is followed by periodic appraisals.
9. Guidance may be either group activities or individual activities.
10. Guidance is not specific to any stage of development.

Aims and objectives of Guidance :

Guidance has various aims and objectives which draws the attentions of educational planners, teachers, parents as well as guidance workers. The important aims and objectives of guidance are as follows—

1. The most important aim of guidance is meant for the development of the mental health and physical health of student.
2. Another aim of guidance is to solve the problems in the context of educational career and progress by which student gets maximum benefits.
3. To provide accurate available information and prospectus of different jobs in relation to their ability, interests, aptitudes and innate potentialities is one of the aim of guidance.
4. The utilization of leisure hours in best possible use has become another important

aim of guidance for the individual development.

5. To provide maximum social prosperity and social development concerning role and activities of individual students is an important aim of guidance.
6. To suggest how to adjust better in personal life and solve problems which occur in the psychological sphere of life is also the main aim of guidance.

Principles of Guidance

- It is a slow and continuous process.
- It is developing the insights of an individual.
- It considers most individuals as average normal persons.
- Problems for which guidance is required arise out of situations.
- All problems are interrelated.
- It is an integral part of the school organization.
- Individual differences.
- Principle of evaluation.
- Guidance by a trained person.
- Need of code of conduct.

The Education Commission (1964-66) gave certain valuable recommendations that guidance should be adjusted as well as development when it is offered in secondary school level. The objectives of guidance, as given by Kothari Commission are stated as below—

1. To aid the students to know and develop their abilities and interests.
2. To help them understand their strengths and weaknesses.
3. To help them making realistic choices in education and vocation.
4. To inform students about their educational opportunities.
5. To help them find solutions to their problems related to personal and social adjustments in the schools, homes and in the society.
6. To help the headmaster and teachers to understand their pupils better.

Scope of Guidance :

Scope means the range, boundary or field of a subject. Indeed, the scope of guidance is very vast and comprehensive as it includes every aspects of human life. Guidance is essential help which is given to every needy individual at any age and stages of life. As the human life getting more complex and the world undergoes through

various changes day-by-day, the scope of guidance is also increasing. The following areas can be included as a scope of guidance.

1. Guidance in Psychology : Guidance covers the field of psychology. Guidance plays an important role in psychology which studies human behaviour. Guidance in psychology assists the individual in the proper selection of the course of action to be adopted in future for his well-being. Guidance studies his interests, abilities, needs and aptitudes and this study helps the guidance worker as well as the counsellor to given right direction to the individual.

2. Guidance in Education : All guidance is education but all education is not guidance. Aims and objectives of guidance and education are same, i.e., overall development of personality of individual. Guidance and education are the two sides of the same coin. They are complementary. In school education, guidance helps—

- (i) in selection a good school.
- (ii) in gaining entry to it.
- (iii) in adjusting to various phases of school life.
- (iv) in selecting the courses.
- (v) to adjust in the college life.
- (vi) to participate in various activities.

Need of Guidance :

- *Help the person to achieve the goal in his vocation*
- *Assist the person in selecting the vocation*
- *Help in entering and making progress in that vocation.*
- *Help a person to adopt a vocation.*

- (vii) to provide knowledge about various careers.
- (viii) to promote the social, moral and cultural values

3. Guidance and Occupation : There are individual differences among two individual and they have different opportunities available to them. If the individual chooses a wrong occupation, it will affect the health of individual as well as cause financial loss to employer and also to society. So, to avoid wastage of time, money and energy vocational guidance is helpful which includes—

- (i) Guidance in selecting an occupation.
- (ii) Guidance in preparation for an occupation.

(iii) Guidance in finding job.

(iv) Guidance in adjustment in a job and making progress in it.

4. Guidance in Adjustment : Guidance helps the individual to make adjustment in life. Our youth face so many problems. Especially during the adolescence period, which is period of stress and strain, one has to face many problems related to physical, social, moral, cultural and intellectual development. Guidance is a process through which an individual or group of individual are helped to make necessary adjustment to the environment—inside or outside the family, the school etc.

5. Guidance and industry : With modernization and technological advancement, market and professional demands have also increased. To fulfil these demands, we need skilled man power and to promote right person for right job, guidance is essential.

6. Guidance and life : The guidance that is organising in our schools now-a-days lays the sound foundations for a happy and joyful life for the children. Guidance shown the way to put their potentialities at work. As our life is precious, so we should spend it carefully for conserving our energy. In order to avoid the wastage of human energy, guidance is needed.

7. Guidance in Values : The present contemporary society is becoming more and more complex day-by-day. As a result of this, the needs and problems of individuals are also increasing with the increasing complexity of the society. We are facing the problems crime, injustice, corruption etc. So, to promote right values, guidance is needed.

Besides, the scope of guidance also extend its long hand to the following aspects also—

- (a) Development of mental health.
- (b) Maintenance of the physical health.
- (c) Solution of the personal adjustment problems.
- (d) Suggestions for social adjustment problems.
- (e) Socialized curriculum.
- (f) Community resources.

- (g) Group life and cooperation.
- (h) Interest in higher education and training.
- (i) Research about problems relating social groups and guidance.
- (j) Different too and techniques to measure the abilities, interests, aptitudes and attitudes of the individual.

We can conclude the scope of guidance as by Crow and Crow "Guidance touches every aspects of an individual's personality—physical, mental, emotional and social. It is concerned attitude and behaviour pattern."

Nature of Guidance :

As a concept, guidance is concerned with the maximum development of the individual to make his own decisions. As a process, it makes the individual aware of his abilities and potentialities. So the purpose of guidance is to make individual confident in selecting appropriate course of action for adjustment in various walks of life and helping him for balanced development. The nature of guidance can be stated as follows—

Nature of Guidance

- Continuous process.
- An assistance to the individual in the process of development.
- A service meant to all.
- Both generalized and personalized service.
- 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 view point.

1. Guidance is meant for all the children : Guidance is needed by all the children. It is meant for one and all irrespective of differences. Gifted, mentally handicapped, socially disadvantaged etc. also need guidance.

2. Guidance is a continuous process : According to Mathewson, guidance is a "continuous and pervasive process as favourable, a directional influence upon appropriate social behaviour, personal effectiveness in every-day affairs, academic competence and progress and assimilation of right values and attitudes". So guidance is not limited to particular period of human life, it is indeed for all times.

3. Guidance is universal in nature : As human life goes through certain problems in its survival, guidance is necessary for every human life.

4. Guidance is a solution for the problems : When individual feels unable to face the problems of life, he start on going door of guidance worker. Because guidance worker suggests some of the ways to overcome the problems faced by the needy person.

5. Guidance is systematic and Organised : Guidance is not an incidental and haphazard work, it is more effective, purposive and goal achieving.

6. Guidance is both a Science and an art : As a science, guidance has built up its own standardised tools and techniques to work. As an art, it establish a personal rapport with students, individual etc.

7. Guidance is both generalised and a specialised services : Guidance is a generalised services as it is carried on by teachers, parents and relatives to assist or help the individual child in solving his various problems. As a specialised services, guidance work is done by specially qualified and trained personal such as counsellors, psychologists, psychiatrists etc.

8. Guidance is team work : Guidance programme in any educational institution or in schools is learnt under the leadership of trained worker or counsellor. Besides, medical officer, resource person, social worker have to play a role in giving guidance to the children. Even, the psychologist if not being the permanent member of the team, but he may be needed by the guidance team. In addition, the career master is also responsible for giving one type of guidance, that is, vocational guidance.

9. Guidance is functional in nature : Guidance provides guidelines and suggestions to the children or students to think wise. Guidance shows the path of life that the children find satisfying to them and useful for all in the society they have.

Need of Guidance :

- The total development of the individual
- Proper choice of courses and careers
- Development of readiness for choices and changes to face new challenges.
- Identifying and motivating the student from weaker section of the society.
- Identifying and helping students in need of special help.

10. Guidance is a professional process : According to Mathewson, "Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities, and to relate himself more satisfactorily to social requirements and opportunities in accordance with social and moral values."

11. Guidance as a systematic phase of the educative process : To justify the nature of guidance, Lefever has defined that, "Guidance is that systematic organised phase of the educational process which helps youth in his power to give point and direction to his own life, to the end that he may gain richer personal experiences while making his own unique contribution to our democratic society."

12. Guidance is individual as well as group in nature : Guidance is individual in nature as it may be organised only for one individual to assist his personal, vocational and educational sphere. Group guidance is also organised for a group of children of students. It deals with their common problems and needs.

13. Guidance is meant for the development of self : Guidance is given to provide assistance in knowing the abilities, interest, potentialities of the students. The guidance gives them lesson in what way they should proceed in life and put their potentialities at work. It lays the sound foundations for a happy and joyful life for their children.

14. Guidance includes various aspect of life : Guidance is not concerned with only the problems relating few aspects of life. It can be applied to solve the problems like health, social, emotional, marital aspects etc.

Goals of Guidance :

The main goals are :

1. Exploring-self : The basic aim is to help an individual increase his understanding and acceptance of self; his physical development, his intelligence, aptitudes, interest, personality traits, attitudes and values, his achievements in scholastic and other spheres, his aspiration and life-style preferences and above all his here-and now needs which keep him highly motivated to behave positively or otherwise.

2. Determining values : The second aim is to help an individual recognize the importance of values, explore different sets of values, determine personal values and examine them in relation to the norms of society and their importance in planning for success in life.

3. Setting Goals : This aim is to help an individual set goal for himself and relate these to the values determined by him so that he recognizes the importance of long-range planning.

4. Explore the World of Work : The aim here is to help the individual explore the World of Work in relation to his self-exploration, his value system and goals that he has set for himself to achieve success in life.

5. Improving Efficiency : This individual is helped to learn about factors which contribute to increase effectiveness and efficiency and to improve his study habits.

6. Building Relationship : The aim is to help the individual to be aware of his relationship with others and to note that it is a reflection of his own feelings about himself.

7. Accepting responsibility for the future : The individual is helped to develop skill in social and personal forecasting, acquire attitudes and skills necessary for mastering the future.

Philosophy of Guidance :

Guidance is universal and the basic principles of the philosophy of guidance are common to all countries with a slight modification to suit the locally accepted beliefs and the guidance services offered. The eight principles of philosophy of guidance are—

1. The dignity of the individual is supreme.
2. Each individual is unique. He or she is different from every other individual.
3. The primary concern of guidance is the individual in his own social setting. The main aim being to help him to become a wholesome person and to gain fullest satisfaction in his life.
4. The attitudes and personal perceptions of the individual are the bases on which he acts.
5. The individual generally acts to enhance his perceived self.
6. The individual has the innate ability to learn and can be helped to make choices

- that will lead to self-direction, and make him consistent with the environment.
7. The individual needs a continuous guidance process from early childhood through adulthood.

Need and importance of Guidance in Education :

We are confronted with a number of problematic situations in our daily life for which need some kind of help and assistance. Our choices and decisions play an important role in determining what we will be. So helping each individual to solve his problems and to develop skills in making choices and adjustments at every stages of growth is the most important task of guidance. Guidance helps individual to be aware of his strengths and limitations and helps him in identifying proper situations for satisfaction of the felt needs and thus helps him to lead a smooth and adjusted life.

According to Tolbert, "Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life."

Guidance in the modern educational system seeks to ensure total development of every individual. Guidance is the active wing of education. Guidance is needed for helping students in proper educational adjustment as well as in the proper educational development. Presently, Guidance has become much more essential for students administrators, educators and for the common people as it helps them to meet various needs of life. Thus the need and importance of guidance in education can be mentioned as follows—

1. Total development of the pupils : Guidance is needed in helping total development of the pupils. Without the support of guidance services in the school, it is not at all possible to study, understand and offer attention to pupils and their innate talents. The service of guidance is essential for the total development of the pupils for the sake of personal and social benefits.

2. Proper Choices of Career : Guidance is needed for proper choices of educational career at different stages. Guidance service guide students to choose proper and suitable courses for their future to achieve goal successfully and systematically. At the sometime, it also provide sufficient educational and occupational informations about different educational and vocational possibilities for students.

3. Preparation and entry into a career : Guidance is needed to help students in choosing, preparing for and entering into a better career. Guidance provides a package of available informations, scope and prospects about the various jobs which offers him

to achieve occupation goal after entering into a job by better selection and preparation for it. It provide sufficient informations to students to have a judicious selection for the suitable job in the world of works.

4. Vocational development : Guidance is needed for the vocational development of the students. Guidance not only helps the students to know their innate abilities, interests and efficiencies but also it assts the students to make aware of the world of work. With the growing stress on vocationalisation of education guidance deserves importance.

5. Better school adjustment : Guidance is needed to help for better school adjustment. For successful adjustment in the school environment and among the various types of students, proper guidance is essential. Presence of heterogeneous groups in a particular class, introduction of diversified courses, development of multi-purpose schools etc requires a well organised guidance programme in our schools.

6. Minimise Wastage : To minimise wastage and stagnation, guidance is needed. Guidance help in minimising the high percentage of failure in school and consequent wastage and stagnation.

7. Reduce educated unemployment : Guidance help in reducing the problem of unemployment. Due to lack of proper knowledge, number of students are not opting for a service which does not command any relevance to the job specification. Today, there is also demand for self employment and individual involve to earn by himself for livelihood. For this guidance is needed.

8. Help to exceptional children : Guidance is needed to help students in need of special help. In a school, there are different categories of exceptional students such as gifted, backward, handicapped those who need special help and guidance for their personal development. Guidance helps them to avail special help and opportunities so that they can develop accordingly.

9. Minimise indiscipline : Guidance is needed to check indiscipline of the students. Due to lack of sense of direction, a sense of responsibility, a sense of integrity, a sense of fulfilment on the part of the students create some disturbances in the school. They involve themselves in those activities which become problems for society and create indiscipline. In such a situation, guidance provides real direction to the students to utilize their inner energy in some creative ways.

10. Problem of student explosion : Increased demand for higher education and qualitative changes in the nature of entire educational system has created numerous problems. Problems also created among the educated in convents and ordinary schools,

rural and urban areas, students from our own country and foreign countries. There are greater pressure and strains to cope up this situation. Guidance helps in tackling problems arising out of student explosion. It help them in tackling these diverse and complex problems.

Thus, we can say that guidance is needed to channelise the major developments of student's abilities, capacities, habits, skills and attitudes. Students need guidance to understand themselves and to make choice at various stages of individual's life.

Summarizing the above discussion, it is evident that guidance helps us in number of ways. Like-

- In understanding one's strength, limitations and other abilities.
- Helps individual to develop ability to solve problems and take decisions.
- Optimum development of individual.
- Solving different problems of the individual.
- Academic growth and development.
- Vocational maturity, vocational choices and vocational adjustments.
- Social personal adjustment
- For conservation and proper utilization of human resources.
- Better family life and good citizenship.

From the above we can say that guidance is an assistance given to an individual to help him, to adjust to himself, to others and to his own peculiar environment. It helps the person to seek harmony between his personal needs and ambitions with peculiarities of his own environment. In this way, guidance can be described as a process of assisting an individual with his adjustment problems.

Types of Guidance :

Broadly speaking, there are number of types of guidance, in accordance with various fields and situations where guidance is needed. Accordingly, the different types of guidance are-(a) Educational guidance, (b) Vocational guidance, (c) Personal guidance, (d) Social guidance, (e) Religious guidance, (f) School guidance (g) Moral guidance, (h) Sexual guidance, (i) Marital guidance (j) Psychological guidance (k) Home guidance (l) Leadership guidance etc.

If we examine the classification of all Psychologists, a common thread passes through mainly three types of guidance, these are educational guidance, vocational guidance and personal guidance. In the field of education and psychology also, these three types of guidance are quite necessary as it covers all the important areas and

aspects of guidance.

W. M. Prestor describes six types of guidance

- (a) Educational guidance.
- (b) Vocational guidance.
- (c) Guidance in social and civic activities
- (d) Guidance in Health and physical activities.
- (e) Guidance worthy use of leisure time.
- (f) Guidance in character building.

Paterson has grouped them into five types :

- (1) Educational Guidance.
- (2) Vocational Guidance.
- (3) Personal Guidance.
- (4) Health Guidance.
- (5) Economic Guidance.

The Central Bureau of Educational and vocational Guidance, Delhi has suggested three kinds of guidance. These are-(i) Educational guidance, (ii) Vocational guidance and (iii) Personal guidance.

1. Educational guidance : According to Arthur J. Jones, "Educational guidance is concerned with assistance given to pupils in their choices and adjustment with relation to schools, curriculum, courses and school life." Brewer in his book "Educational guidance" is of the view that educational guidance is concerned strictly with pupil's success in his educational career. Educational guidance deals with those problems related with the educational progress and learning experiences. It helps the pupils to make wise selection and right choices regarding various educational programmes.

Educational guidance is vitally related to every aspect of the educational institution or of the school-the aims and objectives, the curriculum, the methods of teaching, discipline, role of the teacher and the cocurricular activities. Educational guidance assists or

Educational guidance - Characteristics :

- *Comprehensive process*
- *Various types of educational problems can be discussed.*
- *Process of providing assistance*
- *Process of removing the adjustment problems.*
- *Process of providing assistance for eliminating the difficulties while selecting the subjects and curriculum at all levels of education.*

helps the child or educand to make curricular adjustments according to his ability and capacity. It is a process of assisting the individual in making wise choices in relation to his educational life. It is a process of aiding the individual in planning his educational programme and in carrying it forward successfully.

Educational guidance is concerned with every aspect of student's education. It is an assistance given to the students or child relating to choosing courses and subjects, developing study habits, obtaining scholarships, making satisfactory progress in studies, appearing examination, continuing higher education in colleges and universities and adjusting to the life in schools and colleges.

Educational guidance is a continuous and conscious effort to assist or helps in the intellectual growth of an individual. It is a positive developmental programme. It involves : (a) knowledge of the abilities and interests of the individual, (b) awareness of a wide range of educational opportunities and (c) Programmes and counselling which helps the individual to choose wisely on the basis of these two kinds of knowledge.

Thus, educational guidance deals with those problems related with the educational progress and learning experiences.

2. Vocational guidance : The National Vocational Guidance Associations of USA (1937) has defined as "Vocational guidance is the process of assisting the individuals to choose an occupation, prepare for it, enters upon it and progress in it." It is concerned with primarily helping individual to make decisions and choice involved in planning a future and building career decisions and choices necessarily in affecting satisfactory vocational adjustment. So, vocational guidance is a kind of guidance that is concerned with the vocational needs and problems of the individual.

Vocational guidance involves complete and comprehensive knowledge of each pupil, nature of jobs, psychological characteristics needed for success, achievement and job satisfaction, type of training needed, relevant data about vocational opportunities etc. Vocational guidance is concerned with helping the individual to become aware of his strengths and weaknesses in world of occupations and helping him to choose a vocation for his better adjustment with every situation of the society. In other words, vocational guidance may also be defined as a process of helping individuals or people to cope with problems relating to occupational choices, plans, developments, adjustments, and maturity.

3. Personal guidance : Personal guidance is meant to provide assistance to all problems, which donot come with in the purview of educational and vocational guidance. This type of guidance starts from early childhood and continues throughout

the life of an individual. Personal guidance may be defined as the assistance offered to the individual to solve his emotional, social, ethical and moral as well as health problems.

Need of Personal Guidance :

- *Personal development*
- *Social adjustment*
- *To solve emotional problems*
- *Utilisation of leisure time*
- *Physical development*

Personal guidance is a type of assistance offered to an individual to overcome his emotional problems and to help him to control his emotions which do occur in the individual's life. Personal guidance deals with all those problems of life which are not covered under educational and vocational

guidance. As a whole the personal guidance is meant for helping each and every child to look at himself in the right perspectives.

Definitions of Personal Guidance :

Various experts in guidance have given appropriate definitions of personal guidance. Some of these definitions are given below.

According to Hopkins, "Personal guidance is that guidance which is concerned with the problems of health, emotional adjustment and social adjustment of an individual. It also includes his recreational and leisure-time problems."

In the words of Ruth Strang, "Personal guidance is the assistance given to an individual to solve his personal problems, such as emotional and social adjustment, economic and social relationships and problems connected with his physical as well mental health."

In the view point of Wilson, "the purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual developments and adjustment."

Purpose of Personal Guidance :

An organised personal guidance programme in institutions would serve the following purpose :

- Personal guidance assists students to know emotional problems which occur in day to day life of the students.

- Personal guidance helps students to resolve their emotional problems of life.
- Personal guidance enables students to explore different adjustment's mechanisms.
- Personal guidance enables students to carry out social and civic activities properly.
- Personal guidance assists students to develop awareness about personal health and physical activities.
- Personal guidance enable students to well use of leisure time.
- Personal guidance helps students to carry out character building activities.
- Personal guidance assists students to understand family situations and adjust accordingly with the family.
- Personal guidance helps students to understand different social setup and situations and deal effectively.
- Personal guidance enables students to derive maximum satisfaction and pleasure out of different social activities and various institutions.
- Personal guidance helps students to understand various emotional characteristics of adolescents such as hostility, fear, anxiety, jealousy, etc and divert it in a positive and right ways.
- Personal guidance enables students to study different types of emotional problems such as frustration, anxiety, nervousness, stress, neurosis etc. and find out solutions for it for happy life.
- Personal guidance assists students to adjust and co-operate with the friends of opposite sex effectively in a positive direction.

Steps of Personal Guidance :

The process of personal guidance develops through certain following steps.

1. Personal guidance needs various possible useful related data or informations regarding students touching their physical, mental, social, emotional, interest, aptitude and attitudes, aspects of life which are to be collected carefully.
2. Adequate diagnosis of causes of problems should be made on the basis of collection of data regarding students.

3. The guidance personal should think rightly about the remedial measures after the step like diagnosis of the causes of problems.
4. The guidance personnel renders guidance services to help the students studying their problems and its causes by means of techniques like required counselling, psycholological analysis, imitation, advice with affection and situational feelings.
5. Lastly follow-up service should be made to evaluate the effectiveness of given guidance service. To fulfill this purpose, the guidance personal may take help of the techniques like interview or question, answer methods or the like.

Functions of Personal Guidance :

The functions of guidance at the various stages are as follows

PRE PRIMARY STAGE— Personal guidance has the following functions :

- (i) It assists little children to get with others by sharing experiences as well as toys and models, being courteous, experience to control anger, experience to be a group leader, learning to be a follower and playing fairly with pleasure.
- (ii) It enables children to express themselves by working with his hands, learning many rhythms, listening to others and dramatising stories.
- (iii) It assist children to assume responsibilities by putting away toys, taking care for own food habits, clothing, caring for pets etc.

ELEMENTARY STAGE—Personal guidance has the following functions at this stage.

- (i) It assists children to fulfill some of the basic needs such as good health, knowledge of fundamental skills, feeling of security and assurance, desire for friends and social acceptance, discipline, leisure time activities and vocational skills concerning general knowledge of the world of work.
- (ii) It enables children to develop ability of self discipline at home and schools.
- (iii) It helps children to make them learn right from wrong in different situations.

SECONDARY STAGE

Personal guidance has the certain broad and important functions at this stage

which includes both junior high school stage and high school stage.

- (i) It enables students to adjust in their new school situations and environments.
- (ii) It assists students to develop a feeling of belongingness and fraternity.
- (iii) It helps students to inspire them for active leadership and group life.
- (iv) It enables students to fulfil educational, vocational and personal needs and interests of life.
- (v) It helps students to overcome the problems of adjustment in relation to adolescent age and other personal adjustment problems.
- (vi) It enables students to know useful informations pertaining to sex life.
- (vii) It assists students to develop leadership abilities and good citizenship.
- (viii) It enables students to achieve social and moral development in life.

COLLEGE AND UNIVERSITY STAGE :

Personal guidance has the following functions at college and university stage:

- (i) Personal guidance helps students to enable them have a satisfactory personal and social adjustment in their new environment.
- (ii) It assists students to develop in young adults a sense of social service, social responsibility, patriotism and tolerance in the context of ethical and moral development.
- (iii) It enables students to develop good relationship with community and college to overcome financial problems and some other related problems.
- (iv) It assists adult students to appreciate the importance of religious and moral values in life.
- (v) It enables adult students to perform duty rightly in relation to educational, vocational, social, moral and personal life.

Role of Teacher in Guidance :

Education plays a very important role in the socio-economic development of a society. It enables individuals to make informed decisions, improves their choices and develops their potentials to play productive roles in society. But presently lack of educational and career counselling is one of the serious problems faced by students. Particularly, many students face challenges in choosing right subjects and making appropriate career choices because they do not get appropriate guidance on selecting

subjects and making career choices relating to their inclinations, abilities and interests. Students in all walks of life require guidance and counselling to make intellectual choices and adjustment in life. In view of increasing complexity, students need help to cope with the challenges of life that would begin with the process of guidance and counselling to students at school level. Regarding the relevance of guidance at school level, Chibber (1999) pointed that it is essential.

- to monitor the academic progress of students studying in the institutions;
- to identify the academically gifted, backward, creative and other category of special learners;
- to cater to the educational needs of special learners and,
- to assist students in getting information about further education.

In the educational institutions, the role of teacher is very special. It is always true that many students spend more time with teachers whom they value rather than their parents, for any kind of advice or counsel. This is more often seen among adolescents who are fortunate enough to have a teacher who shows a genuine concern for the students. During adolescent age, teacher very often play a significant role and the reasons for this are :

- From students point of view, a teacher can be more objective whereas the parents show more anxiety, involvement and possessiveness about the child resulting in conflicts.
- The communication for the adolescent, in some cases, is more open with the teacher than the parents or even the student's peer group.
- With the parent the child may react, but with the teacher the child may interact.
- With the parents the adolescent may withhold the information but with the teacher he/she may communicate.

For the above mentioned reasons, a teacher should act as a anchor point in

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such a case. Trust, confidentiality, empathy, wisdom, maturity, positive confidence, nurturance etc. are essential qualities of a teacher to be acted as a "Teacher counsellor".

Taking the role of school counsellor, the teacher must help students to solve their personal, school and occupationally related problems through the use of the counselling sessions, the student's problem is defined, alternative solutions are gathered, the consequences are discussed, the solutions are prioritized until one can be chosen. The goal is to make the student more independent with a problem-solving process. The teacher must make

The teacher must make sure to be sensitive to the student, but not to solve the student's problems. The teacher should remain as sources of guidance to the student and should be able to use the teacher's experiences as a stepping stone towards the best outcome. Thus, the success of any guidance programme in a school mainly depends on the teacher. Because the close association of the pupil and the teacher in the classroom is, in a large way, responsible for present strong position of guidance as a way of education. The role of teacher is to guide the student to positive kinds of behaviour.

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- Assist with the development and implementation of the guidance program in the school.
- Teach career development courses.
- Implement the career education components of subject guidelines within their discipline.
- Assist students in developing and maintaining positive self-concepts and good

relationships in the classroom.

- Guide the students to solve any complex situation which is mainly created around educational needs, vocational needs and personal needs.
- Help the students to adjust with the situations and develop the ability to face problems and resolve them.
- Provide all necessary information to the people to choose a better career and to get success in life.
- Try to develop the personality of the child according to his inborn tendencies, traits and capacities.
- Win the confidence of the students and help them in every possible way to evaluate their own growth.
- Get acquainted with the parents and take an active part in parent teacher association.
- Enabling students to explore and develop interest by integrating the curricular and cocurricular activities and thus orienting them towards worthy goals.
- Study the needs, interest, abilities and problems of each student and instruct them in appropriate methods of applying for posts.

From the above discussion it is evident that guiding a student means intervening only when the student has not made a suitable choice, one that suits the student's skills, interests and abilities and does not disturb others.

Role of teacher in Guidance at the Higher Stage :

The following functions performed by a teacher at the higher stages of education–

- (1) Assist student to make adjustment to life in the university, polytechnic or college education.
- (2) Encourage student to participate in appropriate college teacher university activities with a view toward increasing his or her effectiveness in personal and social activities.
- (3) Show concern for and assist in the planning of the student's educational, career, personal and social development.
- (4) Aid the student in self-evaluation, self-understanding and self-direction, enabling him or her to make decisions consistent with immediate and long term goals of higher education.

- (5) Assist the student in developing healthy and positive attitudes and values.
- (6) Help the students to acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work related programmes.
- (7) Encourage the students to plan and utilise leisure time activities well.
- (8) Assists the student in understanding his strengths, weakness, interest, values, potentialities and limitations.

Guidance aims to prepare an individual for his future life. It helps him to acquire essential skills, abilities and capacities for the tasks to be accomplished in future. It also helps the individual in selecting a proper future profession and role in the society and enables him to play his role successfully. Guidance has personal and social significance. It aims to help an individual in the process of his adjustment with himself and his environment. It helps him to develop his strengths and abilities, to achieve utmost, personal and social efficiency. It also aims to stop wastage of human power and physical resources by helping the individual to find their place in society.

Thus we can say that guidance is the process of helping an individual to help himself and to develop his potentialities to the fullest by utilizing the maximum opportunities provided by the environment and it is evident that the teacher occupies an important place in a school guidance programme. Teachers know their students better as they understand the needs and problems of students. They are in a better position to observe and identify the students those who are gifted or exceptional and maladjusted students. So, teachers play a vital role in the guidance programme organised in the school.

QUESTIONS :

1. Define the term "Guidance".
2. Write a definition of guidance.
3. What is guidance?
4. Write two principles of guidance.
5. Write two characteristics of guidance.
6. Write two aims and objectives of guidance.

7. Write the four nature of guidance.
8. State briefly the scope of guidance.
9. What are types of guidance?
10. What is educational guidance?
11. What is vocational guidance?
12. What is personal guidance?
13. What are the objectives of educational guidance?
14. What are the objectives of vocational guidance?
15. What are the objectives of personal guidance?
16. State the role of teachers in guidance programme?
17. What should be the role of a teacher in guidance at the higher stages.
18. State the functions of personal guidance at college level.

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Unit-2

Educational Guidance

- Educational Guidance – Meaning, Purpose and Function
- Guidance in Elementary School
- Guidance in Secondary School

Introduction

When our students choose wrong subjects when they go to institutions or classes without caring about their abilities, interest and aptitude, then they have to face many difficulties. Again, there is less importance given to practical part due to which individuals are successful in self-employment. In such a situation guidance in the modern educational system seeks to ensure total development of every individual. Guidance, in education helps the individual in choosing an educational institution, choosing courses and subjects, developing study habits, obtaining scholarships, making satisfactory progress in studies, appearing examination, continuing higher education, in colleges and institutions and adjusting to the life in schools and colleges.

Meaning of Educational Guidance

Educational guidance is a process concerned with bringing about a favourable setting for the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities. Educational guidance is useful in selecting the job for any individual according to his or her intelligence, aptitude, abilities and skills. Educational guidance does not only assist the pupils in making educational choices but also guides them to achieve maximum

educational growth and development according to their own capacities and abilities. The main function of educational guidance is to help the pupils in their educational adjustment so that they may feel quite at home and achieve maximum educational success. From the above we may say that educational guidance is a process of rendering help to the students in their proper educational development and adjustment.

Definitions of Educational Guidance :

Educational Guidance as a term has been defined in the ways given below–

- (1) **John M. Brewer**– "Educational guidance is concerned strictly with the pupils success in his educational career."
- (2) **Arthur, J Jone**– "Educational guidance is concerned with assistance given to pupils in their choices and adjustments with relation to schools, curriculum, courses and social life."
- (3) **Ruth Strang** : "Educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it."

Thus, educational guidance is related to every aspect of education, school/colleges, the curriculum, the method of instruction, other curricular activities, discipline etc. Educational guidance is the assistance given to the individual–(i) to understand his/her potentialities, (ii) have a clear cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the courses : curricular and extra curricular.

The above cited definitions of different experts reveal that educational guidance is a continuous and conscious effort made by guidance workers. Educational guidance is concerned with the assistance given to the child in solving his academic problems. It is mainly concerned with such problems of education as are faced by pupils engaged in the study of

Educational guidance is concerned with the assistance given to the child in solving his academic problems. It is mainly concerned with such problems of education as are faced by pupils engaged in the study of different courses and subjects. Educational guidance makes the individual to adapt himself in the most favourable environment for his education.

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Purposes of Educational Guidance :

Some of the purposes of educational guidance are :

- To assist the student in making satisfactory progress in various school college subjects.
- To help the child to adjust with the schools, its rules, regulations, social life connected with it help the child make educational plans
- To consist with his/her abilities, interests and goals.
- To assists the child to secure information regarding the possibility and desirability of further schooling.
- To assist the child to know the purpose and function of different types of schools.
- To assist students to understand himself, his potentialities, strength and weaknesses/
- To help then in developing good study habits.
- To help the child in selection of subjects in accordance with his needs, capacities and interests.
- To help the child to derive maximum benefit out of the various school programmes.
- To give assistance to the child in solution of problems relating to study.
- To help the child in building of a good social relationship.
- To assist the child in using his leisure time most profitably.
- To help the child to know the weak points of his educational achievement and adopting remedial measures accordingly.

How can impart Educational Guidance :

The general pattern of providing educational guidance consists of three important phases:

- (a) Collecting information or data.
- (b) Rendering Guidance.
- (c) Follow-up programme.

(a) Collecting information or data : This is the first phase of rendering guidance services to the individual. It requires to have full information or data regarding the pupil. The information like details of health and physique conditions, intelligence, scholastic

attainments, interests, attitudes, family history, social development, emotional conditions, friendship etc are collected by the guidance workers. For this intelligence test, personality tests, achievement test, attitudes scales, questions, interviews, rating scales, observations etc techniques can be employed. Besides the guidance worker can also collect data from school regarding curriculum, co-curricular activities, methods of teaching, admission procedure, scholarship etc.

(b) Rendering Guidance : The next phase of the guidance is to provide actual services on the basis of personal information. This phase is a difficult task and it requires complete analysis of the information gathered about an individual. On the basis of these, certain conclusion are derived about his personality and adjustment.

(c) Follow-up programme : Under this programme, the progress made by the individual, on account of the guidance given to him, is evaluated. Further guidance services or changes may also be introduced.

Functions of Guidance at different stages :

Educational guidance helps us to determine what a student is good for and what type of education will reveal his inborn qualities or help him to develop them effectively. It also helps the children in choosing the courses of study, planning for their future and promoting proper adjustment. Thus, the functions of educational functions is so comprehensive and broad. Educational guidance carries out different functions at the different stages of schooling-such as Elementary, Secondary and Higher Secondary level.

(a) At the elementary stage : Educational guidance has the following functions at this elementary stage :

- (1) Assist pupils to make a proper beginning in their educational career.
- (3) Assist pupils to plan intelligently for suitable subject or courses which should have vocational implication. They should be given the information regarding occupational divisions and occupational families.
- (4) To enables the pupils to achieve best according to their abilities and interests overcoming the learning difficulties.
- (5) To prepares pupils to enter into the secondary stage of schooling as a result of which the pupils achieve their goal of education.

(b) At the Secondary stage :

- (1) To acquaint the students with the new purposes of education in relation to nature,

different courses and subjects. Educational guidance makes the individual to adapt himself in the most favourable environment for his education.

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- (5) To prepares pupils to enter into the secondary stage of schooling as a result of which the pupils achieve their goal of education.

(b) At the Secondary stage :

- (1) To acquaint the students with the new purposes of education in relation to nature,

type, role and scope of education as fulfilment of liberal education for all, education for employment for many and education for leadership for the few.

- (2) To help student to choose suitable courses and activities according to their admission in different higher secondary schools, junior colleges, vocational institutions etc.
- (3) It enables students to make an appraisal of their abilities, interests, aptitudes and skills and to relate them to the curricular courses and co-curricular activities.
- (4) To assist pupils to overcome difficulties in learning some subjects and make them fit future progress in educational career.
- (5) To assists students to develop positive attitudes towards study and to build proper motivation for better learning.

(c) At the Higher Secondary stage :

- (1) Helps students in the selection of suitable courses for further study and vocations according to their abilities and interests.
- (2) Enables students to understand the clear-cut objectives of higher education so that they decide the line of action for them selves.
- (3) Guide them in such way so that students either to secure jobs or to go to college or to some other type of further training.

Shirley, Hamrin and Clifford Erickson write, "Guidance in the secondary school refers to that aspect of the education programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs." The aim of guidance are both adjustment and developmental as it helps students in making the best possible adjustment to the situations and at the same time facilitates the development of all aspects of his personality. Guidances therefore should be regarded as an integral part of education.

According to the 'Commission on Secondary Education of National Education Association, U.S.A the following are the goals of education as well as educational guidance—

1. Health
2. Command of fundamental processes.
3. Worthy home membership.
4. Vocation.
5. Civic Education.

6. Worthy use of leisure.
7. Ethical character.

According to Educational Policies Commission of the National Educational Association, U.S.A, there should be four general objective with reagard to education and educational guidance. These are as follows :

1. The objective of Self-Realization.
2. The objective of Human Relationship
3. Thet objective of Economic Effeciency
4. The objective of Civic Responsibility.

If we examine the above four objectives we shall note that there is emphasis on the personal and social development of the students so that he is able to achieve healthy social relationships and economic prosperity as well as to become a good citizen.

Principles of Educational Guidance :

The following are some of the principles on which educational guidance must be based on

- Educational guidance must be objective oriented.
- Every student is capable of achieving achievement of students and it must be recognised.
- Individual differences in academic achievement of students must be recognised.
- The strategies must take into consideration on the resources and facilities available to the students.
- Educational guidance is not for few students only, it needs to provided to all.
- Educational guidance must be based on time to time appraisal of student's performance and achievements.

Guidance in Elementary School :

Jones has remarked, "All guidance is education but some aspect of guidance are not guidance, their objectives are the same-the development of the individual but the methods used in education are by no means the same as those used in guidance."

Guidance forms an inseparable part in the educative process. Guidance is a service which must be involved in any teaching situation. Wrinkle and Gilchrist says that, "Teaching without guidance cannot be good teaching, and guidance without good teaching is incomplete." Guidance is one of the instruments of education which enables education

to meet some of its objectives—in preparing students adequately for the various tasks of life.

Guidance should begin from the lowest class of the primary school. At this stage, there is need to special attention towards the health of the children. There is also need to coordinate the functions of a teacher, guidance workers, staff members of the school, members of medical services and school social service workers. These persons are greatly involved in providing skills for primary education, basic knowledge, developing proper attitude, adapting social environment towards school activities etc. For this guidance is necessary. Similarly, when a child enters into the school, he has faces lots of adjustment problems and he lacks security in the school. As a result, he becomes very fearful, hesitating and remains suppressed in the school. In such a situation, guidance is necessary. At different stages of education, the functions and objectives of guidance will be different. Every stage of education enjoys different objectives of guidance. At the primary school, the guidance can used for the following purposes:

1. Helping pupils to make a satisfactory transition from home to school.
2. To assist children in developing their physical and emotional stability.
3. Helping in diagnosing difficulties in the learning of basic educational skills.
4. To help in identifying pupils in need of special education specially for gifted, backward, physically handicapped children.
5. To assist children adapted the environment according to the school traditions and rules, regulations of the school.
6. To assist student in guiding them towards the world of work and develop favourable attitudes toward work culture.
7. To develop the feeling of cooperation, sympathy, unity in the children.
8. To help them in adjusting with the next higher classes and in making them self-dependent.
9. To inculcate them the feeling of discipline, promote self-respect, self-reliance, obedience, punctuality etc.
10. Help in developing an insight regarding their own abilities, interests and capacities.
11. To present emotional, educational and social backwardness.
12. To reduce learning disabilities and preserve their emotional, educational, social needs.

Guidance in Secondary Education :

After completing education at the primary stage, the child enters secondary stage. Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. Secondary education is the gateway for prosperity, for transformity the economy and establishing social justice. At this stage, the scope of guidance becomes more comprehensive as compared to the objective and functions at primary stage. At this stage, guidance become more important due to number of reasons. Guidance services help the

teachers and other personel to understand their students as individuals and to create situations in which the students can learn more effectively. Again, at this stage social, personal, vocational problems of the children come into light and and solution of these problems is necessary. So, guidance is needed at every stage of development right from the beginning of life till the end. Everyone needs guidance, at one time or other. If properly guided every individual will be satisfied in life. Regarding the importance of guidance at the Secondary stage the Governement Regulation No. 29 of 1990 stated that "Guidance is the help given to learners in order to find a personal, familiar environment, and plan for the future".

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According to Kothari Commission (1964-66), one of the main functions of guidance at the secondary level is to aid in the identification and development of the abilities and interests of adolescent pupils. It helps these pupils to understand their own strengths and limitations and to do scholastic work at the level of their ability; to gain information about educational and vocational opportunities and requirement; to make realistic educational and vocational choices and plans based on a consideration of all relevant factors; and to find solutions to their problems of personal and social adjustments in the school and the home. Educational guidance carries out the following functions at the secondary stage of education—

1. Helping in selecting the subject : In selecting the subjects at the secondary level, most of the students are unable to understand in which subject they will be competent or which subjects will be suitable for them. The selection of subjects has become very difficult task due to the variety of subjects. Hence, the objective of guidance should be to understand this type of problem and the same should be solved.

2. Familiarizing with New School life : A pupil has to face a number of new problems when he enters to a new higher school. It may also become difficult for him to coordinate with new classmates and new friends. Hence, the objective of guidance service existing in the school should be to eliminate such problems of the pupils.

3. Fulfilling the needs related to students health : The main objective of guidance service is to take care of needs related to the health of the children and to inform timely the relevant persons regarding those health deficiencies so that necessary action can be taken.

4. Maintaining the records : In the school, it is essential to maintain the records regarding the development of the pupils, education, psychological development, cultural activities. Because the entire guidance programme is to be conducted on the basis of these records. Therefore, guidance workers should maintain such record so that the counsellor may feel convenience during counselling.

5. Creating Environment : According to Crow and Crow, the creation of academic environment in accordance with the adolescent stage is very essential so that the pupils may be motivated in order to acquire higher education and they may be helped in selecting the subject according to abilities.

6. Providing assist in cocurricular activities : Co-curricular activities are being considered very importance for the physical development of the children, such as debates, sports, cultural activities, programmes of social service etc. So, guidance service can guides the children for such activities so that their physical development may be given proper direction.

7. Fulfilling emotional and individual needs : Guidance services is also essential for giving emotional training and channelise the emotional problems in a proper way. It also help the students to solve the problems related to such needs.

8. Objective of cooperation : In solving the problems of the students, cooperation plays an important role and cooperation is essential at all levels of education. The objective of guidance services should be to create a feeling of cooperation among all the workers involved in this service.

QUESTIONS

1. Define educational guidance.
2. What is educational guidance?
3. Give a definition of educational guidance.
4. Write the purposes of educational guidance.
5. Write the phases of pattern providing educational guidance.
6. Write the objectives of educational guidance.
7. Write the principle of educational guidance.
8. State the purposes of providing educational guidance.
9. State the purposes of providing educational guidance at the secondary level of education.

10. State the purposes of providing educational guidance at the higher secondary level of education.
11. Mention the reasons of providing guidance at the elementary level of education.
12. Write short notes on—
 - (a) Guidance at Secondary stages of education.
 - (b) Guidance and Elementary stage.
 - (c) Principles of educational guidance.
 - (d) Purposes of educational guidance.

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Unit-3

Vocational Guidance

- Vocational Guidance – Meaning, Purpose and Functions.
- Relationship between Education and Vocational Guidance.
- Career and occupational information.

Introduction :

Today, our society is changing faster because of scientific and technological advancements which results in bringing changes in the conditions of life. Similarly it has created a new and large number of occupations in the field of work and activities. Again, rapid industrialisation has result in creating thousands of specialised jobs. In such a situation and new changing world of occupations, there is need of vocational guidance. Vocational guidance is concerned with helping the individual to become aware of his strength and weaknesses in the world of occupations and helping him to choose a vocation for his better adjustment with every situation of the society.

Meaning of Voactional Guidance :

Vocational guidance is a some sort of help given to the students in choosing and preparing for a suitable and satisfactory vocation in the world of works. It also assists students to solve the problems pertaining to vocational choices, plans, developments, adjustments and maturity with utmost satisfaction. Vocational guidance is more essential for the development of vocational career of students. It helps students

for better career in the occupational world handling different programmes such as career talk, career conference, industrial visits, stimulated interview etc.

Vocational guidance is the assistance rendered in meeting the problems : (i) relating to the choice of vocation, (ii) preparing for it (iii) entering the job and (iv) achieving adjustment to it.

It also aims at helping individuals in the following specific areas.

(a) making individual familiar with the world of work and with its diverse requirements and,

(b) to place at the disposal of the individual at possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment.

Definitions of Vocational Guidance :

The National Vocational Guidance Association USA, in 1937 defined, "Vocational Guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it."

According to the International Labour Organisation, "Vocational guidance is the assistance rendered by an individual to another in the latter's solving problems related to his progress and vocational selection keeping in mind the individual's peculiarities or special abilities and their relations with his occupational opportunity."

Super has defined, "Vocational Guidance is a process of helping the 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 a reality with satisfaction to himself and benefit to society."

G.E. Meyers defines that "Vocational guidance is fundamentally an effort to conserve the prince less native capacities of youth and t costly training provided for youth in the schools."

Analysing the gists of above cited definitions it can be said that vocaional guidance play a major role in the life of students. It is a process of helping the student or individual to take right decision in case of occupational choice. Vocational guidance is a kind of guidance that is concerned with the vocational needs and problems of the individual. It is assistance given to students in choosing and preparing for suitable vocation. It is concerned with the selection of vocation helps individual for a suitable job, achieve vocational development and maturity with a satisfaction progress.

Objectives of Vocational Guidance :

Vocational guidance is a some sort of help given to the students in choosing and preparing for a suitable and satisfactory vocation in the world of works. Some of the objectives of vocational guidance are as follows —

- To assist students to acquire knowledge of the characteristics, functions, duty requirements of occupations in which they are interested.
- To enable students to get relevent informatin about abilities and skills in terms of related qualifications and competencies required to take up the identified occupations.
- To enable students to understand their potentials and interest in relation to identified occupation or a group of occupation which they may take up.
- To assist students in developing abilities to analyse occupational information and make suitable choice by using appropriate career information effectively.
- To assist students in getting information about various post, educational and training facilities and apprenticeship schemes.
- To enable students to choose the right type of jobs.
- To develop entrepreneurship qualities in students for taking up self-employment.

Purposes of Vocational Guidance :

The primary aim of vocational guidance is the promotion of personal satisfaction with life as a whole. It serves the following purposes—

1. To help an individual to get information about the world of work around him.
2. To help the individual to know himself, his strengths and limitations etc. so that he can develop an adequate concept of himself and his role in the world of work.
3. To help the individual to make a proper decision regarding his occupation.
4. To help the individual for entering into the desired profession.
5. To help the individual in making satisfactory progress in his vocation in such a way that it can bring greatest satisfaction.
6. To aims at bringing economic prosperity to the individuals as well as to the nation.
7. It aims at utilizing all the available natural resources of the nation
8. To acquaint the individual with the sources and methods of utilizing job opportunities or is helped in seeking self-employment.
9. To aims at effecient use of manpower and greater economy in the execution of

- work in industry, business and government offices.
10. To aims at promoting self-development, occupational plans, educational opportunities which help individual to make their placement service well and effective.

Principles of Vocational Guidance :

Vocational guidance should be based on following principles.

1. Vocational guidance must concern itself with the total life of the individual.
2. The individual needs to understand the total perspective of a vocation for which he has decided to prepare himself.
3. The selection of a particular vocation is not confined to a single, fixed decision but a time extending process, involving a services of social and personal factors.
4. Vocational guidance services should be based on the principles of individual differences.
5. Different strategies need to be used to cater to the individual vocational needs of students.
6. Vocational guidance service must fulfil the vocational needs of every student.

Thus, vocational guidance is a kind of assistance, which is given to an individual not only in the selection of an occupation but also in preparation as well as for progress. Vocational guidance takes potent role in solving all those problems which generally rush in vocational life of the individual or students. It is concerned primarily with helping individual to make decision and choices involved in planning a future and building career decisions and choices necessary in affecting satisfactory vocational adjustment.

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Need and importance of Vocational Guidance :

1. Voactional guidance help the students to prepare themselves for entry into the careers of their choices.
2. A good programme of vocational guidance help the students in "getting a good start in the profession"
3. By providing vocational guidance, pupils should be helped to be familiar with occupations and their requirements. The pupils should be made familiar with the new job trends, conditions of work, future prospects etc.
4. It is vocational guidance which can help in discovering the human potentialities as well as their effective utilization.
5. Vocational guidance is needed to set a right person for the right job taking individual difference into account so far the abilities, interests, aptitudes, training experiences and vocational capacities are concerned.
6. Vocational guidance plays vital role providing useful informations and data regarding different occupations to the students. Because the variety of occupations are more than three thousands in number in the world of work which are to be noted for the students. At the same time students would be able to know the nature, characteristics, demands of the different job as a result of which they can go on choosing right job for them.
7. Vocational guidance is also helpful for the students that it places round pegs in round holes and square pegs in square holes. In other words it assists students to choose right job according to their abilities judging what can be done by one or what can not be done by one.

Need of Vocational Guidance

- Individual Difference
- Variety of vocation
- Vocational progress
- Stable future of students.
- Need from economic point of view.
- Need due to changing conditions.
- Need from health point of view
- Need from social and personal points of view.
- For proper utilisation of human potentialities.

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8. Vocational guidance should be offered to high school students, higher secondary school students and also college and university students as they leave education in a particular stage of education. After completion of education they need a job to survive. Therefore they should be accustomed with vocational guidance before leaving education.
9. Vocational guidance also assists students how to adjust in occupational life, how to gain satisfactory progress in job and so on. For this reason vocational guidance is highly needed.
10. Vocational guidance is needed for the purpose of ensuring proper utilisation of human resources. It helps the individual to opt their vocations in accordance to their suitability.
11. An organised vocational guidance is needed to assist the individual to develop insight into what he wants to be in life, what he is capable of doing, his abilities, interests, aptitudes and his limitations.
12. Vocational guidance is essential from the health point of view also. With proper vocational guidance the student chooses appropriate job without affecting his health.

Functions of Vocational Guidance :

The functions of vocational guidance are as follows :

(a) **Elementary Stage :** Vocational guidance has the following specific functions at the elementary stage.

- (i) Vocational guidance assists students to develop their favourable attitude towards better habits, skills in relation to their own liking field of work.
- (ii) Vocational guidance prepares students for better courses for a job those who leave educational campus after primary education.
- (iii) Vocational guidance prepares students to participate in curricular and co-curricular activities which are carried on in the school to develop the pupil's skills and attitudes for successful work in future life.
- (iv) Vocational guidance assists pupils to know their own abilities and limitations in regards to their preferable job.
- (v) Vocational guidance assists to student providing a lot of occupational informations for the future of the students.

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- (vi) Vocational guidance helps in preparing them for secondary school courses for vocational aspects is concerned.

(b) **Secondary Stage :** The following are the different functions of vocational guidance at the secondary school level.

- (i) Vocational guidance assists students to appraise their own abilities, interests, aptitudes, skills and other qualities as a result of which they can be able to know themselves and choose best so far their occupational choice is concerned.
- (ii) Vocational guidance enables students to know vocational implications of various subjects and courses by which they can be able to choose suitable subject and courses for the purpose of study.
- (iii) Vocational guidance provides all the informations and required data about employment situation, job trends, nature and conditions of job and its different benefits by which students make up their mind for a suitable job.
- (iv) Vocational guidance helps students to prepare them for a bright future so far their choice of job and further vocational training course are concerned.

(c) **Higher Secondary Stage :** Vocational guidance has the following specific functions at the higher secondary stage.

- (i) Vocational guidance assists students to know about different opportunities given by private or public sectors so far job is concerned.
- (ii) Vocational guidance enables students to understand the vocational implication of their subjects or courses which are to be studied by them.
- (iii) Vocational guidance assists students to acquaint with different available scholarships, stipends, grants and fellowships.
- (iv) Vocational guidance gives comprehensive outlook to the students about different types of vocations and careers.
- (v) Vocational guidance is helpful for students from contact point of view so far different related agencies, institutions and programmes are concerned.

Relation between Educational Guidance and Vocational Guidance :

Educational guidance is concerned with the assistance given to pupils in their choices and adjustments with relation to school curriculum, courses and school life.

Vocational guidance is the process of helping the individual to choose occupation that fit him best.

Educational guidance includes the help and assistance given to pupils in adjusting

to the demands of the school and to plan intelligently an educational programme.

Vocational guidance involves a thorough understanding of the individual general and specific capacities.

Educational guidance deals with those problems related with the educational progress and learning experiences. Educational guidance assists to student to acquire knowledge, attitudes, strategies and skills to develop appropriate educational plans for himself.

Vocational guidance also assists students to acquire knowledge, attitudes, strategies and skills and thus help one to develop life and career plans. Therefore, vocational guidance cannot be separated from educational guidance.

There is a close relationship between educational guidance and vocational guidance. Student's various choices of courses and their educational plans are functionally inter-related. Educational guidance becomes effective only when the subjects or courses of studies has some vocational implications or there are scope for occupational opportunities to enable one earning his own living. Similarly, a plan of vocational guidance must be accompanied by vocational considerations and vocational guidance is incomplete without educational guidance preceding it.

In vocational guidance, the vocational considerations are dominating, whereas in educational guidance "making a life" in school is more important. Vocational guidance is related with "making a living" after the school years and students are suggested to opt for a career on the basis of their potentialities. But educational guidance and vocational guidance are parts of the total guidance process by which an individual's potentialities are discovered and developed through his own efforts. The student's choices of subjects and vocational plan are closely interrelated.

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Career and Occupational information :

A career is the sequence and variety of occupations (paid and unpaid) which one undertake throughout a life time. More broadly, "Career" includes life roles, leisure activities, learning and work.

Career information is needed to make guidance informative, assuring, evaluative and adjustive. It help the pupils to select career which is most suitable to them.

Career information includes :

- job and industry descriptions.
- Information about employment trend and opportunities.
- Remuneration and financial information.
- Computer programmes that assist people seeking information or trying to come

to a career-related education.

In career information, career advice, career guidance and career education are closely associated. Career advice is the provision of information and knowledge about work, education and training.

Career guidance is an in-depth process that helps an individual to move from a general to a specific understanding of realistic options for their future. Career, work and life style, including how to make decisions and implement plans are included in career education.

Career education is a process of development of knowledge, skills and attitudes through a planned program of learning experiences that will assist students to make informed decisions about their study/work.

According to the Australian Ministerial Council on Education, Employment, Training and Youth Affairs stated that the career education encompasses :

- learning about the world of work, its changing nature, the general expectations of employers and the demands of the workplace.
- developing self-awareness in relation to interests, abilities, competencies and values.
- developing awareness and understanding of occupational information and career path ways.

→ developing skills in decision-making which can be applied to career choices.
 → acquiring the skills necessary to implement the career decisions made.

Career information provides access to the skills and resources students need to overcome the various obstacles and prepares them to make choice relevant to their personal strengths and interests. Career information, advice and guidance helps us in developing career management skills. Career information is an integral part of work organizations, where individuals can regularly review their progress and their future plans.

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Career information is very important to the students. It is the duty of the career counsellor to provide regarding career selection. The career information is needed to :

1. Make guidance services informative : Students need to know the jobs, work processes where training institutions are situated, the content of training, the avenues of employment after training, the average income, status of the work and future prospects. etc.
2. Enable the student to acquire the image of occupations and society's evaluation there of and to cross check or interpret the suitability or validity of their own tentative decisions.
3. Help in the educational and vocational planning.
4. Help to revise the old courses and develop the new ones.
5. Training individuals to plan their education, training and work.
6. Providing help to educational institutions in motivating individuals to take responsibilities for their own education and work.
7. Providing help to companies and organizations in motivating their employees for

further education, flexible management, training and finding adequate job position as well as professional promotion.

8. Contributing to the development of local, regional and national economy through the labour force development.

Therefore, adequate information should be available to the guidance worker to make the service informative, assuring, motivational, exploratory, evaluative and thus helpful for the students.

Sources of Career information :

Some of the sources of career information are as under :

1. The employment organization, which through the power of compulsory Notification of vacancies Act, collect information quarterly, which depicts the employment trends at District, State and National levels.
2. The prospectuses of different colleges, universities, technical and professional institutions.
3. The publications of employment organization being published in career pamphlets like fitter, turner, electricians etc.
4. The publications like training facilities in different states being brought out by the employment departments in India.
5. The literature being produced by different departments and Ministries like Ministry of Health, Ministry of Defence etc.
6. Advertisements of Union Public Service Commission, State Public Service Commission etc.
7. Occupation Information unit of the Ministry of Employment and Labour.
8. Studies and Surveys conducted by different organizations, census operations and vocational institutions.

Methods of Career Information :

Career information may be collected through a variety of methods. One of the most popular method is survey, which may take one of the following three forms :

- (i) Situations vacant advertise survey.

- (ii) Alumni Follow-up Survey.
- (iii) Community Survey.

A survey of the situations vacant advertisements is one of the cheapest and the easiest method of collecting information. This is a good method as it provides current information about job.

In an alumni follow-up survey, the students of a college or university are contacted personally or by mail and are requested to provide information in the form of answers to specific questions. Through it, informations about the occupations obtained in which old students of a particular college or university engaged.

In a community survey, the employing agencies and the educational training and professional institutions existing in the community served by the institutions are contacted personally or through mail. The method provides the latest information about the requirement and trends more than the first two.

Occupational information :

Occupational information means information on different occupations and job opportunities available to the individual for planning their future vocation.

C. E. Shartle defines occupational information as the "accurate and usable information about jobs and occupations."

Riolin and Schuder has remarked the occupational information refers to facts concerning the importance of vocations, entrance requirements, opportunities for promotion, health and accident hazards, compensation and other working conditions that are usually met in specific vocations or related group of vocations.

Occupational information includes facts on the nature of work, occupational relationships, working conditions, educational requirements including personal requirements, training and experience requirements and the employment opportunities. It can be categorised as—

1. Information on job openings : It can collected from— (a) advertisements published in news papers or gazettes, by the UPSC, SPSC and Individual Establishments and institutions.

- (b) vacancies notified and circulated a different levels in the employment Service.
- (c) career literature brought out by the NCERT, Guidance Bureaus etc.

2. Information on educational and training institutions : It can be collected from—

- (a) prospectuses of educational and training institutions.
- (b) directories of training institutions.
- (c) handbooks on training facilities in different states.

3. Information on apprenticeship and on the job training facilities : It can be collected from —

- (a) advertisements published in newspapers, magazines by various establishments and institutions.
- (b) Central/regional/state assistant apprenticeship advisers, principals of I.T.I, qualified architects etc.

4. Information on scholarships and fellowships : It can be collected from—
(a) advertisements issued by organisations, institutions like CSIR, UGC, Universities, Central and State governments, departments, international organisation etc.

5. Information on trends, patterns and growth of education : Training and employment opportunities. It can be collected from—

- (a) Census report, fact books and special reports/reviews brought out by the planning commission, state departments of statistics etc.
- (b) Annual reports of banks, companies and administrative reports of governments departments.
- (c) Schemes of self-employment and related assistance of small industries, banks professional organisations etc.
- (d) Scholarship/financial assistance or stipends available for undergoing trainings.
- (e) Various job title and available job opportunities.
- (f) Descriptions of the job and its requirements such as age, sex, qualifications, training, experience, nature of work, hours of work, material used etc.
- (g) Emoluments and other financial benefits of job.
- (h) Working conditions, incentives and problems involved in job.
- (i) Promotion prospects and transfer possibilities appointment places.
- (j) Methods of requirements, qualification either general or professional and cues for interviews and number of posts and so on.

(k) Any special information about the job. The main aim of occupational information is to give the educational experiences that is suitable to his role in the field of work. It provides the students with accurate and usable information before learning school. It also assists pupils in gaining maturity in vocational understanding and good attitudinal development in this ever changing society.

Sources of Occupational Information:

From the following sources, occupational information can be collected —

(a) Different occupational abstracts, briefs, guides, monographs, paper cutting and pamphlets published by Department of Psychology, Guidance Bureau, Foundations of Education etc.

(b) Occupational files and dictionaries and career information manuals.

(c) Employment news, employment exchanges, magazines, government notifications and bulletins etc.

(d) Various illustrative material like films, filmstrips, posters and charts pertaining to various jobs and occupational processes.

Occupational information service provides information on the basis of following facts :

- Name of various vocational courses and higher vocational trainings.
- Name of the various available institutions of higher training information.
- Various job title and available job opportunities.
- Descriptions of job and its requirements.
- Working condition, incentives involved in job.
- Promotion prospects and other possibilities.
- Emoluments and other financial benefits of job.

Need of occupational information :

1. Make guidance informative.
2. Enable students to adjust with occupational pattern.
3. Help in Educational and vocational planning.
4. Helping students to accepting new ones.
5. Provides maximum benefits to students towards different jobs.

OBJECTIVES OF OCCUPATIONAL INFORMATION :

The objectives of occupational information are :

1. To convey pupil the information of an occupational choice and the necessity of a sensible and realistic approach.
2. To develop a broad and realistic view of opportunities in life and problems at all levels of learning.
3. To create an awareness of the need and an active desire for accurate and valid occupational, educational and personal social information.
4. To help a pupil in proper self-appraisal and development of his interests and personality.
5. To provide occupational orientation and an understanding of the world work and related activities.
6. To assist in the mastery of the techniques of obtaining and interpreting information for progressive self-directedness.
7. To provide assistance in narrowing down choices progressively to specific activities which are appropriate to aptitudes.

NEED OF OCCUPATIONAL INFORMATION :

Occupational information is needed to—

1. To make guidance informative : Most of the students need to know the jobs, work process, where training institutions are situated. Without adequate and accurate work-oriented information, it is not possible for a guidance worker to help the individual to evaluate his abilities, latents or capacities in terms of the requirements of a courses of career.

2. Enable the students to adjust with the changing occupational pattern : Today, occupational pattern is changing rapidly with the changes of time. Many occupations and skill of today did not exist a century ago. With the changes of time, situation and circumstances, the pattern of occupation, skills also changes. The qualification requirements of different occupational pattern are also different. All these facts necessitate that occupational information is made an essential part of guidance programme.

3. Help in Educational and Vocational planning : Occupational information is needed in helping educational and vocational planning. In providing suitable information



Unit-4

Organization of Guidance Programme

- PRINCIPLES OF ORGANIZATION
- GROUP GUIDANCE
- INDIVIDUAL INVENTORY.
- INFORMATION ORIENTATION SERVICE
- PLACEMENT SERVICES
- FOLLOW UP SERVICES

Introduction :

As the modern society is undergoing a constant change, the goal of life as well as the goal of education has also undergone certain change. For fulfilling and satisfying all the needs and requirements of our life, there is need to organize guidance programmes at all levels. No one has ever been able to manifest and miximise his potentialities on large extent, make appropriate career plans, get suitable occupation and make satisfactory adjustment in the society without assistance of guidance. In the modern complex society, it has become difficult task on the part of home and community to provide appropriate and adequate guidance to students as per these needs and requirements. A well-organised guidance programme is essential for bringing a great deal of adjustability and total development of the pupils.

Guidance Programme :

Every guidance programme fulfill its aims and objectives services and these guidance services are accepted as the feature of guidance services. So it is essential to organise the guidance services in the guidance programme. The main objective of guidance programmes is carrying out certain functions in a simplified way i, e, to

determine the needs of the students more accurately, to define individual responsibilities with a fair degree of accuracy and to make the staff more readily accept the responsibilities. It helps to put proper persons at the proper place, in the proper manner and at the proper time. Indian Education Commission (1964-66) has laid down, "Guidance services has a much wider scope and function than merely that of assisting students in making educational and vocational choices."

Jones observes, "Guidance is not something that can be separated from the general life of the school, nor is it something that can be located only in some particular part of the school."

Purpose of Organizing Guidance Programme :

The main purpose are as follows :

- (i) Coordinating guidance work.
- (ii) Consolidation of individual efforts by all the staff.
- (iii) Economic use of time and it provides equal opportunities for all.
- (iv) Better understanding of pupil traits and location of his problem.
- (v) Better understanding of pupil needs and interest.
- (vi) Healthy classroom relations.
- (vii) Better utilisation of community resources for testing etc.
- (viii) Better staff unity.
- (ix) Adequate and up-to-date information regarding occupational and educational requirements and opportunities should be secured.
- (x) It should be directed towards improved pupil self-knowledge and self-direction as ultimately he is to make his own decisions.

General Principles of Guidance Organization :

A guidance scheme cannot be launched on the same pattern. In order to organize guidance programmes, certain principles should essentially be followed. Some of the principles of guidance organization are as follows —

1. Budgetary Provisions : Budgetary provisions are also necessary to make the guidance programme better. Budgetary provisions are made before starting the programme. It can only be organised on firm footing when proper budget provision

is made both in form of time and money. However, a special care needs to be taken that funds provided for guidance services must not be diverted to other channels.

- 2. Specialisation :** The role of specialists is very important in the organization of guidance programme. Hence, for the success of guidance service, the presence of specialists in the guidance service is essential, such as the counsellor, psychologist, psycho-analyst, social worker of the school, doctor etc.
- 3. Continuity :** Continuity of each guidance programme is very essential. Continuity of problems occurs in the life of each person. Therefore, the continuity of these services is needed.
- 4. Cooperation :** The characteristic of a good guidance programme organisation is that it should seek the cooperation of the parents. The guidance services can be made better by seeking the interest and cooperation of each staff member.
- 5. Proper Information and Record :** The superiority of the guidance programme also depends upon the proper information and record. The guidance service should be used to collect the informations about educational and vocational needs and tests and to record them.
- 6. Coordination :** There should be another characteristic of guidance programme that it should maintain coordination between all the associate agencies and the community for the guidance of youth for a longer period.
- 7. Guidance for All :** The principle of guidance for all is followed in a good guidance service. In a democratic country each pupil has right to get guidance. In school, all the pupils should be provided with guidance.
- 8. Confidential :** It is very important to maintain confidentiality of the collected informations so that confidence of the pupils on the guidance workers may be maintained. After winning the confidence of the pupils, true informations about them can be collected. Only the consellor should have access to the confidential informations.
- 9. Selection of Guidance Workers :** For a good guidance programme, the guidance workers should be selected on the basis of their abilities, training and experiences. It is not possible to perform all the duties related to guidance by the teacher alone. Hence, for specific duties in guidance, persons with special abilities in guidance are needed to be appointed.

10. **Opportunity for Final Decision to the Client :** In a good guidance programme, the opportunity for final decision should be provided to the client. There should be no compulsion on them.
11. **Use of Various Methods :** It is not possible to apply a single method for collecting informations meant for guidance. Also, it is not proper to use single method for the same purpose. Only one method cannot collect reliable informations. It is essential to apply various methods on one person at the different occasions and in different situations. It increases the reliability of the programme.
12. **Sufficient Time for Guidance :** The guidance workers should be allotted sufficient time to provide successful guidance in the guidance service, such as time for testing and time for counselling. In time-table too, the sufficient time should be allotted for guidance.
13. **Simplicity :** If the guidance programme is simple, it will be interesting and successful. In such simple programmes all the persons show more interest.
14. **Finding Solution :** The utility for guidance service increases when it is organised for finding the cause of the problems. These problems should not be allowed to arise and preparation should be made to solve them if the same arise.
15. **Providing Opportunities for Acquiring Abilities :** The opportunities should be provided to the guidance workers and other persons associated with such programme to increase their abilities. It is essential because new methods are innovated in the field of guidance every year and old methods are modified and improved. The guidance worker should be given an opportunity to remain in-touch with all these modifications or changes.
16. **Responsibilities According to Abilities :** A good guidance organisation is that where all the persons are assigned their responsibilities according to their abilities and capacities. If they are not assigned the responsibilities according to their abilities, then the success of the entire guidance programme cannot be expected.

Specific Principles of Guidance Organization :

Specific principles of Guidance organization are as follows :

1. **Personal :** Guidance worker must be properly qualified and trained provided with such facilities that his knowledge is kept fresh and up-to-date.
2. **Programme planning :** It is to be cooperative show of organization, so while planning all those who are associated should be involved in it. It is better to form

- a committee of the principal, a presidents, counsellor as Secretary and all teachers as members, so as to plan it on firm footings.
3. **Physical Facilities :** It needs proper privacy and a place to keep the record of the students like cumulative record so that it is assessable to the teachers, but not to the student. An occupational information will be the dire necessity.
 4. **Public Support :** All local public and private organizations need to be involved in it. It needs support of parents, public leaders, government bodies, club members etc.

Humphery and Traxler, in their book entitled "**Guidance Services**", have mentioned some basic things for organising guidance services, which are given below —

(a) Defining the objectives clearly :

The objectives of entire guidance programme should be clearly defined at the time of organizing guidance service. While defining these objectives, the school ideals and needs of the pupils must be kept in mind.

(b) **Defining the tasks :** All the activities to be performed through the guidance programme must be enlisted beforehand.

(c) **Defining the powers :** The workers should be made aware of their powers just like their duties.

(d) **Defining the relations :** The relations of employees working in the guidance programme, whether full time or part time, must be defined clearly. Again, the relations should be defined in accordance with their guidance responsibilities with other employees.

(e) **Allocation of duties :** The success of the guidance programme depends upon the allocation of duties to the persons involved in this job in advance so that every person should have a clear idea what he is to perform.

(f) **Simplicity :** The organization of the guidance service should not be of complicated nature. The framework of the structure of the guidance should be simple so that every person will start taking interest.

In designing a successful guidance organization there are five P's which may be considered

- Personnel
- Programme planning.
- Proper budgeting.
- Physical facilities.
- Public support.

Crow and Crow, in his book "An Introduction to Guidance" has also suggested the following points to keep in mind before executing the plan of guidance programme-

- (1) Number of persons to be involved in executing the guidance programme and the time required.
- (2) Building and the space.
- (3) Worker's strength.
- (4) Parent's interest and cooperation.
- (5) Teachers and other employees involvement.
- (6) Knowledgeable teachers and their cooperation.
- (7) View point of schools and the society.
- (8) Involvement of other community agencies.
- (9) Finance and budget.
- (10) Motivation of the students.

Group Guidance:

Now a days group guidance has received much attention as an essential and integral part of the guidance programme. It is more useful, helpful, effective and practical than individual guidance as it assists each individual in a group. Especially it is meant to assist the students to achieve self direction, self knowledge and self realisation extending its hands of co-operation. Much emphasis is given to the group guidance at present as it involves those activities within the organisation of guidance programme where in several students get opportunity for meeting, interacting, gaining informations, sharing idea and knowledge, planning for better future and making decisions in case of choice conflicts. The term group guidance was coined by Bennett in the year 1955 in his book "Guidance in Group."

Crow and Crow : "Guidance in group situations usually is thought of as referring to those guidance services that are made available by school personnel to large or small groups of pupils."

Jone : "Group guidance is any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustments."

To sum up these, the characteristics of group guidance are as follows :

- (i) Group guidance is a relationship in which the guidance personnel attempts to help a number of students to overcome their problems and difficulties.
- (ii) Group guidance is a group activity process.
- (iii) It provides chance to explore a problem, its causes and solution to it as a result of which the individual student gains the ways and knowledge to overcome the difficulty.
- (iv) The students gain a lot of experiences related to the problem of life in a group situation.

OBJECTIVES OF GROUP GUIDANCE SERVICE:

The following are some of the principal objectives which are to be achieved by group guidance programme.

- (i) To assist the members of the group to attain increased maturity in relation to realistic goals and adjustment.
- (ii) It enables the members of group to manifest their individual problem before group and find out the ways for its solution from the group discussion and group judgement.
- (iii) It helps the members of group to understand and ascertain themselves as a result of which they be able to achieve broader perspective of themselves and develop insight in relation to others.
- (iv) It helps the individual to be aware of their personal needs, demands, strength, weaknesses and problems.
- (v) It is used to release painful feeling, frustration and anxiety of the individual member of the group.
- (vi) It helps individual to explore the unknown problems of the members of the group with typical progress.

The objectives of group guidance as listed by Kitch and Mc Creasy are :

1. To help in indentifying common problems.
2. To provide information useful in the solution of adjustment problem.
3. To provide opportunities for experiences that promotes self-understanding.
4. To lay the foundation of individual counselling.

PRINCIPLES OF GROUP GUIDANCE:

The group guidance is based on following principles.

- (i) The group meant for the group guidance should be homogeneous in nature.
- (ii) The group guidance should be helpful and essential for every members of the group.
- (iii) Individual problems should not be neglected in case of a group guidance problems. They are to be emphasised, discussed and found out certain solutions.
- (iv) Almost all members of the group should be initiated and encouraged to solve their individual problems with friendly climate and good relationship.
- (v) The members involved in the group guidance should not be selfish and in humanitarian in nature.
- (vi) The group and the group guidance should be well managed by the useful action of the teachers and guidance workers.
- (vii) The members of the group should not hide the personal problems before group.

SCOPE OF GROUP GUIDANCE:

The scope of group guidance includes the following issues and problems which are to be explored and solved.

- (i) Problems in regards to educational courses, educational plans and programmes.
- (ii) Various curricular issues and topics.
- (iii) Problems of career choices in the context of facilities gained.
- (iv) Various occupational issues and problems.
- (v) Personality problems and issues.
- (vi) Social problems and related situations.
- (vii) Job placement and adjustment in job and previous preparation for it.
- (viii) Economic set-up and problems.
- (ix) Problems of group life and group adjustment.
- (x) Solution of various life problems and success over problematic issues.

SIGNIFICANCE OF GROUP GUIDANCE :

Group guidance secures an important place in the context of school guidance programmes. It is essential because—

1. It provides a chance for more contacts with friends having similar type of problems.
2. Group guidance service provides a good opportunity to discuss a common problems which arise in the life of different students. All students of the group work together towards common problems which may help them capable of solving the problems efficiently and smoothly.
3. Group guidance helps the students to improve student's attitude and behaviour. Because the process of discussion encourages free exchange of opinions and realistic analysis of attitudes.
4. Group guidance service invites collective judgement on problems of individual students.
5. It provides an opportunity to express student's anxieties and suppressed feelings easily in a group as they feel shy to discuss it personally in an interview.
6. In the group guidance service, the guidance worker gets change to observe the student's reaction, behaviour and feelings towards a particular problem or group life.
7. The student from different family backgrounds, educational status, socio-economic status participate in the group guidance which encourages better adjustment among students.
8. The hidden and unrecognised group problems, their needs come out through group interaction, group intimacy and group freedom as a result of which the group guidance worker keeps them in the mind and provides group guidance accordingly.
9. Group guidance service is time saving as it deals with the large number of students at a time. All students are provided guidance service through guidance worker or group of guidance workers which directly saves much of the valuable times.
10. Group guidance service is less expensive and it carries much advantages over individual guidance. A large number of the students are provided similar type of guidance under it.

TECHNIQUES OF GROUP GUIDANCE :

The following techniques are used for group guidance :

1. **Career Conference :** Career conference are services of meetings in which certain experts and professional experienced persons from different vocational fields share their expertise with the students. They suggest different vocational plans, choices and careers

to the students those who are involved in this activities.

2. Career Corner : Career corner is a gathering centre of various career books, pamphlets, posters and notices concerning their career information. It enables the students to get information on various occupations from various career literatures, to analyze their career opportunities by consulting career index and get latest information on various job opportunities.

3. Group Visits : With the help of group visits, students are encouraged to visit a particular significant work sites or places having geographical importance or educational significance to gain direct experiences about the place or institution or occupation.

4. Audio-Visual aids – Different audio-visual aids like films, slides, film strips, posters, charts showing importance of curricular choice, vocational information and other courses provide all the informations which would be helpful to students to prepare for solving the problems of educational, vocational and personal life.

5. Career talk : The career talk is one of methods of providing career information to the students of the group through lectures, seminars, talk by professional experts in the field or related to various informations.

6. Case Conference : In it, each student is encouraged to present his way of dealing with problems. Then through discussion of individual cases, a line of action is initiated to solve the problems as result of which each member of the group learns how to solve his own problems from other's experience.

7. Informal discussion : It is also an important technique which is used for the purpose of group guidance. Here, discussion are conducted with the help of skilled leader and expert which are not formal in nature.

INDIVIDUAL INVENTORY:

The individual inventory is otherwise known as the pupil inventory services aiming at collecting, maintaining and using relevant information regarding the child. It is very much essential for student as it assists to know the student "himself" at the time of taking any decision and compailation of detailed information about individual pupils. Such information relates to the pupil's abilities, achievements, aptitude, interest, attitudes, intelligence, personality traits, bio-data, socio-economic background etc.

The focus of this guidance service is not the problem, but the pupil. For this,

the guidance worker must have all relevant information or data about the pupil. It helps the guidance worker to obtain a realistic picture of his abilities, interests, personality characteristics, achievement in different subjects and activities, level of aspirations and state of health.

Functions of Individual Inventory Services:

The individual inventory has the following functions with it :

1. It collects detail information on all aspects of the individuals life and his development.
2. It presents a global picture about the individual, his bio-data, family background, educational and vocational expectation and records and personal traits.
3. It assist the individual "to know himself." and to relate himself with the opportunities available.
4. It present a clearcut and ready reference about the individual like the catalogue of books in a library.
5. It presents continuous, comprehensive, objective and upto date information about the individual.
6. It provide a record of the student's progress.
7. It enables guidance worker, and teacher to know about student adequately as a result of which they would be able to suggest for further progress of the students.

Steps of Individual Inventory Services:

The following steps should be followed at the time of organisation of individual inventory:

1. **Data Collection :** Here necessary and adequate data regarding student's ability, interests, aptitudes, skills, habit patterns, family background, health, socio-economic status, educational standard, interest in cocurricular activities etc should be collected by the guidance counsel with utmost care. Useful data about the students can be collected– the student himself, his previous record and certificates, psychological tests, questionnaires, interviews, autobiographies and socio-metric devices.
2. **Maintenance of data :** The useful data about students should be organised and recorded properly in a cumulative record after collection of data. Because

cumulative record gives a clear picture of the students achievement and progress which present all data about student at a glance.

3. **Use of data :** The information collected are analysed and interpreted by the guidance personal. Due to this step taken by guidance worker, student becomes able to find out a better choice in regard to education, vocation and career planning.

4. **Self-inventory Service :** The purpose of "Know thyself" can be fulfilled by self-inventory service which helps students to develop awareness and self confidence within them. Students become more conscious of their strength and limitations as a result of which they become able to carry on academic work and vocational work perfectly.

COLLECTION OF INDIVIDUAL INVENTORY INFORMATION:

- (i) **Personal Identification :** Name, data of birth, sex, residence, evidence for verification of data of birth.
- (ii) **Home and community :** Name of the parents and guardians, their occupation, language, marital status of the parents, sibling etc.
- (iii) **Scholarship :** School marks by years and subjects, special report on achievements, rank in class, honour etc.
- (iv) **Test Scores :** Achievement in test scores, results of interest inventory, aptitude test, personality rating etc.
- (v) **School attendance :** Systematic record of attendance, year-wise attendance and absentees.
- (vi) **Health :** Maintenance of height and weight, hearing, eye-sight, condition of teeth, physical disabilities, vaccination record etc.
- (vii) **Employment :** Part-time job or summer job, employee's report, work experience etc.
- (viii) **Activity record :** Athletics, clubs, date, station, student day, non-school clubs and activities, hobbies and leisure time activities to be collected from the students and school.
- (ix) **Anecdotal records :** It is usually collected on special forms pertaining to different aspects of important incidents.

- (x) **Interview notes :** Separate report of each interview be prepared i.e date, reason, interests and plan discussed, nature of problem discussed etc.
- (xi) **Follow-up record :** It should contain periodic reports of employment, education, satisfaction and problems.

INFORMATION ORIENTATION SERVICE:

In order to understand the environments in which he is to live, work and progress, adjust with the frustrations of the nature of occupations, education, it is essential to provide different guidance services. These services are designed to result with efficiency in areas which require that the individual make adjustment in order that he may be an effective member of the society.

Information orientation service is provided to the students those who are new comers and those who go to new class or new course in a school set up. So that information orientation service is normally meant for students to enable them to know school courses, rules, regulations, different facilities given to the students by school and to know the clear image of the school. This service helps the student in giving the scope to make him familiar with the unfamiliar situation of the school. The orientation service is also meant for students to enable them to develop student's abilities and scholarships, a sense of responsibility and integrity, abilities for citizenship, social and vocational skills etc.

The following elements are essential for information orientation service.

- (i) Making available all the information they need.
- (ii) Supplying educational, social and occupational information.
- (iii) Placing the responsibility for the success of this service on the total staff.
- (iv) Using only accurate, unbiased and timely information.

NEED OF INFORMATION ORIENTATION SERVICE:

This service is highly needed due to the following reasons.

- (1) It assists new students to know the informations about school, its history and tradition, its rules and regulations, its strength and weaknesses, facilities available for them etc.
- (2) It helps students to adjust with school situations and enable students to develop academic standard, personal qualities, high moral values as well as ethical standards

from rich experience of the school.

- (3) It assists students to achieve success in academic life by learning to study carefully, developing interest in study, taking examinations sincerely and utilizing time properly.
- (4) It helps students to know the almost all useful informations regarding physical plant, library, hostels, class-rooms, laboratories, workshops, play grounds and other facilities.
- (5) It assists students to provide remedial reading, language programme, projects and club and different financial help by school.
- (6) It assists students to develop social adjustment abilities, citizenship education, well adjustment in different school activities and facilities with different members of school.

The Orientation service can be provided systematically to students through certain activities like conducting orientation day, welcoming desk and entrance, arranging tea and games, celebrating social evening through plays, exhibitions, showing films, talks by guest speaker and so on.

PLACEMENT SERVICES:

The placement service is given to the pupil in entering into a course or a vocation. Placement means to assign a place to the individual to which he is best fitted.

According to Dowing, "Placement is a service with guidance programme designed to assist students in the selection of suitable courses or curricula, extra class activities and part time or full time employment.

According to Andrew and Willy, "Placement refers to all of the activities performed in assisting the student to make an adequate adjustment to new step in his training whether that is taking a few or part time job or making a choice of additional educational training."

According to H. B. English and A.C English, the term placement refers

Like other guidance services, placement service is a kind of guidance service which is especially carried out by counsellor to assist students to find out his own place in the educational setting or occupational world considering his abilities, interests, skills, aptitudes etc. Thus placement service is given to the pupil in entering into a course or a vocation.

to "the assigning of a worker to the job for which he is judged best fitted." Like other guidance services, placement service is a kind of guidance service which is especially carried out by counsellor to assist students to find out his own place in the educational setting or occupational world considering his abilities, interests, skills, aptitudes etc. Thus placement service is given to the pupil in entering into a course or a vocation.

The aim of placement service are :

- to help the individual or student to place him in the occupational world to survive on the basis of his abilities, skills, interests and innate talents.
- to help him to adjust better in the job sphere and achieve progress in the job for his development and welfare.

There are two types of placement service —

- (a) Educational placement.
- (b) Vocational placement.

Educational placement is meant to aim at placing the student in educational situations or institutions with suitable courses according to their interests, abilities, skills etc. It also includes curricular and cocurricular activity which goes inside the school.

Vocational placement service is meant for the students to enable them for the suitable placement in a liking job, taking abilities, interests, attitudes, skills into consideration.

Placement service is needed to assist pupils in their educational and vocational placement, for getting a good employment in an organisation or for self-employment and placement in a vocational training institute.

Placement service is essential because —

- a) it determines the reasons of drop outs at different stages of education.
- b) helps the individual in the selection of subject and curriculum.
- c) provides occupational information.
- d) guide the drop outs to do part time employment or finding out part time job.
- e) job placement is the main aim of placement service. So it help the individual in getting suitable job.

Thus, the aim of placement service are mainly connected with the welfare and adjustment of the individual in the contex of a job. Placement service is a process

to systematic evaluation of the guidance and placement service in particular. This service provides feedback to the guidance personal about the effectiveness of his guidance. Follow-up services aims at evaluating the placement and other guidance services. It ascertains the changes in occupational interests of pupil and assist them in making adjustments as would be necessary. Follow-up services are also helpful in recognising and improving educational programmes. Follow-up programmes determine how many are rotting in jobs to which they were fitted,

- choices in educational and vocational placement.
- (7) Follow-up services is helpful for the student to know how far he is able to get benefit from the educational and vocational opportunities.
 - (8) Follow-up services gives hints whether the student needs further guidance service or not.
 - (9) Follow-up service even conducted for former students for the purpose of interaction and collection of information.

OBJECTIVE OF FOLLOW-UP SERVICE :

The main objectives of follow-up services are as follows :

- (i) It helps the institutions or personnel or agencies those who are engaged in educational and vocational placement services in achieving educational, vocational or personal adjustment of the students.
- (ii) It helps the school to keep relationship with its students for the collection of needed informations.
- (iii) It helps the students and teachers in realizing the aims and objectives of education as well as guidance in education and occupation.
- (iv) It helps teachers and guidance workers in inviting required changes in the school programme on the basis of informations collected from former students so far their present educational and vocational career is concerned.
- (v) It helps teachers and guidance workers to study the number of causes of drop outs in different classes.
- (vi) It helps the teachers and guidance workers to take essential steps to check the wastage and stagnation in the field of education.
- (vii) It helps the teachers and guidance worker to bring certain changes in curriculum as the students and present society needs.
- (viii) It helps the students to know their correctness in selecting certain educational career and occupational career.
- (ix) It helps students to know about available educational and vocational opportunities and to proceed accordingly.
- (x) *It helps teachers and guidance workers to evaluate the success and achievement in educational career and vocational career of the student.*
- (xi) It helps students in providing occupational statistics as a result of which *they are able to adjust in the occupational placement.*
- (xii) It helps students in providing encouragement and giving inspiration of them as they are not benefited and encouraged by placement.

FUNCTIONS OF FOLLOW-UP SERVICE:

The follow-up service performs the following function :

- (a) It ensures personal contact and correspondence with the student even after he leaves the school.
- (b) It helps to keep contact with the employer and heads of other institutions.
- (c) It helps to collect information about the student during the post-placement period.
- (d) The information collected about the student's progress in the occupation or course of study provides feedback about effectiveness of guidance programme
- (e) Follow-up service also paves the way for modifying and improving the guidance programme of the school.
- (f) It may help in replacement or change of subjects/occupation if the situation arises.

Thus follow-up services can be organised for pupils studying in schools, students who left in the middle of the school and for former pupils. It is through follow-up services that school can keep in touch with its pupils. The purposes of follow-up service is to help in keeping an efficient guidance programme for the part pupils.

QUESTIONS:

1. State the main purposes of organization guidance programme.
2. Write two general principles of organization guidance programme.
3. What is the name of the book Humphery and Traxter?
4. Write the name of book written by Crow and Crow?
5. What is group guidance?
6. Write two characteristics of group guidance.
7. Write two objectives of group guidance.
8. State the scope of group guidance.
9. What is individual inventory?
10. Write two functions of individual inventory.
11. Write the steps of individual inventory service?

Unit-5

Counselling

- COUNSELLING-MEANING, NATURE AND SCOPE
- NEEDS AND IMPORTANCE
- DIFFERENT TYPES
- STEPS AND TECHNIQUES
- QUALITIES OF A GOOD COUNSELLOR

Introduction :

At present, colleges universities, industries, business establishments are becoming increasingly interested in counselling. Counselling has proved to be very useful whereare the development of an individual students is cared for. It helps an individual to know himself better, gives him confidence, encourages his self-directiveness and provides him with now vision to grow. It is a body of techniques which helps young individuals to grow up normally through guided learning. The most vital aspect of the guidance programme is counselling.

Meaning of Counselling :

Counselling refers to working with individuals and giving them and opportunity to explore, discover and clarify. Counselling is nothing but a process that helps an individual to choose a certain path or sort out certain issues affecting life. Counselling is also a way in which one person shares his or her problems or thought with someone who is capable of and able to understand the other person and counsel him or her to solve the confusions or the issues.

Counselling is personal or individual process. It is a serious of direct contacts with the individual which aims to offer him assistance in changing his attitudes and

behaviour. In other words, counselling is considered as the relationship between two individuals in which one helps the other to help himself.

Counselling involves direct contacts with individuals who have problems and are seeking solutions to these problems. Hence, the process of counselling involves an interactive process conjoining the counselling or who has the expertise, and professional training to help a counsellee, who was an area of block in his/her inter/intra personal relationships.

Effective counselling is a two way street. It takes a cooperative effort by both the person receiving counselling and the counsellor. And it takes a commitment to make sometimes difficult changes in behaviour or thinking patterns.

Counselling is a learning-oriented process which aims at bringing about a voluntary changes in the individual or client.

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Definitions of Counselling :

Different definitions of counselling are as follows—

1. Webster's Dictionary—"Counselling means consultation, mutual interchange of opinion, deliberating together.
2. Humphrey and Traxler—"Counselling is the application of the personnel resources of the school or other institution to the solution of the problems that individuals have."
3. Ruth Strang—"Counselling is a face face relationship in which growth takes place in the counsellor as well as the counsellee."
4. Willey and Andrew—"Counselling is a mutual learning process. It involves two individuals one seeking help and the other, a professionally trained person, helping the first to orient and direct himself towards a goal, which leads to his maximum development and growth in his environment."
5. Carl Rogers—"Counselling is a serious direct contacts with the individual which aims to offer him assistance in changing his attitudes and behaviour."

6. Myer—"Counselling implies a relationship between two individual in which one gives a certain kind of assistance to the other."
7. According to Shostorn and Brammer (1952), "Counselling is a purposeful reciprocal relationship between two people in which one a trained person, helps the other to change himself or his environment."
8. Wolberg (1954), has considered Counselling as a form of interviewing in which the client is helped to understand himself more completely in order to correct an environment or adjustment difficulty."

Nature of Counselling :

Summing up the above discussion, it is found that the following are the main nature of counselling which make meaning of counselling more clear.

1. Counselling is a face to face meeting or relationship between two persons.
2. Counselling is an integral part of guidance in general and most vital service of every guidance programme in particular.
3. Individual needs counselling when he is unable to cope up his worries, problems, anxieties, tensions, difficulties etc.
4. Counselling requires special training and competency on the part of the counsellor to offer suggestions, opinions and advices to the counsellee.
5. In counselling, the Counsellor conducts the interview with the counsellee and takes an integral part in the counselling service.
6. In counselling, the relationship between the two persons (counsellor and counsellee) is based on mutual trust, acceptance, sharing and safety.
7. Counselling is a self-active process which means the counsellee has take the help from counsellor to solve his own problems. The counsellor enables counsellee to develop insight into his own problems so that he can overcome his own difficulties.
8. Counselling is meant to develop capacities of counsellee for self-understanding, self acceptance and self-realization.
9. Counselling is a cooperative effort or endeavour and the counsellor must act as a point of contact.

10. In this service, the person who seeks assistance is called the counsellee and the person who provides assistance is called the counsellor.
11. Each counselling period, is an adventure in social orientation and establishing social relationship.
12. Counselling is a private interview between the counsellor and counsellee.

Characteristics of Counselling :

1. Counselling is a conversation with some one regarding some problem.
2. Normally, not always, one of the two persons possesses facts or experiences or abilities which the other lacks.
3. Counselling helps the pupils in making selections and following those selections.
4. In the process of counselling, the problem is made clear through discussion. The counsellor explores the problem and its importance through his skill questioning.
5. Counsellor draws out the facts from the pupils through counselling process.
6. Counselling involves interactions in which the counsellor accepts the responsibility of positive contribution in the development of other person's personality.
7. Counselling is an assistance to the persons in their behaviour related problems in which their emotional and motivations are main.
8. Counselling is only one aspect of guidance.
9. Counselling is a vital part of the entire guidance programme.
10. Counsellor guides the pupils to establish contacts with various factors in the counselling process.
11. Counselling is a learning oriented process.
12. Counselling is a professional service.
13. Counselling is democratic. It lays down the democratic system.
14. Counselling is a face to face relationship with a person.
15. Best counselling is in the form of the decision made by the counsellee.
16. Counselling is problem-oriented.
17. Counselling is possible in humorous and cooperative environment only.
18. Counselling is based on the appropriateness of counsellor's prediction.

Basic Principles of Counselling Process :

- According to Mr Daniel and Shaftal, the counselling process is based on some basic principles.
1. **Principle of Acceptance** : According to this principle, each client must be accepted as an individual and dealt with as such. The counsellor should give due regard to the rights of the client.
 2. **Principle of Permissiveness** : Counselling is such a relationship which develops optimism and the environment shapes according to the person. All the thoughts accept the relative relationship of counselling.
 3. **Principle of Respect for the Individual** : All the schools of thoughts of counselling advocate for the respect of the individual i.e. respecting an individual's feeling must be an integral part of counselling process.
 4. **Principle of Learning** : All the assumptions of counselling accept the presence of learning-elements in the counselling process.
 5. **Principle of thinking with the individual** : Counselling emphasizes thinking with the individual. It is the role of the counsellor to think about the forces around the client to join client's thought process and to work collectively with the client regarding his problem.
 6. **Principles of Consistency with ideals of democracy** : The process of the counselling is based upon the ideals of a person's respect. It is a process with accepts individual differences.

Elements of Counselling :

Arbuckle thinks that counselling has three elements—(i) it involves two persons. (ii) the objective is to assist the counsellee to solve his problems independently. (iii) this is a professional task and must be performed by professionally trained people.

Cattle has suggested that the elements of counselling are five. The first elements relates to establishing relationship of mutual respect between the two individuals involved in the counselling process.

Principles of counselling

- Principles of acceptance.
- Principle of permissiveness.
- Principle of respect for the individual.
- Principle of learning.
- Principle of thinking with individual.
- Principles of consistency with ideals of democracy.

The second element in counselling is communication between the counsellor and the counsellor.

The third element concerns the counsellor himself—the qualifications, experience and personality.

The fourth element concerns the counsellor. He should express change in feeling as counselling proceeds and progresses through various stages.

The fifth element relates to counselling interview. All interviews used in counselling must be structured.

The following are the conclusion of counselling—

1. Counselling is strongly dedicated to self-direction and self-realisation of the pupil or client.
2. Counselling must respect the individuality of the the client.
3. It is a structured learning situation.
4. It is primarily a preventive and remedial process.
5. It is voluntary for the pupils.
6. The methods of counselling are different according to the needs of the client.

Techniques of Counselling :

On the basis of the nature of the counselling process or the role played by the counsellor, the technique of counselling are of three types : Directive, Non-Directive and Eclectic counselling.

1. **Directive Counselling :** E.G. Williamson is the chief exponent of this viewpoint. This type of counselling is known as counsellor-centred counselling or prescriptive counselling. It is a process in which the counsellor assumes the major responsibility of solving the problem of the counselee. In it, the counsellor prepares the entire plans and sees through the process. He also discovers the causes of the problem and give the counselee diagnostic picture about him and finally suggest the treatment. He summarizes and organises the data so as to understand the abilities and limitations, adjustment and mal-adjustment of the pupil. He formulates conclusions. He predicts the future development of his problems. He prescribes what the pupils should do to solve his problems.

Steps in Directive Counselling :

Williamson has described the following six steps of directive counselling.

I. Analysis : In this steps, data and informations are collected regarding the situation or the client which can be used in the counselling process as a valid and reliable base. For this counselling step, the following tools are used :

- (a) Cumulative records.
- (b) Interview.
- (c) Time distribution form.
- (d) Autobiography.
- (e) Anecdotal record.
- (f) Psychological tests.

For the integration of entire data, case-history method is used. It includes family-history, recreational interests and habits etc.

II. Diagnosis : Diagnosis consists of the interpretations of the data in terms of the problems indicated and assets and liabilities, the strengths and weaknesses of the students.

Diagnosis has the following main three steps :

- (a) Identification of Problem.
- (b) Discovering the cause.
- (c) Prognosis.

III. Synthesis : Williamson has defined synthesis as—"The process of summarizing and organizing of the data from the analysis in such a manner as to reveal the student's assest, liabilities, adjustment and mal-adjustments."

IV. Prognosis : This step can be a part of diagnosis and can be a separate step too. It depends upon the available specific information. Where the result of the problem or knowledge of the situation occurs then the prognosis become the part of the diagnosis. Both, prognosis and diagnosis are cooperative processes in between the counsellor and the client.

Directive Counselling

- Counsellor plays a vital role in the whole process.
- Counsellor is very active.
- Counsellor leads the interview.
- Client subordinate to the counsellor, not at par.
- Focal point is the problem not the person.
- Stresses more on the person's intellectual aspect than the emotional aspect.
- Counsellor owns entire responsibility or solving problems.

- V. **Follow-up** : In this step, the evaluation of the effectiveness of the counselling procedure is done and in this, it is observed what the client could achieve through counselling?
- VI. **Counselling or Treatment** : It is that step when the counsellor helps the client. In this, various questions are answered. Client answers these questions for himself, such as, How I can make changes in self? What can be its alternate? If such goes on, how the progress will occur in future?

Techniques of counselling

- Directive counselling.
- Non directive counselling.
- Eclectic counselling.
- E. G. Williamson is the chief exponent of directive counselling.
- Carl Rogers is the main proponent of non-directive counselling.
- F. C. Throne is the exponent of Eclectic Counselling.

Advantages of Directive Counselling :

1. This method is useful from the time-consumption view-point. It saves a lot of time.
2. In this type of counselling, there is more focus on the problem and less on the person.
3. In this process, the counsellor becomes readily available to help the client which makes the client very happy.
4. Counselling focuses more on the intellectual aspect of the person than his emotional aspect of the personality.

Disadvantages :

1. In this process, the client is more dependent.
2. As the client is never independent of the counsellor, it is not a effective and best guidance.
3. This type of counselling always lacks experience and development of attitudes.
4. The counsellor fails in saving the client to commit the mistakes in future.

B. Non-Directive Counselling :

The main propounder of non-directive or client-centred or permissive counselling is **Carl R. Rogers**. The counsellee actively participate in the process, gains insight into his problem with the help of the counsellor and takes decisions as to the action to be taken. The counsellor avoids making any decision for the counsellee nor does he lead the discussion. He only helps the counsellee think for himself and see his true feelings. In this counselling the goal is the independent and integration of the client rather than the solution of the problem. The counsellor assists him to analyse and synthesise, diagnosis his difficulties, predict the future development of his problems, take decision about the solution of his problems etc. Since counsellee is given full freedom to talk about his problems and work out a solution, this technique is also called the **permissive counselling**.

Steps in Non-Directive Counselling :

- Carl Rogers has given the following steps of this non-directive counselling :
1. **Defining the Problematic Situation** : First of all the counsellor should define the problematic situation.
 2. **Development of Insight** : The counsellor goes on thinking regarding the client's new feelings along with the development of client's insight and he goes on classifying all those new feelings.
 3. **Termination of Counselling Situation** : The counsellor looks for a point where he can terminate the counselling situation after all the above steps. According to this school of thought either the client or the counsellor can suggest for such termination of counselling situation.
 4. **Free Expression of Feelings** : After the first step, the client is made aware of the fact that he can express his feelings freely and the counsellor approves this.

Non-Directive Counselling

- It revolves around the client
- Client leads the conversation.
 - Counsellor is mostly passive.
 - Open ended questions are asked.
 - Diagnostic instruments are not used.
 - Client can act with his own intellect.
 - The entire responsibility is of client.

5. **Classification of Positive and Negative Feelings :** After the free expression of feelings by the client, the counsellor identifies his negative and positive feelings and classifies them.

Advantages of Non-Directive Counselling :

1. It is a client-centred counselling.
2. In this school of thought, the counsellor is passive to the maximum.
3. Its use reduces psychological tensions.
4. In this type of counselling, defectiveness falls down.
5. In this counselling, the entire responsibility is of client or the person.
6. In it, client's behaviour is considered more matured.

Disadvantages :

1. This counselling is not so deep like psycho-analysis.
2. It is a time-consuming process.
3. Sometimes, due to the counsellor's passiveness, the client hesitates in expressing his feelings.
4. The client cannot depend on his resources, decisions and intellect.

C. Eclectic Counselling :

Eclectic counselling is defined as the synthesis and combination of directive and non-directive counselling. **F. C. Thorne** is the leading exponent of this type of counselling. In eclectic counselling, the counsellor is neither too active as the directive counselling, nor too passive as in non-directive counselling. It represents a middle status between the two extremes—non-directive technique and directive techniques.

According to this counselling, the counsellor first studies the personality and needs of the students. He then selects the techniques that would be most helpful for the individual. It may be directive to start with, but when the situation demands, the counsellor may switch over to the non-directive or vice-versa. Similarly, for one individual one technique may be used and for another individual second technique may be used. So, the counsellor in this counselling make 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 counsellee. It is eclectic counselling that bridges the gap

between the two and makes adjustment between directive and non-directive techniques.

Procedure (steps) of eclectic Counselling

1. Study of the need and personality of the client.
2. Selection of the technique.
3. Application of techniques.
4. Evaluation of effectiveness.
5. Preparation of counselling.
6. Seeking the opinion of the client and other related people.

Advantages :

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

Disadvantages :

Some people are of the view that both the types cannot be mixed together. Vague and opportunistic.

Question arises how much freedom should be given to the client, no definite rule.

Needs and importance of counselling :

Counselling is said to be the core of the entire guidance programme. It is a process in which the pupil is helped to form a decision, make a choice or find a direction at some important task. It is a way of helping the individual to learn those things which facilitate adjustment, both immediate and remote and also assist him to remove obstacles in his learning.

Counselling is a generic service of student's personal work having a wide range of activities and includes faculty advising, counselling in psychological clinics, mental hygiene and other specialized types of counselling. It has proved to be very useful for the development of an individual student. Colleges and universities, industries and business establishments are becoming increasingly interested in counselling and its

Elective Counselling

- 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.

potential for improving interpersonal relationships. It is a body of techniques which helps young individuals to grow up normally through guided learning.

E.G. Williamson says that the need for counselling is to help the student "to choose goals which yield maximum satisfaction" within the parameters of individual and social limitations.

J.M Hadley is of the opinion that the most important need for counselling is to "aid the individual in his efforts to achieve an effective relationship with his environment."

Halm and Malcom are also of the view that counselling helps in the development of the insights and understanding of the relations of self and environment.

Bargadon has mentioned the following situations where counselling is required-

1. When a pupil requires not only reliable information but also an interesting introspection of those in formation which can solve his personal difficulties.
2. When a pupil needs intelligent listener who has more experience than the pupil to whom he can recite his difficulties and through which can seek suggestions for his working plan.
3. When the counsellor has to assess those facilities which can help in resolving the pupil problems but the pupil doesnot enjoy such an access to those facilities.
4. When the pupil has some problem but he is unaware of that problem and his development, he is to be made aware of that problem.
5. When the pupil is aware of the problem and difficulties created by the problem but he feels difficult to define it and to understand it that is, when the pupil is familiar with the presence of the problem and its nature but he is unable to face the problem due to this temporary tension and distraction.
6. When the pupil suffer the main maladjustment problem or some handicapped which is temporary and which needs careful long due diagnosis by an expert.

In conclusion, majority of students lack a sense of direction, a sense of purpose and a sense of fulfillment and include in destructive activities which lead to social damage and loss. Adequate guidance and counselling facilities is the only answer to help and guide the youth to worthwhile channels and help them to realize the goals of optimum academic personal and social development. Problems and needs in society are nothing new. The unique problems in the changing family, cities in up level, Conflicts in values,

attitudes and moral, the new criticism about politics, economic factors the changing role of work, new pressure and demands on school and the problems of the youth all points out the needs for the counselling services. Guidance and counselling have a challenging role to play in every developing economy much more so if it is a surplus one.

Thus, the need and importance of counselling can be stated as follows-

- (a) Counselling aims at achieving the personality reorganization for the counsellee through the counselling process.
- (b) Counselling helps the counsellee feel better by removing disturbing symptoms.
- (c) Counselling aims at helping the counsellee acquire independence and develop a sense of responsibility.
- (d) Counselling assist the counsellor to explore and fully utilize his potentialities and to actualize himself.
- (e) Another important need for counselling is to enable the counsellee aware of his/her own capabilities, motivations and self-attitudes.
- (f) Counselling has a social need also. It contributes to society's acceptance of individual differences and their implications for community at large.
- (g) It helps pupil's to develop insight into his real problems and to assist him in self-understanding and self development.
- (h) It assists the pupil to understand the factors which have caused his problems, worries and difficulties and there by make him alert so that he can able to prevent his problems and difficulties.
- (i) It assist the pupil to understand themselves and his enviornment and to find out solution to his problems with satisfaction to himself and benefit to the environment.

Different Types of Couselling :

There are different types of counselling. Generally, counselling can be classified according to the number of the problem, the complexity of treatment and the competence of the counsellor. Some of the important types of counselling are as follows :

1. Group counselling : It is a technique where a group of persons is counselled by applying group interaction with the purpose of arriving at a solution to the problem common to the group. All the group members were provided with an opportunity to discuss their problem together in a free atmosphere. Knowledge of reality, self-

- Interpreting an occupational interest inventory to a student.
- Assisting a teenager in deciding what to do after school.
- Helping a student apply for a course in a university.
- Role playing a job interview with a counsellee in preparation for the real job interview.

5. Individual counselling : It includes the following aspects under scope of counselling.

- Adolescent identity, concerns, teen-parent relationships, peer relationships.
- Anxiety.
- Anger management.
- Children's concerns with the family, sibling relationship, school experiences, peer relationship.

— Depression

- Gender-identity, sexuality, homosexuality.
- Relationships : personal and interpersonal dynamics.
- Sexual abuse.
- Seniors—challenges, limitations, transitions.
- Stress management etc.

6. Family counselling : It includes—

- Adolescent and child behaviours with family dynamics.
- Adult children.
- Divorce and separation issues and adjustment.
- Family dynamics : conflict, communication.
- Life stage and transitions.
- Parenting patterns—single, coparenting families.
- Remarriage relationship counselling.

From the above we can conclude by saying that concerns about educational progress, course programme planning, financial and health matters, problems of family, social and emotional adjustments are major areas of counselling.

Steps of Counselling :

Counselling is a process. It means that counselling involves a sequence of identifiable events spread over a period of time. The process of counselling comprises of certain steps, they are as follows—

1. Relationship building.

2. Assessment and diagnosis.

3. Formulation of counselling goals.
4. Intervention and problem solving.
5. Evaluation.
6. Research.

Stage 1 :

Relationship building is the heart of the counselling process. Sexton and Whiston (1994) has remarked that the quality of the counselling relationship has consistently been found to have the most significant impact on successful client outcome. Rogers (1957) identified that the core conditions for success in counselling : empathy, respect, immediacy, confrontation, concreteness, self-disclosure, unconditional positive regard, congruence. It also includes —

- (a) Select a suitable place.
- (b) Schedule the time.
- (c) Notify the subordinate well in advance.
- (d) Organize information.
- (e) Outline the counselling session components.
- (f) Plan counselling strategy.
- (g) Establish the right atmosphere.

Stage 2 :

Assessment helps counsellor develop an in-depth understanding of a client and mental disorders that require attention.

Diagnosis is a medical term that means "identification of the disease-causing pathogens responsible for a physical illness."

Stage 3 :

Goals serve three functions in the counselling process (Cormier and Hackney, 1993)—motivational, educational and evaluative. We also conceptualize counseling goals as either process or outcome goals.

Stage 4 :

Once goals between counsellor and client are created, they can determine the intervention strategy (include group counselling, family, couple and mostly individual).

Problem solving includes—problem detection, problem definition, identification of alternative solutions, decision making execution and verification.

Stage 5 :

Once the termination has occurred, counsellor can be set up a brief follow up counselling session. Four components of termination that are associated with positive outcomes : discussion of the end of counselling, review of the course of counselling, closure of the counsellor–client relationship, and discussion of the client's future post-counselling plans.

Stage 6 :

This is an important aspect in the counselling process. This contributes to the science part occurring in counselling.

Cattle has enlisted the following five basic components of counselling.

1. Rapport—The counsellor and the counellee must feel comfortable in each other's presence.
2. Communication—Good communication between the counselee and the counsellor depends upon easy flow of words, tone of voice, gestures, facial expression etc.
3. Understanding : The counsellor should have thorough understanding of the counselling process as well as the counselee and his problem.
4. Change in feelings and expressions—As counselling proceeds and progresses through various stages, the counselee exhibits positive change in feelings and expressions.
5. Planning of counselling interview : The counselling interview should be properly planned, and it should be well structured.

Qualities of a counsellor :

Counsellor is a specialist in education. Counsellor is selected by virtue of interest, training, experience and competence. The counsellor acts a facilitator. He need to keep up-to-date information regarding new career trends. Some qualities that a good counsellor needs to have include respect for the dignity of others, and to have an open or non-judgemental attitude, as well as being empathetic and caring, knowledgeable, honest and sensitive. Some of the important qualities of a counsellor are described in below :

1. A good counsellor have an identity. They know who they are, what they are capable of becoming, what they want out of life, and what is essential.
2. A good counsellor respect and appreciate themselves. They can give and receive help and love out of their own sense of self-worth and strength. They feel adequate with others and allow others to feel powerful with them.
3. A good counsellor are open to change. They exhibit a willingness and courage to leave the security of the known if they are not satisfied with the way they are. They make decisions about how they would like to change, and they work toward becoming the person they want to become.
4. A good counsellor make choices that are life oriented. They are aware of early decisions they made about themselves, others and the world. They are not the victims of these early decisions, and they are willing to revise them if necessary.
5. A good counsellor are authentic, sincere and honest. They don't hide behind masks defense, sterile roles or facades.
6. A good counsellor are passionate. They have the courage to pursue their passions and they are passionate about life and their work.
7. A good counsellor possess effective interpersonal skills. They strive to create collaborative relationships with others and they have the capacity to take another person's position and work.
8. A good counsellor have a sincere interest in the welfare of others. This concern is based on respect, care, trust and a real valuing of others.
9. A good counsellor's motives and intentions are positive and constructive rather than negative and destructive.
10. A good counsellor can identify negative patterns that may be feeding feelings of sadness, depression or anxiety.

According to **Walter B. Jones**, the counsellor should have the following five personality traits—

1. Breath of interest.
2. Cooperation.
3. Refinement.
4. Magnetism.
5. Considerations.

Myer says that the counsellor must have the following mental traits—

(a) Good liberal education including knowledge of humanities such as psychology, sociology, history etc.

(b) Knowledge of objectives, curriculum and methods of secondary school.

(c) Knowledge of principle of guidance.

(d) Knowledge of vocational activities.

(e) Knowledge of methods of imparting occupational information.

(f) Knowledge of psychological tests in guidance services.

(g) Knowledge of organization of guidance services.

F.J. Keller lists the following characteristics of a counsellor.

1. Intelligent to use knowledge.
2. Person of culture.
3. Possesses all-round knowledge.
4. Intensive special information.
5. Keen observer.
6. Person of special skills.
7. Possesses human qualities.

Rogers and Wallen give the following characteristics of a counsellor :

1. Respect for the personal autonomy of the client.
2. Relief in the person's capacity for adjustment.
3. Respect for the whole person.
4. Tolerance and acceptance of client's point of view.
5. Desire to help client understand and accept himself.

In 1949, the National Vocational Guidance Association enlisted the following characteristics of counsellors in their publication counsellor preparation.

- (i) A deep interest in people;
- (ii) Patience;

- (iii) Sensitiveness to the attitudes and reactions of others;
- (iv) Emotional stability and objectivity;
- (v) A capacity for being trusted by others; and
- (vi) Respect for the facts.

Edward C. Roeber gathered the various characteristics of a counsellor as given by experts. He enlisted the following characteristics,

1. Personal adjustment.
2. Inter-personal relationship.
3. Scholastic potentialities and educational background.

Smith requires the following six types of experiences in a counsellor.

1. Competence as a leader in guidance programme.
2. Competence as a counsellor. This includes competence in the following three

direction—

- (a) understanding the problem of the child.
- (b) Establishing a rapport with the child.
- (c) Helping the child to solve the problem.
3. Competence in interpreting and using information.
4. Competence in placement and follow-up service.
5. Competence in evaluating the counselling service itself.

Besides these qualities, the counsellor should also possess the following —

1. Directing and leading the ideas of the clients.
2. Moralising, preaching and patronising.
3. Not being judgemental or evaluating the client.
4. Accepting client's feeling.
5. Gentle questioning is more effective than making interpretations.
6. Being open to the way that the client expresses their problems.
7. Respecting the views of the client.
8. Advising the client rather than helping them come to their own conclusions.

QUESTIONS

1. Write a suitable definition of counselling?
2. What is counselling?
3. State the nature of counselling?
4. What are the types of counselling?
5. Write the characteristics of counselling.
6. Write two element of counselling.
7. Write two principles of counselling.
8. What are techniques of counselling?
9. What is directive counselling?
10. What is non-directive counselling?
11. What is eclectic counselling?
12. Write the steps of directive counselling?
13. Write the characteristics of non-directive counselling.
14. State the need and importance of counselling.
15. Write the various steps of counselling.
16. Write the qualities of a counsellor.
17. What are the steps involved in directive counselling.
18. What is the counselling approach recommended by Carl Rogers?
19. Enlist different steps in counselling.
20. Discuss Williamson's approach to counselling.

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Unit-6

Guidance and Counselling



- RELATIONSHIP BETWEEN GUIDANCE AND COUNSELLING
- PROBLEMS OF GUIDANCE AND COUNSELLING
- WAYS TO TO IMPROVE GUIDANCE AND COUNSELLING
- ROLE OF SCHOOL COUNSELLOR IN GUIDANCE PROGRAMME

Introduction :

Guidance and counselling are two aspects of the total programme engaged in an educational institution. Guidance and counselling services are so essential as our life is getting complex day by day. These two services help us in the selection of educational courses and profitable occupation, in job placement, occupational surveys, improvement of study skills, maintenance of mental health, identifying gifted, backward etc. In short, educational, vocational, social, moral, marital, family problems are the major concerns of guidance and counselling.

Relationship Between Guidance and Counselling :

Guidance is the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry on his own burdens. It is a process which helps every individual to help himself, to recognise and use his own inner potentials, to set goals, to work out his own problems of development.

Counselling is a way of helping people to live well adjusted, satisfied and happy lives. It is a way of helping people solve problems in day-to-day living by providing

a safe, secure, supportive nurturing environment.

Guidance and counselling is defined as a planned and organized work aimed at assisting the trainee to understand himself and his abilities and develop his potentialities in order to solve his problems and achieve psychological, social, educational and professional compatibility.

Guidance is a group of planned services that include counselling and it provides the trainee with miscellaneous information to upgrade his feeling of responsibility, understand himself and know his abilities and provide guidance services to trainees.

Counselling, on the other hand, is the procedural aspect of guidance and it is therefore the interaction that comes as a result of the vocational relationship between a specialized counselor and his student. The counsellor assists the student to understand himself and his abilities and talents to achieve self and environmental compatibility in order to attain the appropriate degree of mental health in the light of techniques of the guidance process.

Guidance and counselling have three-fold-functions-**adjustments, orientational and developmental**. Guidance and counselling are adjustmental in the sense that they help the student in making the best possible adjustment to the current situation in the educational institution, occupational world, in the home and the community.

Guidance and counselling have orientational function also. They orientate the students in problems of career planning, educational programming and direction towards long-term personal aims and values.

Guidance and counselling have another important function-developmental function. They should try not only to cure when the problems have occurred and done their damage, rather they should begin before the problems arise and maladjustments occur. Guidance and counselling have a very important developmental function for helping the students achieve self development and self-realisation.

From this point of view, we can say that guidance and counselling are two sides of the same coin. The goal in both cases is to give an opportunity to an individual to see a variety of available options and thereafter, assist the person in making a wise choice.

Both guidance and counselling assist the individual to know about himself, to adjust himself, with others and the environment and thus lead the individual to become a



wholesome person.

The concept of guidance and counselling reflect a common meaning that includes awareness, assistance and change of behaviour to the better.

Guidance and counselling are not synonymous terms. Guidance is relatively more comprehensive process which includes counselling as one of its functions. Counselling is a part of guidance, not all of it. It is a specialized and individualized part of total guidance process. Thus all guidance is not counselling. Guidance is more general than counselling and therefore includes counselling. Guidance stresses the theoretical aspect while Counselling takes care of the practical aspect. Guidance usually proceeds counselling and paves the way for it. Counselling follow guidance.

The similar aspect of guidance and counselling can be summarised in below-

1. Guidance and counselling is a continuous process extending all through one's life.
2. Guidance and counselling recognises the need of individuals for making satisfactory relationship with others.
3. Guidance and counselling is a professional activity based on some well accepted principles.
4. Guidance and counselling is concerned with the total individual.
5. Guidance and counselling is meant for all those who need help.
6. Guidance and counselling is based on reliable data.
7. Guidance and counselling is a learning process.

Along with the similarities between guidance and counselling, there are some differences between them. These are as follows-

Guidance and counselling are not synonymous terms. Guidance is relatively more comprehensive process which includes counselling as one of its functions. Counselling is a part of guidance, not all of it. It is a specialized and individualized part of total guidance process. Thus all guidance is not counselling. Guidance is more general than counselling and therefore includes counselling. Guidance stresses the theoretical aspect while Counselling takes care of the practical aspect. Guidance usually proceeds counselling and paves the way for it. Counselling follow guidance.

Guidance	Counselling
1. Guidance is a broad terms that is applied to a school's programme of activities and services.	1. Counselling are not broader as guidance.
2. Guidance is a group process	2. It is one to one relationship.
3. Guidance is required by all individuals.	3. Counselling is required only those who are acute and chronic problems.
4. Guidance covers mostly the social process.	4. Counselling covers mostly psychological aspects.
5. Guidance embraces all aspects of life. It tries to assist individuals to discover his strong points and thus help himself	5. Although counselling also covers wide aspects of an individual's life, yet it doesnot cover as much ground as does guidance.
6. Guidance is an all inclusive term.	6. Counselling is a part of over-all guidance programme.
7. Guidance is an adjustment oriented process	7. Counselling is learning oriented process.
8. Guidance is the distributive phase of the process where focus is upon the educational and vocational problems of the individual.	8. Counselling is the adjustive phase where emphasis on social personal and emotional problems of individual.

Problems of guidance and counselling :

Some of the common problems of guidance and counselling are given in below:

1. Very few schools in our country have any organised programme of guidance.
2. Psychologists, counsellors and career masters are not found in most schools.
3. Schools donot get administrative support from higher autho rities relating to organisation of guidance services.
4. Government Policy is not clear and favourable for organising school guidance services.
5. Psychological tests and records are not available in most schools.
6. In most school teachers are not trained in guidance and counselling.
7. Teachers are overburdened with work to find time for guidance activities.

8. Most schools are not in a position to afford accommodation for guidance services.
9. Lack of awarness of the need for guidance among people.
10. Meagre financial resources and allocations for guidance.
11. Very unfavourable pupil-counsellor ratio in school and college.
12. Lack of guidance tools and equipment in educational institutions.
13. Little provision in the time table for guidance and counselling programmes at schools and colleges.
14. Counsellors have been entrusted with all sorts of duties which make their job burdensome reducing them for guidance.
15. Traditional attitudes of teachers which is not infavour of guidance.
16. The teachers on whom the success of school guidance service depends donot possess adequate knowledge, efficiency and competency to offer proper guidance to pupils.

By helping and identifying and developing human potential which is the richest source of a nation, guidance can help to reduce wastage of educational facilities and abilities so prevalent in India. Again, majority of Indian students lack a sense of direction, a sense of purpose and a sense of fulfilment. They indulge in destructive activities leading to social damage and loss. Adequate guidance and counselling facilities are required to help and guide the youth to worth while channels and to make them realise the goal of optimum academic, personal and social development. To overcome the problems, following suggestions can be given—

1. For organization of guidance and counselling, there is need of psychologists, counsellors, career masters. So, due emphasis should be given for appointment of such personeel adequately.
2. Infrastructural facilities like suitable accomodation, equipment, sitting arrangement etc should be provided.
3. Government policy relating to organization of guidance programme and school administration in schools should be strong and efficient.
4. Guidance and counselling programmes should be well planned in all educational institutions.
5. In the school where guidance and counselling is given, should have different

- psychological tests, interest inventories, attitudes scales, aptitude tests etc.
6. Every school should have guidance and counselling cell with well trained and counselling cell with well trained professionals.
 7. Short term programmes related to guidance and counselling services should be provided to teachers, parents, students, community members etc.
 8. Training programmes in guidance and counselling for both pre-service and in-service teachers should be made compulsory.
 9. Guidance and counselling can be made as a core subject specially at B.A. B.Ed and MA level.
 10. Necessary awareness should be created among the public on importance of guidance.
 11. Organise Career days, Career weeks Career Conferences, Parents Days and so on.
 12. Arrange talks by experts from different fields.
 13. Arrange individual discussions with the students and their parents for giving them educational and occupation information.
 14. Prepare guidance leaflets, brochures and monographs and get them printed for distribution to the students.

Secondly Education Commission (1952-53) recommended following suggestion-

1. Educational guidance should receive much greater attention on the part of educational institutions.
2. Films should be prepared to show the nature of the work in various industries in order to broaden the pupil's understanding of the scope, nature and significance

By helping and identifying and developing human potential which is the richest source of a nation, guidance can help to reduce wastage of educational facilities and abilities so prevalent in India. Again, majority of Indian students lack a sense of direction, a sense of purpose and a sense of fulfilment. They indulge in destructive activities leading to social damage and loss. Adequate guidance and counselling facilities are required to help and guide the youth to worthwhile channels and to make them realise the goal of optimum academic, personal and social development. To overcome the problems

3. The service trained Guidance Officers and Career Masters should be made available gradually and in an increasing measure to all educational institutions.
4. The Centre should take up the responsibility of opening centres of training for Guidance officers and Career Masters to which each state may send a number of teachers or other suitable persons for training.

The Kothari Commission (1964-66) considered that the "guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices." The commission emphasised that educational and vocational guidance could play a significant and useful role in the qualitative improvement of educational standards and suggested a new policy on education from primary to the university stages."

Role of School Counsellor in Guidance Programme :

The school counsellor is a specialist who provide support students who have been identified as having social, emotional or behavioural problems. School counsellors are employed for the purpose of providing specialized support for students with exceptional needs. These personal consult and collaborate with teachers, administrators, parents and other personal or agencies to support student success at school.

The school counsellor acts as a liaison between the school, the home, the community and other agencies to help the student function effectively and achieve their fullest potential. A comprehensive school counselling programmes based on standards in cognitive, career and socio-emotional development, promote and enhance the learning process for all students. Because school counsellor design and deliver comprehensive school counselling programmes that promote students achievement.

Duties and Responsibilities of School Counsellor :

The school Counsellor is a specialist who works under the direction and general supervision of the Superintendent of Student Services and the Student Service Coordinators to provide support to students who have been identified as having social, emotional or behavioural problems. School Counsellors are employed for the purpose of providing specialized support for students with exceptional needs. These personal consult and collaborate with teachers, administrators, parents and other personal or agencies to support student success at school.

The school Counsellor acts as a liaison between the school, the home, the community and other agencies to help the students function effectively and their fullest potential.

The School Counsellor is expected to carry out the following duties and responsibilities :

1. Participate as an active member of the Student Services team in carrying out the various problems of their and make necessary solution.
2. Provide direct counseling services to students.
3. Participate in the identification and planning process with regard to the unmet needs of children and youth in the school.
4. Collaborate with teachers and other school personnel in providing services to students and families.
5. Have the highest regard for, understand, and communicate to others the limitations of privacy and confidentiality.
6. Use a family -centred case management approach.
7. Help parents understand their child more objectively and set appropriate goals for their child's learning.
8. Conduct home visitations when deemed necessary and appropriate with the safety of the School Counsellor being a priority.
9. In consultation with other school staff, inform parents of their child's adjustment and progress from the school's point of view.

The school counselor teaches lessons to classes on a regular basis. There are three domains that school counselors focus on : personal/social, academic achievement, and career development. Character education is a large part of the curriculum. The character traits focused on throughout the year are — respect, responsibility, caring justice/fairness. The school counselor also implements the Counselling Program by providing —

School Guidance Curriculum :

- Academic support, including organizational, study and test-taking skills.
- Goal setting and decision-making.
- Career awareness, exploration and planning.
- Education on understanding self and others.
- Peer relationships, coping strategies and effective social skills.

- Communication, problem-solving and conflict resolution.
- Substance abuse education.
- Multicultural/diversity awareness
- Individual student planning.

Academic planning

- Goal setting/decision-making.
- Education on understanding of self, including strengths and weakness.
- Transition plans.

Responsive Services

- Individual and small-group counseling.
- Individual /family school crisis intervention.
- Conflict resolution.
- Consultation/collaboration
- Referrals.

System Support

- Professional development.
- Consultation, collaboration and teaming.
- Program management and operation.

Some of the **other roles** of the school counselor —
School counselors work collaboratively with parents and teachers to decide on what action needs to be taken to address issues interfering with a student's learning process. Elementary School Counselors collaborate with :

Parents

- Parent education.
- Communication/networking.
- Academic planning.
- Career awareness programs.
- One-on-one parent conferencing.

Teachers

- Classroom guidance activities.
- Academic support, including learning style assessment and education to help students succeed academically.
- At-risk student identification and implementation of interventions to enhance success.

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- Academic support, including learning style assessment and education to help students succeed academically.
- At-risk student identification and implementation of interventions to enhance success.

Administrators

- Behavioural management plans.
- School-wide needs assessments.
- Students data and results.

Students

- Peer education
- Peer support
- Academic support
- School climate
- Leadership development
- Community Services learning
- Crisis interventions
- Referrals

Thus, school counsellors have many roles. Their primary goal is to encourage, support, foster positive academic, career, social and personal development in child and youth in schools. The **specific role performed by the counsellor** in respect of the function is given below—

1. Individual counselling and advisement : It includes resolve conflicts, identity development,

specific student concerns (cul

tural adjustment, learning a new language, social class, racism, substance use, grades, peer pressure etc.

2. Consultation : Working with administrators, teachers and staff to meet student needs. for example teach staff about various student issues (suicide and loss).

3. Student appraisal : Coordinating information that goes into confidential student files and interpreting the info to help quality students for special programmes.

4. Parent help : Meet individual and in groups with parents, provide resources and information on child development, specific topics etc.

School counselors serve a vital role in maximizing student success. According to the American school counselling Association, professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counselling program.

School counselors are an important part of the educational leadership team and provide valuable assistance to students. The counseling program in the elementary school promotes healthy child development and enhances student achievement. The school counselor helps all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adult of tomorrow.

5. **Referral :** Provide referral to appropriate professionals in the schools and in the outside community.
6. **Programme planning :** Coordinating work of various school personal, parents, and other interested parties in implementation of the school counselling programme.
7. **Career development :** Developing and implementing career awareness as part of the school counseling curriculum.
8. **Classroom observations** in behaviours relationships and providing feedback to teachers, students, parents, staff members.
9. **Local research** on student population characteristics.
10. **Public relations**—explain importance of counseling with school staff, parents, teachers students, community members, explains problems student have.
11. **Screen students :** interview new students etc.
12. **Staff development :** around particular issues.

According to Ruth strang, "the counsellor is like a gardener who prepares the soil and does every thing he can to help each plant grow in its own best way."

The "counsellor" in the words of Williamson, "should be clearly more than a competent technician; he should be viewed as a broadly informed and cultivated educator."

School counselors provide many services to students, parents, school staff and community. The school counselor works with students on an individual basis to help meet the needs of a child. Small group. The school counselor offers a wide range of small groups focusing on many topics. Topics are decided by needs of students and vary based on need. Some examples of groups may include Self-esteem, Organization, Study Skills, Social Skills and friendship building.

QUESTIONS :

1. State the relationship between guidance and counselling.
2. What are the three fold functions of guidance and counselling.
3. Write few similar aspects of guidance and counselling.
4. Point out the differences between guidance and counselling.
5. What are the major areas of counselling?
6. Write in brief the scope of counselling.
7. Write some major aspects of individual counselling falls under scope of counselling.
8. Mention the problems of guidance and counselling.
9. State some of the ways for overcoming the problems of guidance and counselling.
10. What should be the role of school counsellor in guidance programme?

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GUIDANCE AND COUNSELLING



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