

**B.A. Arts (EDUCATION) Core –X  
UNDER CHOICE BASED CREDIT SYSTEM  
4<sup>TH</sup> SEMESTER UNDER CBCS**

**Core Paper X  
GUIDANCE AND COUNSELLING**

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**DIRECTORATE OF DISTANCE & CONTINUING EDUCATION**  
**UTKAL UNIVERSITY**

**Core Paper X**  
**GUIDANCE AND COUNSELLING**

On completion of this course, the students will

- State the concept, need, principles and bases of guidance.
- Use various tools and techniques of guidance in appropriate contexts.
- Explain the role of school in organizing different guidance programmes.
- State the concept, scope and type of counseling.
- Narrate the process, tools and techniques of counseling.
- Explain the qualities and role of a counselor.
- Describe different programmes for with differently abled children.
- Explain the role of teacher and head master in organizing different guidance programmes.

**UNIT 1: CONCEPT OF GUIDANCE**

- (i) Meaning, nature and scope of guidance
- (ii) Philosophical, psychological and sociological bases of guidance
- (iii) Need, importance, purpose and scope of educational guidance in schools
- (iv) Need, importance, purpose and scope of vocational guidance

**UNIT 2: EDUCATIONAL GUIDANCE**

- (i) Basic data necessary for educational guidance
- (ii) Basic principles and main types of pupil personnel records
- (iii) Cumulative records in a guidance programme
- (iv) Case study procedure in guidance

**UNIT 3: CONCEPT OF COUNSELLING**

- (i) Meaning, nature and scope of counseling
- (ii) Relationship between guidance and counselling
- (iii) Different types of counseling
- (iv) Steps and techniques of counseling
- (v) Necessary qualities of a good counselor
- (vi) Role of a counselor in secondary schools

**UNIT 4: ORGANISATION OF GUIDANCE SERVICE**

- (i) Placement service
- (ii) Follow-up service
- (iii) Individual inventory service
- (iv) Occupational information service
- (v) Launching school guidance programme

**PRACTICAL**

- Case Study of a Child with Special Needs or a child coming from socially disadvantaged

background

NB: It will be evaluated by both Internal and External examiners.

### **Text Books**

- Goswami, Marami (2016). *Essentials of Guidance and Counselling*. New Delhi: Lakshi Publishers And Distributors.
- Kochhar. S.K. (2017). *Educational and Vocational Guidance in Secondary Schools*. New Delhi: Sterling Publishers
- Siddiqui, M.H. (2009). *Guidance And Counselling*. New Delhi: APH Publishing Corporation

### **Reference Books**

- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Bhatnagar, Asha Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A theoretical perspective (Vol.I)*. New Delhi: Vikas
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A practical approach (Vol.II)*. New Delhi: Vikas.
- Dave, Indu (1984). *The basic essentials of counseling*. New Delhi: Sterling Pvt. Ltd.
- Gazda George R.M.(1989). *Group counseling: A development approach*. London: Allyn and Bacon. Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.
- Nugent, Frank A. (1990). *An Introduction to the profession of counseling*. Columbus: Merrill publishing Co.
- Pietrofesa, J.J., Bernstein, B., and Stanford, S.(1980). *Guidance: An introduction*. Chicago: Rand McNally.
- Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). *Manual for guidance counselors*. New Delhi: NCERT.

## LESSON 6 GUIDANCE

### Notes

#### Structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Meaning of Guidance
  - 6.2.1 Origin of Guidance
  - 6.2.2 Definitions of Guidance
- 6.3 Nature of Guidance
- 6.4 Scope of Guidance
- 6.5 Functions of Guidance
- 6.6 Need of Guidance
- 6.7 Principles of Guidance
- 6.8 Guidance: Objectives and Elements
  - 6.8.1 Objectives of Guidance
  - 6.8.2 Elements of Guidance
- 6.9 Guidance: Advantages and Limitations
  - 6.9.1 Advantages of Guidance
  - 6.9.2 Limitations of Guidance
- 6.10 Summary
- 6.11 Keywords
- 6.12 Self-Assessment Questions and Exercises
- 6.13 References

### 6.0 OBJECTIVES

After studying this lesson, you should be able to:

- Understand the meaning of the term 'guidance'
- Analyse the need for guidance at the elementary school stage
- Enumerate the nature and principles of guidance
- Explain the advantages and limitations of guidance

### 6.1 INTRODUCTION

Formal education essential has three functions: instruction, service and administration. Interdependence and interrelationships among these are necessary for the educational process to work effectively. Neither instruction, nor service, nor administration can achieve the goals of education by themselves. The instructional function is primarily a teaching function. Administration is a management function, while service is a helping function. Service function aims at providing various activities to help an individual child to develop optionally in the school setting, especially at the elementary stage. All the above mentioned functions should work in an integrated way to achieve the goals of education which are reflected in acquisition of new knowledge or modification of existing knowledge development of new skills or modification of existing skills; and development of attitudes, feelings and values to enhance the healthy growth and development of the individual and contribute to the well-being of the society of which an individual as a part.

**Notes**

Guidance serves as supporting function in the educational process by organising activities to help each individual develop to the fullest potential. Hence, guidance is considered as an integral part of the total educational process in which the teacher, the parent and the guidance functionary play important roles to play. It is, therefore, desirable that teachers and parents should understand the meaning and importance of guidance so that their day-to-day behaviour and activities and interactions with children will lead to their all-round development.

## 6.2 MEANING OF GUIDANCE

The purpose of education is to prepare the child not only for a "good life", but also for an "efficient life". Child requires help to develop physically, morally, socially, intellectually, spiritually and aesthetically so that he/she can live the life of a good person. Also, he/she requires help to develop vocationally and as a citizen so that he/she grows into an "efficient" worker and a "good citizen".

In this context, guidance is considered as assistance provided to the child who helps in his/her development: physical, moral, educational, vocational and personal, etc. According to the nature of the assistance, guidance is also referred to as educational guidance, personal and social guidance and vocational guidance. From this point of view, guidance is a continuous educative process which goes on from cradle to grave and every person who is in a position to extend assistance is considered a guidance functionary. Accordingly, for a child, the teacher, the parent, the counsellor or any individual who provides help becomes a guidance functionary. Guidance can be provided in the home, at school, in the playground, and in any place where a child or an individual comes in contact with others. This is a developmental view of guidance.

In brief, guidance is a continuous function aimed at promoting holistic development of every individual.

In actual practice, however, the emphasis in school as well as at home, generally has been on the remedial aspect because it is the children in trouble who are likely to receive the most attention from parents and/or teachers. The child who has problems with school subjects, who is truant, who is withdrawn or who is not adjusting with others, etc. gets noticed and receive help.

### 6.2.1 Origin of Guidance

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 individuals about a new place. This guidance means 'to guide'. Even at the earliest stages of the developmental history of human civilisation, adults must have extended guidance to the young growing in and adjusting to various developmental situations in life. Although man's physical nature and equipment have remained unchanged for centuries, the structure of society has become tremendously complex. Urban life, mobility, industrialisation, hi-tech advancements, increasing media of communication, had introduced new social-personal challenges which the young or the family adults found difficult to cope with; this state of affairs led to the origin of guidance.

In the West as well as in India, organised guidance work was performed by civic minded philanthropic persons. Frank Parsons, a volunteer worker in the Civic Services House in Boston has been recorded as the Father of Vocational Guidance in USA. Dr. Hoshang Mehta and M. B. Batliboi were the civic leaders of the guidance movement in the Parsi Panchayat Bureau, Bombay. Thus Bombay in India like Boston in the USA can be termed as the cradle of guidance movement in India.

### 6.2.2 Definitions of Guidance

Crow and Crow define, "Guidance is the assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens".

According to Hamrin and Erickson, guidance is "that aspect of educational 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".

## Guidance

According to Jones, "Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in his life".

Guidance 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. It is a continuous process needed from childhood to old age; guidance is not separate from education but is an essential part of the total educational programme. It is broader than counselling and includes counselling as one of its services. According to Butler, the two phases of counselling are 'adjustive' and 'distributive'. In adjustive phase, the emphasis is on the social, personal and emotional problems of the individual; in the distributive phase the focus is on his educational, vocational and occupational problems. Arbuckle has described Butler's distributive phase as guidance and adjustive phase as counselling.

To Hollis and Hollis, guidance programme is based on eight principles such as:

1. The dignity of the individual is supreme.
2. Individuals differ.
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 lead to self-direction consistent with 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.

## 6.3 NATURE OF GUIDANCE

Guidance covers the whole process of education which starts from the birth of the child. As the individual need help thought their lives, it is not wrong to say that guidance is needs from cradle to grave.

If we consider the literal meaning, to guide means to indicate, to penitent, to show the way. It means more than so assist. If an individual slips on the road, we assist him/her to get up but they do not guide him unless we help to go in a certain direction.

The term guidance is related to such types of education – formal, non-formal, vocational, etc. The aim is to help the individual to adjust to the environment.

In the light of the deification discussed, it may be pointed out that by itself guidance has no position. It is a process or service disagreed to help the individual to attain his full maturity and be of service to society. Guidance is also regarded as an instrument which helps in the realisation of general education the nature of guidance is more clearly understand with reference to consulting.

Other nature of guidance is given as follows:

- **Guidance is education itself:** Guidance aims at educating the individual for understanding himself, unfolding his potentialities to their maximum so that he may eventually prove himself to be an adjusted and pragmatic member of the community. Guidance therefore is a significant education procedure. It is in short education itself.
- **Guidance is a process:** Guidance is a process that enables an individual in discovering himself in the most satisfying and positive manner. It provides direction to enable an individual harness his potentialities, abilities, interests and aptitudes.
- **Guidance is a continuous process:** Guidance is a dynamic and a non-stop process. In this process, an individual understands himself, learns to use maximum his own capacities,

## Notes

interests and other abilities. He continues his struggle for adjustment in different situations. He develops his capacity of decision-making.

- **Guidance is related with life:** The process of guidance is related to life, its problems and challenges and how to face them. Problems and challenges are the building blocks of a personality. Guidance helps people to live a balanced and tension free-life with full satisfaction under the circumstances.
- **Guidance is self-direction:** The nature of guidance is not to thrust itself on an individual, does not make choices for him. The ultimate purpose of guidance is guide the individual direct himself in the right direction, to make his own choices, to fix his own life-goals and carry his own burden.
- **Guidance is individual-centred:** Whether given on individual or group basis, the focus of guidance programmes is the individual who need to manage himself for a joyous today and happy tomorrow by a healthy alignment of individual desires and aspiration with social desirable good.
- **Guidance is a qualified and complex and organised service:** Guidance is given by qualified and trained personnel. Hence guidance is a skill-involved process. The varied and complex nature of human life leaves its imprint on the guidance programmes which are a totality of experiences. Guidance depends on prior study of the individual, his assessment, initial counselling, interview, case study and a host of other subsidiary activities that qualify Guidance as a complex process.
- **Guidance is based on individual differences:** Individual differences or, the fact that individuals differ significantly, forms the basis of guidance. If all the individuals had been alike, there was no scope for guidance. Individuals differ not only in their appearances but their mental and intellectual endowments, desires, aspirations, and aptitudes.
- **Universality of guidance:** Guidance is for all. Every person needs guidance at all the stages of life situations from childhood to old age. He needs guidance for solving problems to adjust in the family as well as in the society.
- **Guidance is making potential actual:** Studies indicate that each person is born with more potential than he uses. Guidance programme aid the individual in the discovery of a hidden potential individual for his own benefit that that of the community. Thus guidance programme is used as an aid to discover the talent and use it for the progress of the country.
- **Preparation for future:** The process of guidance is helpful in preparing a person for the future. Guidance helps in the choice of one's career, one's partner in life, etc. Guidance helps the individual to march towards the future with confidence.
- **Modification of Behaviour:** Guidance helps the persons in his adjustment in different situations and to modify one's behaviour. Negative personality traits have been modified through skillful guidance and counselling. According to Carter V. Good, "Guidance is a process of dynamic interpersonal relationship designed to influence the attitudes and subsequent behaviour of a person."

#### 6.4 SCOPE OF GUIDANCE

The scope of guidance is too wide. In the words of Crow and Crow, "Guidance touches every aspect of an individual's personality—physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual integrate all of his activities in terms of his basic potentialities and environmental opportunities."

Any needy person can be guided. This can include the persons of different age, different interests, various characteristics and persons of different nature. Hence, we cannot draw boundaries around the process of guidance.

The following factors are responsible for the expansion of the scope of guidance.

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**Complex nature of personality:** Industrialisation brings with it a number of tensions such as adjustment with the job, with the place of work, with the physical and social environment, and also with the advancements of technology and modernisation. To cope with all these, guidance is essential. So the scope of guidance in the field of adjustment with almost all spheres of life has increased.

**Complexity of occupation:** In the process of industrialisation, automation and cybernetics, many new occupations are coming up and a few old occupations are dying. In U.S.A., an average man changes seven occupation through his life. The trend is bound to effect as the process of development will need very complex sophisticated and complicated occupations for which higher educational background and intensive training will be necessary. This complexity is bound to increase the scope of guidance in so many ways.

**Complexity of training:** For the new jobs, new type of training, new courses of studies, use of new types of machines and above all to prepare oneself for employment in the changing world are some of the problems which will have to be tackled in an effective way, with the help of guidance. The scope of guidance will be to put right man in the right job.

**Increasing areas:** With the passing of time and complexity of circumstances, scholars like Brewer have prepared about 10 areas of guidance i.e., educational, vocational, religious, home relationship, citizenship, leisure time and recreation, personal well-being, right doing, cooperation and cultural action. The fact remain that more complex the society, more will be the need for guidance.

**Migration:** Because of industrialisation process, people move from one state to other states: In India, the states are quite different in their religion, culture, mode of living, dress, eating habits and marriages. When they move from one social set up to another one, the problem of adjustment becomes serious for which guidance is needed. The similar types of adjustment problems are found when the people from one country migrate to another country for employment, education or training, for which guidance if required.

**The Expansion of education:** The days are gone when only a few privileged were to be educated. Now, education has become asset for the nation and right placement of persons need a lot of guidance.

**Areas of guidance:** The scope of guidance is classified into several areas where and individual needs guidance. These areas can be classified into educational guidance, vocational guidance, personal guidance, social guidance, a vocational guidance and health guidance.

Thus guidance is a continuous, complex, dynamic and comprehensive process. Guidance is concerned with educational, vocational and other problems along with personal problems. Guidance work can occur anywhere and can be provided even through magazines, books and correspondence.

## 5 FUNCTIONS OF GUIDANCE

The meaning of guidance makes it easy to know its functions. For example, the term "teacher" means who teaches, so the function of teacher is to teach. Similarly, from the different meaning of the term guidance we can know the functions of guidance.

Some of the important functions of guidance are:

Adjustive function

Oriental function

Developmental function



**Notes****Adjective Functions**

The adjective function of guidance means if helps the students in making appropriate adjustment to the current situation, may be in the educational institution, occupational world, in the community.

**Oriental Functions**

In order to adjust in different situations either by selecting his choices or solving his problems, one must have details information about the same. This is possible by proper guidance. Guidance orients one about the problem of career planning, educational programming and direction, long-term personal aims and values.

**Developmental Functions**

The oriental function of guidance not only helps one to get rid of problems but helps to overcome them. It contributes to the self-development and self-realization. It is also an instrument of social and national development.

**6.6 NEED OF GUIDANCE**

We have been emphasizing that at every stage of developments, there is a need for guidance. But the question arises why guidance is necessary? Is development impossible without guidance? To whom guidance should be given? Where guidance should be given? In which areas guidance should be given? In which stages of life guidance should be given? Who should give guidance to whom? Like this a number of questions come to one's mind. When we analyse all these questions and get the answer to it we feel the need of guidance in our personal and social life.

Let us analyse the above questions to know the need of guidance. The first question is:

**Is Development Impossible Without the Guidance?**

To get the answer for the question we should first know what development here means. Development here does not mean the mere growth of the individual in physical terms. If we mean just growing, then the answer is yes-but when we think about proper development the answer is no. We cannot develop properly without guidance. Take the simple example of a child. After the birth of the child if the mother is not guided by the nurse, doctor or any other person at home how to take care of the child, the child cannot develop properly. The child needs help to learn how to eat, toilet training, to adjust with sound & light etc. So guidance is necessary both for the child and mother including other family members for the proper development of the child.

The next question is to whom guidance should be given? We have already discussed that guidance is an individualised process. So a number of persons need guidance, but individuals. For example, a child, an adult, an old man needs guidance. Likewise a student, a teacher, a headmaster all needs guidance. So each individual needs guidance at different stages of life for different purpose in different areas like education, vocation and personal development, etc.

Let us know about the need of guidance recommended by Kothari Commission Report (1964). The commission report recommended that guidance should be regarded as an integral part of education meant for students and aimed at assisting the individuals to make adjustment in their decisions from time to time. The recommendations of these commission summaries as:

According to Kothari Commission Report, guidance should begin from the lowest class in primary school. At secondary stage adequate guidance services should be introduced. Secondary teachers should be introduced to guidance concept through pre or in service training. Arrangements should be made for the professional training of guidance workers of the State Bureaus of Guidance and training colleges. It also suggests that Ancillary programmes should include the production of guidance literature and materials and research into problems of guidance in the Indian situation.

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According to Kothari Commission Report, guidance should begin from the lowest class in the primary school. At secondary stage adequate guidance services should be introduced. All secondary teachers should be introduced to guidance concept through pre or in service training. Arrangements should be made for the professional training of guidance workers of the state Bureaus of Guidance and training colleges. It also suggests that Ancillary programmes should include the production of guidance literature and materials and research into problems of guidance in the Indian situation.

In view of the limited financial and personnel resources it is suggested that a short range of programme should be adopted for the next twenty years consisting of:

- Minimum guidance programme for all secondary schools through a visiting school counselor for a group, often schools assisted by the school teachers in the simple guidance functions.
- Comprehensive guidance programme in selected schools, one in each district to serve as models and
- Provision of necessary supervisory staff in the state bureaus of guidance.

Thus, it is very clear that the education commission has rightly given the emphasis of guidance services at all levels of education and suggested suitable methods of implementing the same. It shows how much guidance is needed even on that day. Let us now analyse the need of guidance in the present society.

Today's world is highly complex, unusually competitive and providing innumerable of opportunities. Due to rapid advance of science and technology the mind of the child is filled with horror. In such a complex world, the very roots of traditions, customs, beliefs, values and attitudes have undergone swift changes which need to be understood. The established norms of the social institutions like the family, the education institutions, the school and the social milieu have been challenged and distorted. Guidance, therefore has become a necessary service for the individual to analyse himself to be able to gain a useful place in the modern society.

If we will analyse our family set up today, we find the:

- Breakup of the joint family system
- Working parents.
- Absence of hereditary occupation
- The acute housing problem
- Lack of facility of open play ground
- No common prayers.

Due to the above situation of our family system we need guidance in all the areas of development like educational, vocational, personal social & religious. Otherwise we have to see the social evils like delinquents, drug addicts, unemployment and indiscipline etc.

In school also we need to provide guidance vigorously. Because in schools nowadays students are facing various problems like:

- Overcrowded classroom
- Less student teacher relationship
- Wastage & stagnation
- High or low standards of institutions

Achieving fourfold aims of education in modern society like:

1. Lifelong learning
2. Early productivity
3. Sensitivity to the socio-economic environment
4. Self-actualization.

Therefore in modern times, the need for guidance is felt much more in educational institutions and also for the authorities. The guidance service in school is necessary for the following reasons:

- To help in the total development of the student
- To help in making proper choice at various stages of their educational career.
- To help the students in vocational development.

**Notes**

- To help students make the best possible adjustments to the situations in the schools as well as in the homes.
- To minimize the mismatch between education and unemployment.
- To identify and motivate the students from weaker sections of society.
- To check wastage & stagnation.
- To identify and help students in need of special help.
- To minimize the incidence of indiscipline.
- To make the idea inclusive education successful.

Guidance is needed in the modern society also. The current problems which are faced in our society are:

- Poverty
- Unemployment
- Illiterate Population
- Unequal opportunity in the field of education and vacation
- Caste system and communal feeling
- Corruption etc.

Indeed the need of guidance is felt wherever there are problems and wherever there are people who can help. Hence the need of guidance is universal. Guidance is based upon the fact of human need. We are confronted with a number of problematic situations in our daily life which requires us to make choices of some sort. 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 each stage of growth is the most important task of guidance. Human beings have a number of needs.

### **6.7 PRINCIPLES OF GUIDANCE**

Before knowing the principles of guidance we should know the meaning of principle. Principle is originated from Latin word Principium which means "Source" it means a fundamental truth or proposition serving as the foundation for belief or action. It also means a rule or belief governing one's personal behaviour in different situation. It has its meaning differently when you say Archimedes principle. It means a scientific theory or natural law. You sometimes tell that this is my principle. Here it refers to your behaviours and attitudes which is morally correct. Sometimes we use the word principle for some rules or characteristics.

Now we will find the meaning of principles in relation to guidance. Principles of guidance means what are the fundamental sources or basis on which guidance should be provided. To make it easier and clear we can say that what should be taken into consideration in providing guidance or in other word what are the principles we should follow in dissemination guidance.

- The dignity of the individual is supreme.
- Each individual is different from every other individual.
- The primary concern of guidance is the individual in his own social settings.
- The attitude and personal perceptions of the individuals are the bases on which he acts.
- The individual generally acts to enhance his perceived self.
- The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction consistent with social improvement.
- Each individual may at times need the information and personalized assistance best given by competent professional personnel.

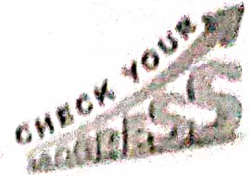
The principles of guidance are based on some assumptions. They are:

- Every individual has talents.
- Excellence is possible
- Problems are growth
- There are individual differences
- Environment provides innumerable opportunities.

So, the guidance programmes needs to be planned on the basis of the principles which are based on the assumptions to suit the individual in every field of activity at all times. As no two individuals are alike, so the guidance should be given individually. Therefore, no two guidance situations have to common base. I would also like to make it more clearly to you by saying that the principles, assumptions are same for all the guidance programmes but the guidance service is individualised and on the basis of his problem. So during the process of guiding an individual all the above principles should be taken into consideration.

Need for guidance, and the nature and aims of guidance are based on certain principles and assumptions. The principles of guidance generally accepted are the ones given by Crow and Crow. They are:

- **Principle of all-round development of the individual:** Guidance must take into account the all-round development of the individual when bringing about desirable adjustment in any particular area of his personality.
- **Principle of human uniqueness:** No two individuals are alike. Individuals differ in their physical, mental, social and emotional development. Guidance service must recognise these differences and guide each individual according to their specific need.
- **Principle of holistic development:** Guidance has to be imparted in the context of total development of personality. The child grows as a whole and even if one aspect of personality is in focus, the other areas of development which are indirectly influencing the personality have also to be kept in mind.
- **Principle of cooperation:** No individual can be forced into guidance. The consent and cooperation of the individual is a pre-requisite for providing guidance.
- **Principle of continuity:** Guidance should be regarded as a continuous process of service to an individual in different stages of his life.
- **Principle of extension:** Guidance service should not be limited to a few persons, who give observable evidence of its need, but it should be extended to all persons of all ages, who can benefit from it directly or indirectly.
- **Principle of elaboration:** Curriculum materials and teaching procedures should be elaborated according to the view point of guidance.
- **Principle of adjustment:** While it is true that guidance touches every aspect of an individual's life, it is chiefly concerned with an individual's physical or mental health, with his adjustment at home, school, society and vocation.
- **Principle of individual needs:** The individual and his needs are of utmost significance. Recognition of individual freedom, worth, respect and dignity is the hallmark of guidance. Freedom to make a choice and take a decision needs to be respected and encouraged.
- **Principle of expert opinion:** Specific and serious guidance problems should be referred to persons who are trained to deal with particular area of adjustment for their expert opinion.
- **Principle of evaluation:** The guidance programme should be evaluated in terms of its effectiveness and improvement. Evaluation is essential for the formulation of new goals or re-drafting the existing goals.



Fill in the blanks:

1. The primary concern of guidance is the ..... in his social setting.
2. .... is a process that enables an individual ..... in discovering himself in the most satisfying and positive manner.
3. The functions of guidance are adjustive function, ..... and developmental function.
4. Guidance services form an integral part of the total.....
5. The ..... guidance programme should be ..... in terms of its effectiveness and improvement.

## Notes

- *Principle of responsibility:* Parents and teachers have great responsibility in the execution of the work of guidance. The responsibility for guidance should be centred on a qualified and trained person, who is the head of the guidance centre.
- *Principle of periodic appraisal:* Periodic appraisal should be made of the existing guidance programme so that requisite changes, if any can be carried out for its improvement.

## 6.8 GUIDANCE: OBJECTIVES AND ELEMENTS

In this section, we will discuss about objectives and elements of guidance.

### 6.8.1 Objectives of Guidance

The objectives of guidance are as follows:

- To provide information to the individual regarding his potentialities.
- To help the individual to gain experiences which will help him in making free and wise choices.
- To help the individual in self-direction, i.e. that is to develop in the individual the abilities and skills to solve problems for himself.
- To assist the individual to understand, accept and utilize his talent.
- To help the individual to develop value sense and to recognize his aspirations in the light of reality with reference to his strength and weaknesses.
- To help the individual to choose educational programmes best suited to him.
- To assist the individual in developing his potentialities to their maximum extent, so that he may become what he is capable of becoming.
- To help the individual to solve his personal problems.
- To help the individual to make adjustment to the different life needs.
- To help the individual to choose educational programmes best suited to him.
- To help the individual to choose the right vocation (occupation) suited to his ability, interest, taste and temperament.
- To help the individual to make successful adjustment to the environment and to lead a happy and worthy life.
- To help the individual to make successful social adjustments.
- To provide necessary information about various occupations and their requirements.
- To help the individual to solve his emotional problems and to keep himself mentally stable.

### 6.8.2 Elements of Guidance

The elements of guidance are as follows:

- It focuses our attention on the individual and not the problem.
- It leads to the discovery of abilities of an individual.
- Guidance is based upon the assets and limitations of an individual.
- It leads to self-development and self-direction.
- It helps the individual plan wisely for the present and the future.
- It assists the individual to become adjusted to the environment.
- It assists to achieve success and happiness.



True or False:

- Objective of guidance is to provide information to the individual regarding his potentialities.
- Guidance leads to the discovery of abilities of an individual.
- Guidance does not assist to achieve success and happiness.
- Guidance helps the pupil in making careful choice of subjects and courses.
- Curriculum materials and teaching procedures should not be elaborated according to the view point of guidance.

## 6.9 GUIDANCE: ADVANTAGES AND LIMITATIONS

In this section, we will discuss about advantages and limitations of guidance.

### 6.9.1 Advantages of Guidance

- It helps the pupil to understand himself.
- It helps the pupil in making careful choice of subjects and courses.
- It enables the teacher to understand the strengths and weaknesses of his pupil.
- It enables the parent to understand their children.
- It feeds the community with better adjusted citizens.
- It serves to prevent problems which may lead to mental illness.
- It enables the administrator to make the best use of the energy, money, time and resources available.

### 6.9.2 Limitations of Guidance

- Guidance services are not well organized.
- It is limited due to lack of personnel and other facilities.
- There is an overdoing of psychological tests.
- Conditions of life are too complex for any person to solve the problems of another.
- Qualified guidance personnel may do great harm.

## 6.10 SUMMARY

- Guidance is an assistance given to the individual in taking intelligent choices and adjustments.
- There are three functions of guidance such as adjective, oriental and developmental.
- While providing guidance, the following principles should be kept in mind such as: problems of the individuals, ability of the individuals, environment, continuity, and individual differences.
- We have come to understand that guidance is given to individuals in making the best possible choices and adjustments.
- Guidance is considered as assistance provided to the child who helps in his/her development: physical, moral educational, vocational and personal, etc.
- The nature of guidance is not to thrust itself on an individual. It does not make choices for him. The ultimate purpose of guidance is guide the individual to direct himself in the right direction, to make his own choices, to fix his own life-goals and to carry his own burden.
- It is also evident that guidance is a life-long process which gives importance to individual differences and is meant for all.
- There is an absolute need for guidance owing to increase in the number of school going children, social changes, population, explosion, unemployment, changes in the family structure, and also for making career choices, etc.
- The purpose of guidance is to help an individual to adjust effectively in the society keeping in mind, one's needs and abilities.

## Notes

**6.11 KEYWORDS**

**Counsellor:** Someone who is trained to listen to people and give them advice about their problems.

**Guidance:** It is advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority.

**Learning:** It is the process of acquiring new, or modifying existing, knowledge, behaviours, skills, values, or preferences.

**Vocational Guidance:** It is assistance in choosing a career or profession or in making employment or training decisions.

**6.12 SELF-ASSESSMENT QUESTIONS AND EXERCISES****Short Answer Type Questions**

1. Define the term 'Guidance' and state whether or not there is any need for guidance. Give reasons.
2. In what ways guidance is related to education? Explain.
3. What are the four principles of guidance?
4. What is the purpose and scope of guidance?
5. What is the nature of guidance?

**Long Answer Type Questions**

1. What do you understand by guidance? Explain the origin and nature of guidance.
2. Discuss about scope and need of guidance.
3. What are the functions and principles of guidance?
4. Explain the objectives and elements of guidance in detail.
5. What are the advantages and limitations of guidance?

**Answers to Check your Progress**

- |               |             |                      |                          |
|---------------|-------------|----------------------|--------------------------|
| 1. Individual | 2. Guidance | 3. Oriental Function | 4. Educational Programme |
| 5. Evaluated  | 6. True     | 7. True              | 8. False                 |
| 9. True       | 10. False   |                      |                          |

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**LESSON 7 TYPES OF GUIDANCE**

Notes

**Structure**

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Types of Guidance
- 7.3 Educational Guidance
  - 7.3.1 Meaning and Definition of Educational Guidance
  - 7.3.2 Objectives of Educational Guidance
  - 7.3.3 Need of Educational Guidance
  - 7.3.4 Scope of Educational Guidance
- 7.4 Vocational Guidance
  - 7.4.1 Aim and Objectives of Vocational Guidance
  - 7.4.2 Need of Vocational Guidance
  - 7.4.3 Principles of Vocational Guidance
  - 7.4.4 Economic Advantages
  - 7.4.5 Vocational Guidance at Different Stages
  - 7.4.6 Scope of Vocational Guidance
  - 7.4.7 Basic Assumptions of Vocational Guidance
- 7.5 Personal Guidance
  - 7.5.1 Meaning of Personal Guidance
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  - 7.5.3 Purpose of Personal Guidance
  - 7.5.4 Steps of Personal Guidance
  - 7.5.5 Functions of Personal Guidance
  - 7.5.6 Need of Personal Guidance
- 7.6 Other Types of Guidance
  - 7.6.1 Health Guidance
  - 7.6.2 Leisure Time Guidance
  - 7.6.3 Moral Guidance
  - 7.6.4 Social Guidance
  - 7.6.5 Psychological Guidance
- 7.7 Summary
- 7.8 Keywords
- 7.9 Self-Assessment Questions and Exercises
- 7.10 References

**7.0 OBJECTIVES**

After studying this lesson, you should be able to:

- Understand educational guidance
- Explain the objectives of educational guidance
- Recall scope of educational guidance
- Analyse the aim and objectives of vocational guidance

**Notes**

- Determines the nature and purpose of personal guidance
- Learn about leisure time guidance and moral guidance

**7.1 INTRODUCTION**

Guidance can be defined as a process, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations.

Guidance can also be looked at as a programme of service to individuals based upon the needs of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual and the unique features of each school. Guidance is designed to help each individual adjust to his/her environment, develop the ability to set realistic goals for him/herself, and improve his/her education. As a process, guidance is not a simple matter but involves a series of actions or progressive steps which move towards a goal. In this lesson, we will discuss about seven types of guidance such as, educational, vocational, personal, social, leisure time, moral and health guidance.

**7.2 TYPES OF GUIDANCE**

In one's life every individual is beset with problems and it has become very difficult to achieve satisfactory results without assistance. There would be hardly any individual who does not need assistance. Some need it regularly, constantly while others need it only at some point time intervals. In technical term, assistance is called guidance.

In order to solve various types of problems, we need different types of guidance services. 'Paterson' has suggested different types of guidance.

- Educational Guidance
- Vocational Guidance
- Personal Guidance
- Health Guidance
- Leisure Time Guidance
- Moral Guidance

In this section, we shall study Educational, Vocational and Personal Guidance. Let us see what they mean and what their needs are.

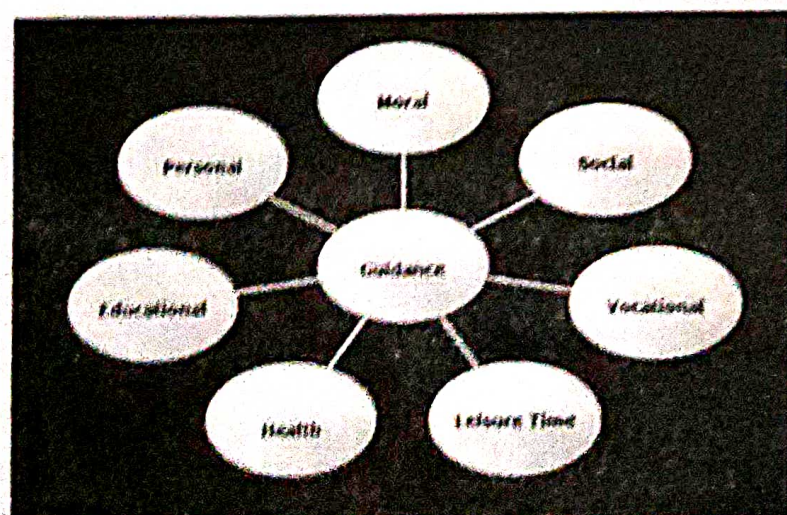


Figure 7.1: Types of Guidance

## 7.3 EDUCATIONAL GUIDANCE

Notes

Educational guidance has secured an important place in the field of guidance meant for the students. It is not a recent attempt by the modern guidance workers. It is concerned with every aspect of education especially meant for the students. It is an intellectual attempt which is concerned mainly with different problem relating to choose suitable courses for students, to complete it smoothly, to prepare students for future vocations etc.

### 7.3.1 Meaning and Definition of Educational Guidance

The most important to various types of guidance is education guidance. Educational Guidance is directly concerned with the pupil. In the student's life, this guidance is very important. The chief aim of educational guidance is to develop the ability of coordinating with the school environment in the pupils to create necessary awareness and sensitivity, so that they may select themselves proper learning objectives, devices and situations.

Students often encounter difficulties in understanding what is taught in the classroom, laboratories and workshops. Expected change in behavior is not fully achieved. Failures in examinations and tests, poor standards or assignments, unsatisfactory involvement in the academic work by students are some of the often noticed problems. The problems need to be solved to the maximum extent by assisting them.

According to Jones, "Educational Guidance is concerned with assistance to be provided to the pupils which is expected for their adjustments in the schools, selection of curricula and school like."

It is also defined as a conscious growth of individual. This has to do with knowing his interest, selection of his subjects, form of his study habits and making his progress in those subjects and activities and passing the examination.

### 7.3.2 Objectives of Educational Guidance

The following are some of the objectives of educational guidance:

- To monitor the academic progress of the students.
- To acquaint the students with the prescribed curriculum.
- To identify the academically gifted, backward, creative and other category of special learners.
- To assist students in getting information about further education.
- To diagnose the learning difficulties of students and help them overcome the same.

### 7.3.3 Need of Educational Guidance

#### *Diversified Courses*

The need of educational guidance is felt only where there are various types of courses to choose or where the schools are multilateral ones. It is not needed where only one curriculum is being taught to all the students, for their path is already determined. A child has to be guided to selecting right educational courses.

#### *Failure*

Educational guidance is also needed when the students fail in a particular course. If the failed students or dropouts are not guided they may become delinquent. Such students need to be treated with sympathy. Second chance must be given. Parents, teachers and educational experts give all guidance to keep well motivated and help them to come back in the mainstream.

#### *Unsatisfactory Progress and Undesirable Behaviour*

Educational guidance is all the more needed when the students do not show satisfactory progress or develop undesirable modes of behavior in a particular course. It is essential to guide them and show them the right path.

## Notes

**Individual Differences**

There are large numbers of children in the school, in a class. Each child is different from the others in abilities and interests. Educational guidance helps them to select a right course according to his abilities.

**Adjustments of Students In School or College Environment**

Humphrey and Traxler here gave a beautiful definition of how a student is mal-adjusted when not properly oriented towards the school and college. Many lives are lost if on first or a subsequent change to a different school; the child is not treated well. Some children are brought up in an atmosphere of love and overprotection. It is here that educational guidance comes in.

**For Gifted and Academically Backward Children**

- Guidance in school is also to be given to gifted children as well as academically backward children so that can cope up with the studies according to their abilities.
- To check dropouts and prevent failures
- Guidance in schools is also to be given to check dropouts and prevent failures
- Educational Guidance at Different Levels

**Elementary Stage**

At this stage, the child is a mere beginner. No specialized service is required. The only consideration as far as educational guidance is concerned is that all efforts be made to help develop positive and healthy outlook towards life.

Also Educational guidance at elementary stage is to prepare child for secondary stage.

**Secondary Stage**

At this stage, the child in dire need of proper educational guidance. It should be as specialized service at this stage. All schools must provide this service, as educational guidance mostly at this stage is given by illiterate parents, neighbors and unrealistic ambitions of the child.

Educational guidance is all the more required at this stage because the child can think and is aware of the surrounding. The important functions of educational guidance at this stage are:

- To help students to select right curriculum.
- To keep them motivated, so that they may progress in their studies.

**7.3.4 Scope of Educational Guidance**

In this lesson you have studied the concept of scope of guidance in general, however here we will study about the scope of educational guidance in particular. Educational guidance is intended to aid the individual choosing a proper educational programme and making progress in it. This involves:

- Knowledge of the abilities and interests of the individual.
- Knowledge of a wide range of educational opportunities and
- Programmes of counselling to help the individual to choose wisely on the basis of the above two kinds of knowledge.
- Counselling regarding:
  - The appraisal of the students with reference to his capacities.
  - The exploration of his vocational potentialities and interests.
  - The obtaining of information about all kinds of educational resources in the school and the community.

- ❑ The selection of training center that provides educational opportunities in keeping with the student's capacities and interests.
- ❑ The detection leading to the correction of conditions that are interfering with the student's capacities and interests.
- We can know about the capacities and limitations of the student's through:
  - ❑ Various types of psychological tests
  - ❑ Observations in various settings.

Notes

## 7.4 VOCATIONAL GUIDANCE

Vocational guidance is the assistance given to students in choosing and preparing for a suitable vocation. It is concerned primarily with helping individuals make decision and choices involved in planning future and a career decision and choices necessary in effecting satisfactory vocational adjustment.

- What shall I do in life?
- What am I best fitted for?
- How shall I find out my abilities and capacities?
- Who can guide me in selection of a career?

Vocational guidance would assist an individual in solving these problems. Vocational guidance is sometimes described as the process of "fitting round pegs in round holes and square page in square holes."

According to 'Crow and Crow', "Vocational Guidance usually is interpreted as the assistance given to the learners to choose, prepare for and progress in an occupation."

According to 'Myers', "Vocational Guidance is the process of assisting the individual to do for himself certain definite things pertaining to his vocation."

### 7.4.1 Aim and Objectives of Vocational Guidance

The aims of vocational guidance are as follows:

- Assisting the students to acquire such knowledge of the characteristics and functions, duties, responsibilities and rewards of occupations that are within the range of this choice.
- Assisting a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
- Assisting the pupil to evaluate his own capabilities and interests with regard to their worth to him and to society.
- Helping the individual develop an attitude towards work that will dignify whatever type of occupation he may wish to enter.
- Give exploration opportunity in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of activities.
- Assisting the individual to think critically about types of occupations and to learn a technique for analyzing information about vocations.
- Assisting the mentally handicapped, the physically handicapped of the economically handicapped to make the adjustment that will be best for them in their struggle for a fuller life and for personal and social welfare.
- Instilling in the pupil a confidence in the teachers and other guidance personal that will encourage him when he confers with them on personal and vocational problems.

**Notes**

- Assisting the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training.
- Providing information for the learner about admission requirements, the length of training, and the cost of attending any institution of higher learning to which he may wish to go after graduation for high school in order to continue his vocational preparation.
- Giving assistance during school years so that the individual will be able to adjust on the job work conditions and to other workers.
- Assisting each pupil to appreciate his rightful place in a group of workers and to become a functional member of the team.
- Altering the pupil to the long-range training needed to become proficient in most lines of endeavour.
- Cautioning each learner concerning fads and pseudo-scientific shortcuts to vocational competency.
- Helping the learner realize that success is purchased at the price of effort, and that satisfaction on the job derives from doing his work competently.

**7.4.2 Need of Vocational Guidance**

According to 'Mayers', vocational guidance is needed for the following reasons:

***Wrong Profession and Economic & Psychic Loss:***

If an individual stays in a wrong profession for a long time, then he suffers economically, & psychologically. i.e., there is a financial loss to himself as well to the organization. The individual is not happy. He is frustrated. His family life is affected.

**7.4.3 Principles of Vocational Guidance**

Vocational guidance strategies must be based the following principles:

- Occupation should be felt by everybody as a source of income.
- Job is to be looked at as important source of satisfying needs, abilities, interests and aptitudes.
- The pupil needs to know the total perspective of the job for which he has taken interest to join.
- Different social and personal factors should be considered at time of selection of a particular occupation.
- The proper selection of a job is a time consuming affair and it does not believe in single or fixed decisions.
- The principle of individual difference should be taken into account at the time of offering vocational guidance programme.
- Vocational guidance service must satisfy the occupational needs of the students.

**7.4.4 Economic Advantages**

Vocational guidance provides many economic advantages to the employers. Their problems are fewer because the workers enjoy job satisfaction.

***Health Point of View***

It is needed from the point of view of health of the workers. If the profession is such where health of worker breaks down, production suffers and morale of workers goes down.

***Personal and Social Values***

There are large numbers of personal and social values of vocational guidance. Learning a side financial consideration, the workers happiness, his personal development, his value as a social unit

and his contributions to human welfare are all involved, right vocational guidance helps us achieve that.

Notes

### ***Maximum Utilization of Human Potentialities***

We are truly benefited if the human potentialities are utilized of the maximum with the help of vocational guidance.

## **7.4.5 Vocational Guidance at Different Stages**

### ***Elementary Stage***

Not much can be done at elementary stage strictly in term of guidance. However, the teacher as guidance worker can do the following:

- Create love, respect and positive attitude for normal work.
- Train the use of hands of the child.
- Create the habit of neat and systematic work.
- Create and achieve hand-eye coordination.
- Encourage neatness in work.
- Encourage development of good relationships amongst themselves.

### ***Secondary School Stage***

Definite guidance invocations can be given at this stage, e.g.:

- The child should be helped to know himself. Entire vocational guidance depends upon it.
- The child should be helped to make right choice.
- Familiarity about the world of work can be given.
- The child can be placed during high school in a suitable job.
- Whether the child will go to college or remain in a job can be also decided.

### ***At College Level***

Some of the specific functions of college guidance programmes may be stated as under:

- Assisting students to relate their studies to the vocations that would be open to them at the end of their college career.
- Assisting them to make a detailed study of the careers, which they would like to pursue.
- Assisting them to acquaint themselves with different avenues of work.
- Assisting them to acquaint themselves with avenues of higher studies.
- Assisting them to know about the various programmes of financial assistance scholarships, fellowships for improving their prospects.

## **7.4.6 Scope of Vocational Guidance**

The scope of vocational guidance can be understood better by certain activities listed below:

### ***Analysis of the Individual***

Without extensive knowledge about the individual desirous of getting vocational guidance, it would be impossible to effects this matching with the vocation. Competent men do this appraisal through various tests.

### ***Occupational Information***

- Next to analysis of the individual is the collection and dissemination of information about an occupation in order to place the right person in the right job at right-time.

**Notes**

- *Community Occupational Surveys and Follow ups*
- *Most of us prefer jobs in immediate neighborhood.*
- *Vocational information can be focused upon local conditions. Community occupational surveys and follow up study of school ex-students will provide data on local training and employment conditions and job opportunities.*

**Group Activities**

Much of the work of self-appraisal and occupational study handled most efficiently through group approach. Group activities in vocational guidance can be done by the properly educated and training teachers. These activities stress the methodology of vocational selection, preparation, acquiring and advancement. Then provide occupational motivation and information through field trips, career conferences, etc.

**Counselling**

Counselling is a technique of guidance- any type of guidance where in individual help is given to students.

**Placement**

This is also an important activity of vocational guidance. It cannot be left to chance.

**7.4.7 Basic Assumptions of Vocational Guidance**

No two individuals are alike in the world so far abilities, interest and personalities are concerned. It cannot be said that exceptional children do not possess occupational potentialities.

**7.5 PERSONAL GUIDANCE**

Personal guidance assists the individual to adjust with psychological and social environment. It is to solve the emotional and psychological problems. Personal guidance may be defined as the assistance offered to the individual to solve this emotional, social ethical and moral as well as health problems. Thus personal guidance deals with all those problems of life which are not covered under educational and vocational guidance.

**7.5.1 Meaning of Personal Guidance**

Personal guidance is that type of guidance given to an individual or a person to overcome his problems of personality adjustment. It may also be accepted as the assistance given to the individual to solve his emotional, social, ethical, and moral as well as health problems. It is a process of guidance helping the individual to solve his problems which don't come within the jurisdiction of educational and vocational guidance.

It may also be defined as the oral or written assistance we need to learn how to make adjustment in our life. It is guidance for what kind of persons we should be and how to become so in life. As a whole the personal guidance is meant for helping each and every child to look at himself in the right perspective.

**7.5.2 Nature of Personal Guidance**

The nature of personal guidance can be understood by you, if you keep in mind that personal guidance does not exclude social life of the individual. The following are some basic nature of personal guidance:

- It is concerned with social and civil activities.
- It deals with health and physical activities.
- It helps in worthy use of leisure time and character building activities.

So, in personal guidance problems of individual and social health, emotional and social adjustments, economic and social relationships, etc. have an important place.



### 7.5.3 Purpose of Personal Guidance

The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual development and adjustment. The purpose of personal guidance leads to different activities to be organized, for example, for physical development, play activities of children have to be properly organised, for emotional development, children have to be provided with opportunities for self-expression. Again the nature and purpose of guidance is also different in different stages of child education.

Other purpose of personal guidance is as follows:

- 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 helps students to check the emotions which are not desired for the development of the individual student.
- Personal guidance assists students.
- 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 enables 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.
- 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.

### 7.5.4 Steps of Personal Guidance

The process of personal guidance develops through certain following steps:

- Personal guidance needs various possible useful related data or information regarding students touching their physical, mental, social, emotional, interest, aptitude and attitudes, aspects of life which are to be collected carefully.
- Adequate diagnosis of causes of problems should be made on the basis of collection of data regarding students.
- The guidance personnel should think rightly about the remedial measures after the step like diagnosis of the causes of problems.

**Notes**

- The guidance personnel renders guidance service to help the students studying their problems and its causes by means of techniques like required counseling, psychological analysis, imitation, advice with affection and situational feelings.
- Lastly follow-up service should be made to evaluate the effectiveness of given guidance service. To fulfill this purpose, the guidance personnel may take help of the techniques like interview or question answer methods or the like.

**7.5.5 Functions of Personal Guidance*****Pre Primary Stage***

Personal guidance has the following specific functions at the pre-primary stage:

- It assists tiny 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.
- It enables children to express themselves by working with his hands, learning many rhythms, listening to others and dramatizing stories.
- It assists children to assume responsibilities by putting away toys, caring for pets, passing out materials and taking care for own food habits and clothing.

***Elementary Stage***

Personal guidance has the following functions at this stage:

- It assists children to fulfil 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.
- It enables children to develop ability of self-discipline at home and schools.
- 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:

- It enables students to adjust in their new school situations and environments.
- It assists students to develop a feeling of belongingness and fraternity.
- It helps students to inspire them for active leadership and group life.
- It enables students to fulfill educational, vocational and personal needs and interests of life.
- It helps students to overcome the problems of adjustment in relation to adolescent age and other personal adjustment problems.
- It enables students to know useful information pertaining to sex life.
- It assists students to develop leadership abilities and good citizenship.
- It enables students to achieve social and moral development in life.
- It helps students to carry out certain recreational activities for themselves.

***College and University Stage***

Personal guidance has following functions at college and university stage:

- Personal guidance helps students to enable them have a satisfactory personal and social adjustment in their new environment.

- 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.
- It enables students to develop good relationship with community and college to overcome financial problems and some other related problems.
- It assists adult students to appreciate the importance of religious and moral values in life.
- It enables adult students to perform duty rightly in relation to educational, vocational, social, moral and personal life.

### 5.6 Need of Personal Guidance

Personal guidance refers to the help given to an individual towards a better adjustment in the development of attitudes and behaviors in all areas of life. It assists the child to adjust with physical and social environment and to solve all the emotional and psychological problems. The personal guidance is needed for the following reasons:

- Required for personal adjustment.
- Essential for developing individual competence avoiding the interpersonal tensions and conflicts.
- Setting up a harmonious environment between family life and vocational life of an individual.
- Taking decisions with regard to personal problems.
- Bringing happiness, peace and satisfaction in the life of an individual.

## 7.6 OTHER TYPES OF GUIDANCE

In this section, we will discuss about other types of guidance such as health guidance, leisure time guidance, moral guidance and social guidance. Let us discuss above guidance in detail.

### 7.6.1 Health Guidance

Health is regarded as wealth. Total health i.e. preventive and curative is the goal of health guidance. Health Principal, Doctors, Counselor/psychologist, Teachers, Students and parents. For promoting, preventive care needs to be checked. Similarly health education through formal classes and information is essential in school concern of health guidance also pertains to guidance in HIV/AIDS.

### 7.6.2 Leisure Time Guidance

Guidance for leisure is basically a part of personal guidance. The individual should know how to utilize his/her leisure time fruitfully. Leisure generally refers to free time a person at his disposal. Leisure in modern time is available to those who are technically trained and efficient. But, unfortunately most of us do not know how to utilize this leisure time. That is why guidance for leisure is necessary.

Therefore, it has been suggested that in the school curriculum there should be provision for teaching about various leisure time activities so that children will be able to know about them. The other co-curricular activities play an important role in all-round development of the child.

Leisure can be fruitfully utilized for two purposes. First of all leisure provides us time for personal development. One can increase his efficiency by utilizing his leisure time. The second use of leisure is that it helps the individual to be more productive by getting the necessary rest and recreation. Jones divides leisure time activities into four groups.

- Escape activities
- General culture or appreciation activities
- Creative activities
- Service activities

## Notes



Fill in the blanks:

1. .... is concerned with assistance to be provided to the pupils which is expected for their adjustments in the schools, selection of curricula and school like.
2. Vocational guidance is the assistance given to students in choosing and preparing for a .....
3. .... service must satisfy the occupational needs of the students.
4. Personal guidance assists the individual to adjust with ..... & social environment.
5. .... helps in bringing these students on to the right track and help in their all-round development.

It has also been suggested that individuals should spend their leisure time in social welfare activities. For professional growth, they must take active interest in the professional society of their profession.

Thus it is quite evident that guidance for leisure is extremely important in modern society because it helps the individual to attain efficiency and become a useful member of the society.

Therefore, it has been suggested that in the school curriculum there should be provision for teaching about various leisure time activities so that children will be able to know about them.

### 7.6.3 Moral Guidance

Moral values occupy an important place in our life. Sometimes due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students on to the right track and help in their all-round development.

### 7.6.4 Social Guidance

Social guidance is such a formal aiding activity which aims at ensuring the acquisition of individual and collective social aims by producing harmony between person and society. Man's survival largely depends on society. The society is necessary for the balance of his life. By means of education, an individual is hoped to be a useful citizen. Education can secure this aim only if a balanced adjustment and harmony is generated between an individual and, the society. Social guidance performs the function of balanced adjustment.

- Social guidance is a process by which a pleasant harmony between the individual and the society is produced so as to make the individual beneficial for the society.
- Social guidance is concerned with indoctrination of social role in the individual.
- Social guidance refers to the scientific process of character education and personal development corresponding to the social values.
- Man, society and life depend on each other. A pleasant balance among them leads to prosperity and global peace. Social guidance is a help of the individual in the establishment of this very pleasant balance.
- Social guidance aims at imparting the students those habits, traits, and attitudes which are socially desirable. Group discussions, organized socio-cultural activities, group-games and group therapy are the most commonly used techniques and procedures for administering social guidance. Children social organizations like Boy scouts and Girl guides are also used for imparting social education and guidance.
- Social guidance is needed for all those, individuals who have the desire for performing their positive social role in the society.

### Relationship between Social Guidance and Education

- Social guidance is directly concerned with the social aims of education. It helps greatly in the realization of the social concerns of education. To me, all education is a social guidance.
- Social guidance plays a significant role in producing harmony between the interests of the individual and the society which is also a leading aim of education.
- Social guidance enables an individual to perform his positive role in the society. This positive role of the individual paves the way to social prosperity and growth.
- Social guidance is directly concerned with the sociological foundation of education. No system of education can set aside the social aspect of education. As every education system developed for a particular society.
- Social guidance imparts the social values to the students and thereby enables them to take part in the collective social activities. In this way, social guidance aids in securing the basic social aim of education.

- Social guidance attempts to generate love for desirable social values and hatred for social evils and anti-social behaviors.

### 7.6.5 Psychological Guidance

The term 'psychological guidance' is very broad in meaning and deep in nature. In this type of guidance, the client is cured of the negative activities such as suppressed needs, feelings and emotions through psychological methods and normal interactive process.

- Psychological guidance is concerned with the mental, psychological and maladjustment problems of an individual. It also suggests solutions to these problems. The balanced personality development is deeply connected with these problems. The mental and psychic health of the students is essential for the acquisition of the objectives of education. An individual may fall in psychological disorders if proper attention is not paid to the solution of his psychological problems.
- Psychological guidance is a process in which a psychologist discovers the problems concerning with individual's mind and behaviour and thus suggests an appropriate solution so that he/she can secure the internal and external agreeableness.
- Psychological guidance is the activity of helping the students in their emotional, cognitive and other psychological problems. It aims at producing fully adjusted individuals with the social needs.

Psychological guidance is needed for all those individuals who have the desire to find the solutions of their psychological and adjustment problems.

#### *Relationship between Psychological Guidance and Education*

- Psychological guidance programme is designed to provide valuable information to the students passing through various stages of cognitive and psychological development.
- Psychological guidance understands the personal emotional, and adjustment problems and thereby takes necessary Steps for their solutions.
- Psychological guidance produces a state of harmony between the individual and the society following the solution of the psychological problems of the concerned person.
- Psychological guidance brings about the spirit of service for mankind in the adolescent boys and girls and thereby causes the fulfillment of the objectives of education.
- Psychological guidance designs comprehensive plans for the identification and solution of the psychological illnesses of the individuals.
- Psychological guidance provides valuable information regarding learning, memory, intelligence, forgetfulness and educational settings. This knowledge plays an important role in the better educational performance of the students.

### 7.7 SUMMARY

- Educational guidance has secured an important place in the field of guidance meant for the students. It is not a recent attempt by the modern guidance workers.
- Educational guidance is all the more needed when the students do not show satisfactory progress or develop undesirable modes of behavior in a particular course.
- Vocational guidance is the assistance given to students in choosing and preparing for a suitable vocation.
- Personal guidance assists the individual to adjust with psychological & social environment. It is to solve the emotional & psychological problems.
- Personal guidance needs various possible useful related data or information regarding students touching their physical, mental, social, emotional, interest, aptitude and attitudes, aspects of life which are to be collected carefully.

### Notes



True or False:

6. Health education should be given in school education.
7. Educational guidance gives clear idea of the different educational opportunities.
8. The only objective of personal guidance is to help an individual in his/her spiritual development.
9. A person has imbibed some bad habits. He should be given social guidance.
10. The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual development and adjustment.

**Notes**

- Leisure can be fruitfully utilized for two purposes. First of all Leisure provides us time for personal development. One can increase his efficiency by utilising his leisure time. The second use of leisure is that it helps the individual to be more productive by getting the necessary rest and recreation.

**7.8 KEYWORDS**

**Counselling:** It is a professional guidance of the individual by utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes.

**Personal Guidance:** It refers to the help given to an individual towards a better adjustment in the development of attitudes and behaviours in all areas of life.

**Psychological Guidance:** It is a professional relationship between the mentor and the guide in order to help the guide to understand himself and work on their development through the use of his abilities and skills to adapt to the surrounding environment.

**Social Guidance:** It is such a formal aiding activity which aims at ensuring the acquisition of individual and collective social aims by producing harmony between person and society.

**Vocational Guidance:** It is a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation.

**7.9 SELF-ASSESSMENT QUESTIONS AND EXERCISES****Short Answer Type Questions**

- What are the principles of guidance?
- What is the need of vocational guidance?
- Explain the purpose of personal guidance.
- What is vocational guidance at secondary stage?
- Discuss the relationship between psychological guidance and education.

**Long Answer Type Questions**

- What are the need and scope of educational guidance?
- Explain vocational guidance at different stages. What is the scope of vocational guidance?
- What are the basic assumptions of vocational guidance? Discuss the main purpose of personal guidance.
- Describe the steps of personal guidance. Explain the functions of personal guidance.
- What is the need of personal guidance? Describe health guidance and leisure time guidance.

**Answers to Check Your Progress**

- |                         |                      |                        |                  |
|-------------------------|----------------------|------------------------|------------------|
| 1. Educational Guidance | 2. Suitable Vocation | 3. Vocational Guidance | 4. Psychological |
| 5. Moral guidance       | 6. True              | 7. True                | 8. False         |
| 9. False                | 10. True             |                        |                  |

7.10 REFERENCES

Notes

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## LESSON 8 COUNSELLING

<b>Structure</b>	
8.0	Objectives
8.1	Introduction
8.2	Concepts of Counselling
8.2.1	Meaning of Counselling
8.2.2	Characteristics of Counselling
8.2.3	Functions of Counselling
8.2.4	Aims of Counselling
8.2.5	Education and Counselling
8.3	Principles of Counselling
8.4	Nature of Counselling
8.5	Scope of Counselling
8.6	Benefits of Counselling
8.7	Need and Significance of Counselling
8.7.1	Need of Counselling
8.7.2	Significance of Counselling at Secondary Level
8.8	Summary
8.9	Keywords
8.10	Self-Assessment Questions and Exercises
8.11	References

### 8.0 OBJECTIVES

After studying this lesson, you should be able to:

- Understand counselling and its functions
- Know about aims and principles of counselling
- Discuss about nature and scope of counselling
- Determine the benefits of counselling
- Analyse the need and significance of counselling

### 8.1 INTRODUCTION

In the previous lesson, you have read about types of guidance. Sometimes you may be confused about the two terms guidance & counselling. In this lesson, we will discuss about the concept of counselling, its meaning, principles and goals. We will also know about the process of counselling & role and functions of a counsellor. Counselling is the central aspect of the whole guidance programme. All the activities and services of the guidance programme leads help in the counselling process. Counselling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. Counselling has remedial, preventive and developmental value.

In this lesson, we will discuss about the counselling concepts. Functions of counselling, principles of counselling and nature of counselling will be studied in this lesson. Lastly, we will also elaborate about scope of counselling, benefits of counselling, need and significance of counselling



## 8.2 CONCEPTS OF COUNSELLING

Counselling is a scientific process of assistance extended by an expert in an individual situation to a needy person. Counselling involves relationship between two persons in which one of them (counsellor) attempts to assist the other (counseee or client) is so organizing himself as to attain a particular form of happiness, adjusting to a life situation or in short self-actualisation. It is a relationship of natural respect between counsellor and counseee. In this private interview, counseee acquires independence and develops a sense of responsibility. Counselling process is structured around the felt needs of the counseee.

Counselling is helping a person to come to see who he really is, what he has and does not have, what he can do easily, what he can do with difficulty and what he cannot do at all. It is a close sharing of a human relationship with one who has for him a high regard; one who can offer him unconditional acceptance, but one who has no guarantees, no answers.

Counselling is a process that occurs between two individual counsellor and counseee (client).

- It takes place within a professional setting.
- It is initiated and maintained as a means of facilitating changes in the behaviour of the client. It is a professional task for professionally trained people.

### 8.2.1 Meaning of Counselling

Though the term guidance and counselling is used interchangeably, both the terms have different meaning. We have studied about guidance, now we will know about counselling. In everyday life, we find counselling goes on at many levels. In a family, parents counsel their children, doctors counsel patients, lawyers to clients and teachers to students. There is no limitation to the problems or counsellors in providing counselling, so, let us know what counselling is.

According to Webster dictionary, "counselling is defined as Consultation, mutual interchange of opinions, deliberating together".

According to Wren, "Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution to his problem".

According to Shertzer and Stone, "Counselling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and or clarification of goals and values for future behaviours".

Merle M. Ohlsen, "Counselling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self-confidence to implement desired new behaviour".

According to Edwin Lewis, "Counselling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counsellor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment".

If all the definitions are analysed we can come to the following conclusions:

- Counselling is a two way process.
- It involves two individuals.
- There is a mutual relationship between the two individuals.
- It helps individuals to gain self-understanding self-acceptance and self-realization
- It helps an individual to become happier more creative and better adjusted.

**Notes**

Let us now discuss what counselling is not.

Counselling is a process which included a number of activities like giving information, advice & counselling, etc. But it is not an individual activity like giving information/advice/suggestion/recommendation only.

From this, it is clear about counselling that counselling constitutes the three activities like:

1. I - Informing
2. A - Advising
3. C - Counselling

**Informing**

Here the role of the counsellor is to give appropriate and correct information to the clients. For example, you are a student and you need counselling to select your course for the future. Here the role of the counsellor is to give you information about the availability of different courses & its future prospects.

**Advising**

In this stage, the counsellor suggests appropriate courses of action. Here the counsellor will offer you several options and recommends one according to your aim or interest. For example, if your aim is to be an engineer, the counsellor will suggest you a course related to applied mathematics.

**Counselling**

In this stage, counsellor helps the students to clarify his needs, feelings or motivations so that he can make the appropriate decision for himself.

For example, if you will tell, you have no aim or you cannot decide what you will do in the future. So the counsellor will ask you if you are not sure about what to do in future but you must want to do something interesting so describe about your idea. Like this, the counsellor can motivate you to find out your idea & can recommend you the course according to your interest.

So counselling is student dependent rather than knowledge dependent. As a counsellor or a person needs skill rather than knowledge it needs high level of interpersonal skills. So counselling is a process which constitutes information, advising and counselling. You can think of these three activities as a continuous spectrum of areas which merge into each other.

**2.2.2 Characteristics of Counselling**

The concept of counselling will be clear to you by knowing its meaning, characteristics & functions.

Counselling involves two individuals - one seeking help and the other, a professionally trained person, who can help the first. There should be a relationship of mutual respect between the two. The counsellor should be friendly and cooperative and the counselee should have trust and confidence in the counsellor. The aim of counselling is to help a student form a decision, make a choice or seek direction. It helps a counselee to acquire independence and develop a sense of responsibility, explore and utilize his potentialities. It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself rather than through solutions offered by the counsellor. Its function is to produce changes in the individual that will enable him to extricate himself from his difficulties.

Emotional rather than purely intellectual attitudes are the raw material of the counselling process. It helps an individual to know himself better, gives him confidence, encourages his self-directedness and provides him with new vision to grow.

**2.2.3 Functions of Counselling**

Like guidance, counselling has also three fold functions adjust mental, oriental and developmental.

### **Adjustmental Function**

Rapid social change brought about by industrialization and urbanization has led to several perplexing problems. The pace of this change is ever on the increase, thus making adjustment a continuous process of grappling with new situations. Counselling helps the student in making the best possible adjustment to the current situations; be it in educational institution, occupational world, in the home and in the community. Professional and individualized aid is given in making immediate and suitable adjustment at problem points.

### **Oriental Function**

Oriental function means to orient the person about his environmental constraints and resources and her personal constraints and resources by giving information and awareness in problems of career planning, educational programming, etc. Awareness of the need to plan in the context of the complexity of the world of work is an essential pre-requisite of going through education and preparation for after education. So, oriental function is the important function in the counselling process. It is a link between adjustment and development function. If the person is properly oriented, he can develop his plan properly and adjust suitable with himself and society.

### **Developmental Function**

Developmental function means not only to help the students having problems but also to help the students before the problems arise. For example, we are giving vaccination to the child as a preventive measure. Even then when the child suffers from a particular disease we take the help of a special doctor to cure it. So both the processes are coming under health development. Likewise in the counselling process the function of counselling is to prevent emergence and maladjustment and cure the person having maladjustment to adjust with the problem situation. Therefore, the development function helps in.

- Self-development
- Self-realization
- Development of society
- National development

So we can say that counselling has not only its functions towards the individual but to the society and nation also.

### **8.2.4 Aims of Counselling**

Underpinning the diversity of theoretical models and social purposes discussed above are a variety of ideas about the aims of counselling and therapy. Some of the different aims that are espoused either explicitly or implicitly by counsellors are listed:

- **Insight:** The acquisition of an understanding of the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions (Freud: 'where it was, shall ego be').
- **Relating with others:** Becoming better able to form and maintain meaningful and satisfying relationships with other people: for example, within the family or workplace.
- **Self-awareness:** Becoming more aware of thoughts and feelings that had been blocked off or denied, or developing a more accurate sense of how self is perceived by others.
- **Self-acceptance:** The development of a positive attitude towards self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection.
- **Self-actualization or individuation:** Moving in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self.
- **Enlightenment:** Assisting the client to arrive at a higher state of spiritual awakening.

## Notes



Fill in the blanks:

1. .... is a two way process and it involves two individuals.
2. Counselling is a process which constitutes ..... advising and counselling.
3. The aim of counselling is to help a student form a ..... make a choice or seek direction.
4. In the ..... the function of counselling is to prevent emergence & maladjustment and cure the person having maladjustment to adjust with the problem situation.
5. The ..... should communicate personal warmth and make the client feel welcome valued as individuals.

- **Problem-solving:** Finding a solution to a specific problem that the client had not been able to resolve alone. Acquiring a general competence in problem-solving.
- **Psychological education:** Enabling the client to acquire ideas and techniques with which to understand and control behaviour.
- **Acquisition of social skills:** Learning and mastering social and interpersonal skills such as maintenance of eye contact, turn-taking in conversations, assertiveness or anger control.
- **Cognitive change:** The modification or replacement of irrational beliefs or maladaptive thought patterns associated with self-destructive behaviour.
- **Behaviour change:** The modification or replacement of maladaptive or self-destructive patterns of behaviour.
- **Systemic change:** Introducing change into the way in those social systems (e.g. families) operate.
- **Empowerment:** Working on skills, awareness and knowledge that will enable the client to take control of his/her own life.
- **Restitution:** Helping the client to make amends for previous destructive behaviour.
- **Generativity and social action:** Inspiring in the person a desire and capacity to care for others and pass on knowledge (generativity) and to contribute to the collective good through political engagement and community work.

It is unlikely that any one counsellor or counselling agency would attempt to achieve the objectives underlying all the aims in this list. On the whole, psychodynamic counsellors have focused primarily on insight, humanistic practitioners have aimed to promote self-acceptance and personal freedom, and cognitive behavioural therapists have been mainly concerned with the management and control of behaviour. However, any valid counselling approach should be flexible enough to make it possible for the client to use the therapeutic relationship as an arena for exploring whatever dimension of life is most relevant to their well-being at that point in time.

### 8.2.5 Education and Counselling

Schools are temples of learning and education is preparation for life. Aim of education is all-round development and harmonious adjustment of an individual in various aspects of his life. If this is to be achieved, then education is not limited to imparting knowledge as the duty of a teacher and accumulating knowledge as the duty of a student. The unique potentialities of each individual along with environmental opportunities will have to be taken into account in making the individual capable of contributing maximum to the society. Thus for self-realisation of the individual, guidance and counselling service is needed. Counselling is a form of education extended to an individual in a scientific manner.

## 8.3 PRINCIPLES OF COUNSELLING

We have already discussed the meaning and principles of guidance. Now we will discuss the principles of counselling.

The principles on which the process of counselling is based are:

- It involves a face-to-face relationship between two persons.
- It is emotional rather than purely intellectual attitude.
- It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself.
- It involves solution of immediate problem as well as the future decision of the individual.

The counsellor should follow the above principles while counselling to make the process of counselling effective. It is not an easy task. To make the process successful the counsellor should also follow certain principles in his own self to develop his skills.  
He should follow the principles as given below during counselling.

**Notes****Warmth**

The counsellor should communicate personal warmth and make the client feel welcome valued as individuals.

**Acceptance**

The counsellor should accept the person and his feelings for what he is without criticizing him. He should also accept the person irrespective of age, race, sex, etc.

**Genuineness**

The counsellor should be very honest with himself and with client he should be very open, friendly and non-defensive.

**Empathy**

Instead of showing sympathy to the person having problem, the counsellor should show empathy, which means to sense the feelings and experience of another person.

In order to make good relationship the above qualities should be acquired by a counsellor. He should imbibe these qualities to follow the principles of counselling properly.

**8.4 NATURE OF COUNSELLING**

We all encounter problems such as relationship difficulties, financial obligations, unemployment divorce or a variety of other pressures. Inability to respond positively to life's ever changing situations can tax the resources of the individual and reduce the overhead well-being and quality of one's life, resulting quite often in stress, anxiety, depression or complete immobilization. We have a constitutional belief or behaviour that we can tough this situation out and land on our feet. However, some conditions that life presents are all just too overwhelming and feeling of despair, just too difficult to end well.

The nature of counselling is to assist individuals through a helping relationship to alleviate current negative responses to challenging a situation. Therefore, well need to explore this decisive moment together and secure a way through, confidentiality & creating a safe environment is paramount within the counselling.

**8.5 SCOPE OF COUNSELLING**

The scope of counselling is given here:

- Assisting the students to make right choice in academic and non-academic pursuits.
- Making him realize his potentialities to make maximum contribution to the welfare of the society.
- Assisting him to make proper and satisfactory adjustment for improved academic achievement.

Guidance and counselling is not restricted to problem solving situations only, it is for helping the student to achieve all-round growth throughout one's life. Guidance and counselling to students should be based on the reliable data about them. Parents, guardians, teachers and peers of the student can provide a wealth of data. Besides these, anxiety scale, self-concept test can also be administered to obtain the needed data.

Identification of problems affecting academic performance of students and their personality development is the first and the foremost step in the process of counselling. One of the most useful

**Notes**

methods for identifying a problem is observation. So teachers who are keen observers of the students will easily anticipate a problem than others.

## 8.6 BENEFITS OF COUNSELLING

Before we get into the techniques used in counselling, let's first go over the benefits of counselling. These are helpful to know whether you are a counsellor or wanting to be a counsellor, as you will see why counselling is so important. Counselling can help you:

- Feel better about yourself.
- Feel more at peace, at ease in your daily activities, more comfortable, and more secure in the world.
- Feel more successful and more joyful on a more regular basis.
- Feel more connected to others, especially those who are close to you, such as your family, spouse, or best friends.
- Reduce stress at home, in the workplace, or in relationships.
- Help with your physical health by reducing emotional worries or stressors.
- Work through your problems with a skilled and compassionate professional counsellor.
- Identify the goals that you have in life, as well as make new goals that you want to achieve.
- Learn new behaviours or responses to situations that can help you better achieve your goals.
- Establish healthy and efficient ways and techniques for reaching your goals.
- Understand your own thoughts, feelings, and responses.
- Understand your loved ones and your relationships with them.
- Develop a safe and friendly listening ear.
- Speak with a skilled professional about your fears and perceptions of the world, and others.
- Feel safe about expressing any personal troubles or private concerns.
- Work towards greater self-fulfilment.

## 8.7 NEED AND SIGNIFICANCE OF COUNSELLING

Counselling is an integral part of an overall programme of guidance. "Counselling is a specific process of assistance extended by an expert in an individual situation to a needy person". This means the counselling situation arises when a needy person is face to face with an expert who makes available his assistance to the needy individual to fulfill his needs.

### 8.7.1 Need of Counselling

There is an urgent need of introducing and strengthening the counselling service in the schools and colleges of our country to meet the various needs of the students administrative and the educational system.

Along with the intellectual development, proper motivation and clarification of goals and ideas to pupils in conformity with their basic potentialities and social tendencies are important. Total development of the student necessitates that individual differences among them are expected, accepted, understood and planned for and all types of experiences in an institution are to be so organized as to contribute to the total development of the student.

- To help in the proper choices of courses.
- To help in the total development of the student.
- To help in the proper choices of careers.

- To help in the students in vocational development.
- To develop readiness for choices and changes to face new challenges.
- To minimize the mismatching between education and employment and help in the efficient use of manpower.
- To motivate the youth for self-employment.
- To help freshers establish proper identity.
- Guidance and counselling service is needed to help students deal effectively with the normal developmental tasks of adolescence and face life situations boldly.
- To identify and motivate the students from weaker sections of society.
- To help the students in their period of turmoil and confusion.
- To help in checking wastage and stagnation.
- To identify and help students in need of special help.
- There are such students as the gifted, the backward the handicapped who need special opportunities. They need special attention and opportunities.
- To ensure the proper utilization of time spent outside the classrooms.
- The manner in which student spend their non-class hours clearly affects their success in achieving both academic competence and personal development of all types a positive direction to students should be provided by influencing how they can use those non-class hours.
- To help in talking problems arising out of students population explosion.
- To check migration to prevent brain drain.
- To make up for the deficiencies of home.
- To minimize the incidence of indiscipline.

Bargadon has mentioned the following situations where counselling is required:

- When a pupil requires not only reliable information but also an interesting introspection of those in formations which can solve his personal difficulties.
- 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.
- When the counsellor has to assess those facilities which can help in resolving the pupil problems but the pupil doesn't enjoy such an access to those facilities.
- 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.
- 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.
- When the pupil suffer the main maladjustment problem or some handicapped which is temporary and which needs careful long due diagnosis by an expert.

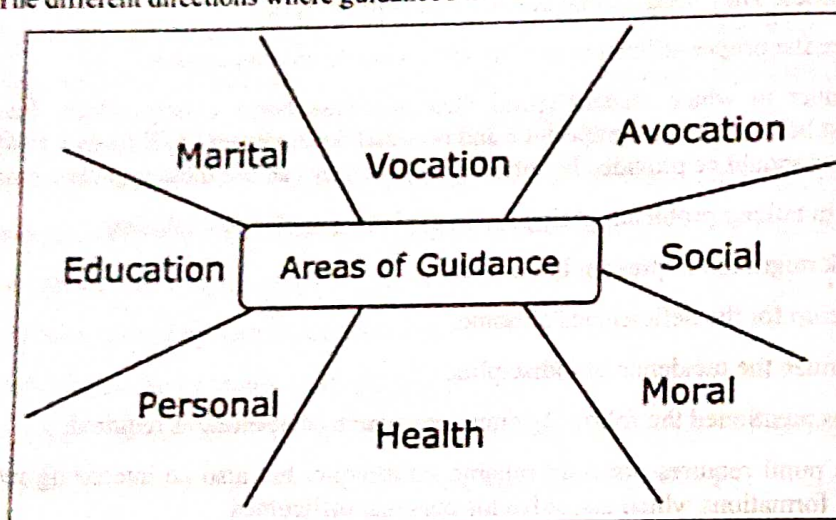
A survey was conducted by the All India Educational and Vocational Guidance Association (1960-61) for gauging college students' needs. Three thousand students from seventeen Indian universities responded. The survey revealed students' felt needs. Eleven problems were marked by more than 50% of the respondents. They were:

- I cannot do as well in my studies as other people expect me to do.
- I do not know enough about the qualifications needed for different kinds of work or careers.

**Notes**

- I worry too much about what my future will be after I have finished my studies.
- Even though I force myself, my attention will not remain on my assignments long enough to finish them.
- I do not know how to make friends among the opposite sex.
- I do not have sufficient information about matters on sex.
- I do not know enough about my aptitudes and abilities for different kinds of work or careers.
- It is difficult for me to get the books I need for study.
- I cannot read fast enough to complete my studies in time.
- I do not know proper methods of study.
- I have more difficulty in forgetting my mistakes than I believe I should have.

The survey result reveals that even the college students lack knowledge about the occupational world, unable to make clear decisions, lack of knowledge of methods of study, confused in making heterosexual relationships. Guidance thus assumes more responsibility for every student in every direction. The different directions where guidance's needed are:



**Figure 8.1: Different Directions where Guidance's Needed**

***Vocation***

Every vocation requires certain educational and professional qualifications and preparation. So for the students to succeed in any field, from selection to progress, guidance is needed.

***Avocation***

The filling up of vacant hours of the students is one of the important tasks of education. They should be helped in leisure time management. Directions are needed in choosing hobbies, co-curricular activities, games and cultural programmes so that the out of classroom hours is also a means of development.

***Social***

As the students in schools come from heterogeneous, linguistic and socio-economic backgrounds, the students should be guided in social behaviour like making friends, becoming leaders in their own groups and for proper social adjustment

***Moral***

Telling lies, indulging in antisocial acts, having fascinated by heterosexual relationships, and trying to dodge the adults in family and also indiscipline behaviour in school can be avoided by guidance.



**Health**

Students must be aware of good food habits and ways of improving their physique. Dieting to become thin, obesity and the consequences must be known to the students; especially to adolescent girls who are going to be the mothers of next generation. Even the disabled students need guidance care.

**Personal**

Adolescents have problems related to themselves, their parents, family, peer group members and teachers. These may be jealousy among siblings, domination of elders, maltreatment of children, lack of a sense of being wanted and belongingness. These unhappy situations disturb the mental equilibrium of adolescents which results in poor academic achievement.

**Education**

Underachievement, failures in examinations, unsatisfactory involvement in academic work, drop out from schools are some of the educational problems for the adolescents. Even the choice of subjects and courses offered under higher education, scholarships available are not known to all the students completely. So guidance and counselling is needed to solve these types of problems.

**Marital**

The suitable age for marital life for girls has been fixed as twenty one, but all the parents are not aware of the physical and mental maturity of their daughters. In Indian villages even before finishing standard ten, the girls are married. So to have a proper understanding of family life, adjustment in the family with elders and to have a clear knowledge of reproductive systems, guidance is needed.

Apart from the above mentioned fields of guidance, in the present system of education, guidance and counselling is needed to motivate the youth for self-employment, to help the adolescents establish proper identity. Guidance is also needed to check the wastage of student time and money and also huge state expenditure on education.

To pursue higher education, youth migrate from rural areas to urban areas and from our country to foreign countries. Unless this migration is checked by guidance and counselling, the rural talent and our national talent will become unproductive. Guidance is also needed to prevent social damage by the destructive activities of youth.

Majority of students lack a sense of direction, a sense of purpose and a sense of fulfilment and indulge 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. But today they have seen to be proliferating unprecedented rate. 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 labour surplus one.

**1.7.2 Significance of Counselling at Secondary Level**

- ▶ To help understand on going behaviour interference theory provides a frame of reference in terms of four ideas.
- ▶ The first is that people behave as they do because of various attitudes, assumptions and beliefs, they have about themselves from these assertions an individual makes decision about the feasibility of various kinds of behaviour. The adequacy of his behaviour is largely a function of the validity of this assertion.
- ▶ The second idea is that an individual initiates behaviour, he observes its effects. This feedback to the individual can either confirm or disconfirm his assertions:

**Notes**

True or False:

6. Counselling is a profession that focuses on the developmental, situational problems of persons of all ages.
7. Early counselors recognized the importance of environmental pressures on the individual and therefore tended to work with families.
8. People tend to live more productive lives if conflicts are kept to a minimum.
9. School counselors need to be skilled in crisis counselling just as are college and community counselors.
10. Intermittent brief counselling is very appropriate to use in school and college counseling.

**Notes**

- The final aim is that when assertions are disconfirmed, tensions result which inhibit the repetition of assertions.
- Growth, because of the inflexibility and rigidity resulting from tensions, the individual strives harder to confirm initial assertions.

The significance of counselling is as follows:

- **Decision-making construct:** The psychological problems of adolescents can be seen as decision-making problems.
- **Conflict:** These decision-making problems almost always involve some conflict, either because of factor emotional ambiguities or both.
- **Assessment:** Behaviour is a result of the assumptions, beliefs, and attitudes that one has about himself, others and the world in which he lives.
- **Disconfirmations:** The effects of behaviour following decisions are fed back to the individual perceived and they confirm or disconfirm assertions to varying degrees.
- **Tensions:** When assertions are disconfirmed, tensions result.
- **Redundancy:** Tensions inhibit the ability of an individual to re-examine his assertions and attempt to confirm them and thus they cause redundant behaviour.

**AS SUMMARY**

- Counselling involves relationship between two persons in which one of them (counsellor) attempts to assist the other (counseee or client) in so organizing himself as to attain a particular form of happiness, adjusting to a life situation or in short self-actualisation.
- Counselling is a process which included a number of activities like giving information, advice & counselling etc. But it is not an individual activity like giving information/advice/suggestion/recommendation only.
- The aim of counselling is to help a student form a decision, make a choice or seek direction. It helps a counseee to acquire independence and develop a sense of responsibility, explore and utilize his potentialities. Like guidance, counselling has also three fold functions adjust mental, oriental and developmental.
- Underpinning the diversity of theoretical models and social purposes discussed above are a variety of ideas about the aims of counselling and therapy.
- The secondary school counselling needs a meaningful, realistic, practical frame of reference consistent with the short term nature of school counselling.

**AS KEYWORDS**

**Developmental Function:** It means not only to help the students having problems but also to help the students before the problems arise.

**Oriental Function:** It means to orient the person about his environmental constraints & resources and her personal constraints and resources by giving information and awareness in problems of career planning, educational programming, etc.

**Counselling:** It is the professional guidance of the individual by utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes.

**Assentance:** The act of consenting to receive or undertake something offered.

## 1.10 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Notes

### Short Answer Type Questions

- What do you understand by counselling?
- Explain the functions of counselling.
- What are the aims of counselling?
- Explain the nature of counselling.
- What are the characteristics of counselling?

### Long Answer Type Questions

- Which guidance service suggests the importance for maintaining continuous effort of knowing the whereabouts of the graduates and dropouts?
- What are the characteristics and functions of counselling?
- What are the principles and nature of counselling? Explain the benefits of counselling.
- What are the need and significance of counselling?
- What are the different directions where guidance's needed?

### Answers to Check Your Progress

- |                |                |             |                        |
|----------------|----------------|-------------|------------------------|
| 1. Counselling | 2. Information | 3. Decision | 4. Counselling Process |
| 5. Counsellor  | 6. True        | 7. False    | 8. False               |
| 9. False       | 10. True       |             |                        |

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## LESSON 9 TYPES AND TECHNIQUES OF COUNSELLING

### Structure

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Different Types of Counselling
- 9.3 Directive Counselling
  - 9.3.1 Steps of Directive Counselling
  - 9.3.2 Basic Assumptions of Directive Counselling
  - 9.3.3 Advantages of Directive Counselling
  - 9.3.4 Limitations of Directive Counselling
- 9.4 Non-directive Counselling
  - 9.4.1 Pupil's Perception of the Relationship
  - 9.4.2 Steps in Non-directive Counselling
  - 9.4.3 Difference between Directive and Non-directive Counselling
- 9.5 Eclectic Counselling
  - 9.5.1 Features/Characteristics of Eclectic Counselling
  - 9.5.2 Competence of the Counsellor in Eclectic Counselling
- 9.6 Techniques of Counselling
  - 9.6.1 Common Styles of Counselling
- 9.7 Summary
- 9.8 Keywords
- 9.9 Self-Assessment Questions and Exercises
- 9.10 References

### 9.0 OBJECTIVES

After studying this lesson, you should be able to:

- List out the different types of counselling
- Define directive counselling
- Explain the basic assumptions of directive counselling
- Discuss the difference between directive and non-directive counselling
- Analyse the features/characteristics of eclectic counselling
- Describe the techniques of counselling
- Recall common styles of counselling

### 9.1 INTRODUCTION

Counselling is the service offered to an individual undergoing a problem and requiring professional help to overcome it. It involves two individuals, one seeking help and the other a professionally-trained person who tries to help solve the problem by orienting and directing the individual towards their desired goal. Counselling has evolved since the 20<sup>th</sup> century. We live in a complex, busy and changing world in which there are many different types of experiences that are difficult for people to cope with. Often, when people are troubled by an event or a situation that

they do not, at that moment, have the resources to sort out, they turn to family, friends, neighbours, priests or the family doctor. Occasionally, the advice thus received may not be sufficient, or the individual may be too embarrassed or ashamed to tell anyone what is bothering them in the first place, or they may not have an appropriate person to turn to. Counselling is a good option in such situations. In most places, counselling is available fairly quickly, and costs little or nothing. The counsellor is obligated, by professional ethics, to not diagnose or label a client. They do their best to listen to and work with the client to find the best ways to resolve their problem.

In this lesson, we will discuss about different types of counselling in which we will explain directive counselling, non-directive counselling and eclectic counselling.

## 9.2 DIFFERENT TYPES OF COUNSELLING

Counselling is a part of guidance. Guidance, in educational context, means to indicate, point out, show the way, lead out and direct. Counselling is a specialized service of guidance. It is the process of helping individuals learn more about themselves and their present and possible future situations to make a substantial contribution to the society. Counselling is essentially a process in which the counsellor assists the counsellee to make interpretations of facts relating to a choice, plan or adjustment which he needs to make.

Counselling involves two individuals – one seeking help and the other a professionally trained person who can help the first. There should be a relationship of mutual respect between the two individuals. Counselling is aimed at bringing about desired changes in the individual for self-realization & providing assistance to solve problems through an intimate personal relationship.

There are many different kinds of counselling. Some may appeal to you more than others or be particularly suited to the problem you want to work on. However, research shows that the relationship that develops with your counsellor is more important than any methods they might use.

Types of counselling we offer:

- Directive counselling
- Non-directive counselling
- Eclectic counselling

Let us discuss each type of counselling in detail.

## 9.3 DIRECTIVE COUNSELLING

In this type of approach, the counsellor plays an important role. A major goal is to replace the emotional behaviour of the individual with deliberately rational behaviour, although he avoids dictatorial advice. This approach is also known as counsellor-centred. Under this process, the counsellor plans the counselling process, his work is to analyse the problem, identify the triggers, identify the exact nature of the problem and provide various options.

Williamson was a great proponent of this kind of approach as he stated that this approach is good to address the problems relating to educational and vocational adjustment. This type of counselling is a concept, where educational and vocational guidance relate to the personality dynamics and interpersonal relationship. This type of counselling is more useful where the individual wants information and advice for choice of a career. This approach does not focus its attention on personality development as such.

Main features of directive counselling are as follows:

- B. G. Williamson is the chief exponent
- The counsellor assumes the major responsibility of solving the problem

## Notes

- Counsellor identifies, defines, diagnoses and provides a solution to the problem
- Counsellor directs thinking by informing explaining, interpreting and advising
- Counsellor-oriented
- Emphasis is on the problem

### 9.3.1 Steps of Directive Counselling

Williamson has given six steps of Directive counselling. These are:

1. **Analysis:** It includes collection of information about the individual which can be collected through structured interviews, psychological case history methods, interaction with family members, friends, etc.
2. **Synthesis:** After collection of lot data the information is organized in the logical manner to analyse the individual in terms of his qualifications, assets, potentials, liability adjustment, cultural background, habits, etc.
3. **Diagnosis:** The diagnosis consists of the interpretation of the data in relation to the nature and problem, the causes of problems.
4. **Prognosis:** Under this step a prediction is made about the future development of the problem.
5. **Counselling:** The counselling here is to bring about adjustment and re-adjustment to the individual in relation to his problem. Attitudes and interest of the individual are considered during the counselling. It emphasises the individual to develop life cycle where an effort in the positive direction could lead to success and success in turn could lead to further efforts and motivations.
6. **Follow-up:** The sixth step in directive counselling is follow up which is extremely important. An individual may be able to solve immediate problems through counselling but new problems may occur or the original problem may re-occur. Follow-up with the client is extremely necessary. The role of counsellor is important as he has to make the individual understand and accept his strength and also his weakness and faults.

That technique is considered as a most economic approach and important for student counselling because it is less time consuming and student who lack experiences are easily influenced by the counsellor's experience and specialized knowledge. The students feel that the counsellor has superior knowledge and, therefore, a professional relation takes place. The relation is the base of this kind of approach. A submissive and highly emotionalized counselling of student can cultivate self-confidence in the individual. A relationship is based on dignity to help the student to reach his goal.

Directive or Counsellor-centred or prescriptive counselling: Counsellor-centred counselling revolves around the counsellor. He tries to lit good relations to the friendship and assistance. In this, the counsellor is active and he expresses his ideas and attitudes independently. He evaluates expressions of the client. According to this view point the counselling interview, in this, the counsellor asks a series of standardized questions. Each carries a short answer. The counsellor does not allow the development of expression and feelings. He leads as an expert, evaluates and gives suggestion vice.

### 9.3.2 Basic Assumptions of Directive Counselling

According to Willy, the following can be the basic assumptions of directive counselling:

- **Competency in giving Advice:** The counsellor possesses the best training experience and information. He is more competent to provide an advice to problem.
- **Counselling as an Intellectual process:** A client's intellectual is not destroyed as a result of mal-adjustment. Hence counselling is primarily an intellectual process. It stresses upon the intellectual aspects of a person instead of emotional aspects of the personality.

- **Counselling objectives as problem solving situation:** The objective counselling is achieved through problem-solving situation.
- **Client's incapability of solving the process:** The counsellor does not possess the capability for solving the problem always.

### 9.3.3 Advantages of Directive Counselling

- This method is useful from the time consuming view-point. It saves time.
- In this type of counselling, there is more focus on the problem and the person.
- The counsellor can look the client directly.
- Counselling focuses more on the intellectual aspects of the person than emotional aspect of the personality.
- In this process, the counsellor becomes readily available to help which makes the client very happy.

### 9.3.4 Limitations of Directive Counselling

- In this process, the client is more dependent. He is also less able to solve new problems of adjustment.
- As the client is never independent of the counsellor, it is not an efficient best guidance.
- Unless and until a person does not develop some attitude through experiences, he cannot make any decision himself.
- The counsellor fails in serving the client to commit the mistakes in future.

As the client was in need of some information regarding his vocation, counsellor provided that to the best of his knowledge. He wanted to select a direction and the counsellor helped him in choosing that the counsellor gave some alternatives in the same line so that the client may be able to select avocation according to his choice and can choose a career if he is not able to go for IIT.

During counselling, the counsellor tried to explore the reason for his choice of vocation, like why is he motivated towards this job.

## 9.4 NON-DIRECTIVE COUNSELLING

In this type of counselling, the counselee or client or pupil, not the counsellor is the pivot of the counselling process. He plays an active role and this type of counselling is a growing process. In this counselling, the goal is the independence and integration of the client rather than the solution of the problem. In this counselling process, the counselee comes to the counsellor with a problem. The counsellor establishes rapport with the counselee based on mutual trust, acceptance and understanding.

The counselee provides all information about his problems. The counsellor assists him to analyse and synthesise, diagnose his difficulties, predict the future development of his problems, take a decision about the solution of his problems; and analyse the strengths and consequences of his solutions before taking a final decision. Since the counselee is given full freedom to talk about his problems and work out a solution, this technique is also called the "permissive" counselling.

Main features of non-directive counselling are as follows:

- Counselee is allowed free expression
- Counsellor only directs and guides
- Counsellor asks a few questions, so as to think about the solution of the problem.
- Counselee takes active part, gains insight into the problem with the help of the counsellor and arrives at the decision and action to be taken

**Notes**

- Counsellor's role is passive
- Goal is independent and integration of the client rather than the solution
- Role of the counsellor is to create an atmosphere in which the counsellee can work out his own understanding
- Emotional aspect rather than the intellectual aspect is stressed
- Counselling relationship is the establishment of a warm, permissive and accepting climate which helps the client to express his self-structure.

**9.4.1 Pupil's Perception of the Relationship**

When a pupil seeks the counsellor's help, he soon discovers that the counsellor accepts him as he is and believes in his ability to solve his problem in his own way. He also learns that he can talk about whatever he chooses and sometimes he finds, even to his own surprise, that he can talk about topics which so far he could not discuss with his closest friends. Though, previous experiences with counsellors may have taught him that the counsellor is a "giver of advice".

He now finds that he is talking with a person who tries to understand him, tries to follow what he is saying and feeling, tries to help him understand himself, and neither gives advice nor attempts to manipulate him into making a decision which the counsellor believes is best for him. He feels that the counsellor understands why he sees the things differently at different times and he learns that if he wishes, he can terminate or avoid the relationship without solving the specific problem which is brought to the counsellor.

**9.4.2 Steps in Non-directive Counselling**

The following steps are adopted in this counselling process:

- The pupil or individual comes for help as the counsellee.
- The counsellor defines the situation by indicating that he does not have the answer but he is able to provide a place and an atmosphere in which the client or pupil can think of the answers or solutions to his problems.
- The counsellor is friendly, interested and encourages free expression of feeling regarding the problem of the individual.
- The counsellor tries to understand the feeling of the individual or client.
- The counsellor accepts and recognizes the positive as well as the negative feelings.
- The period of release or free expression is followed by a gradual development of insight.
- As the client recognizes and accepts emotionally as well as intellectually his real attitudes and desires, he perceives the decisions that he must make and the possible courses of action open to him.
- Positive steps towards the solution of the problem situation begin to occur.
- A decreased need for help is felt and the client is the one who decides to end the contract.

**9.4.3 Difference between Directive and Non-directive Counselling**

Directive Counselling during which a professional plays an active role in a client's or patient's decision making by offering advice, guidance, and/or recommendations. On the other hand Non-directive counselling is to listen, support, and advice, without directing a client's course of action.

Difference between directive and non-directive counselling is shown in the Table 9.1.



Table 9.1: Difference between Directive and Non-directive Counselling

Notes

Directive Counselling	Non-directive Counselling
Time saving	Time Consuming
Counsellor is Active	Counsellor is Passive
Emphasis on the problem	Emphasis on individual
Intellectual aspects	Emotional aspects
Counsellor centred	Client Centred
Methodology is direct	Indirect
Solution of the problem is the primary goal	Independence and integration of the client is the primary goal
Solve immediate problems	Deals with self-analysis and new problems of adjustment may be taken care of
Use psychological assessment data	May not use psychological assessment
Help offered by counsellor to take decisions	Client takes his own decisions

## 9.5 ECLECTIC COUNSELLING

Eclectic counselling is a combination of directive and non-directive technique depending upon the situational factors. This approach in counselling is best characterised by its freedom to the counsellor to use whatever procedures or techniques seem to be the most appropriate to any particular time for any particular client. This counselling is one where one who is willing to utilize any procedures which hold promise even though their theoretical bases differed markedly.

This counselling recognizes that each theory may contain some truth and that so long as a final decision between theories cannot be made practical necessity justifiably takes precedence over orthodoxy. The counsellor in this counselling may start with directive technique but switches over to non-directive counselling if the situation requires. He may also start with the non-directive technique and switches over to directive techniques if the situation demands.

So the counsellor in this counselling makes use of directive and non-directive counselling and also of any other type which may be considered useful for the purpose of modifying the ideas and attitudes of the counsellee. Hence it is possible for the counsellor to alternate between directive and non-directive techniques depending upon the requirements of the situation.

It can be said that directive and non-directive counselling are at the opposite ends of the pole of guidance. It is eclectic counselling that bridges the gap between the two and makes adjustment between directive and non-directive techniques.

### 9.5.1 Features/Characteristics of Eclectic Counselling

This counselling has the following features or characteristics of it:

- Methods of counselling may change from counsellee to counsellee/counsellee or even with the same client from time to time.
- Flexibility is the key note of this counselling.
- Freedom of choice and expression is open to both, the counsellor and the client.
- The client and the philosophical framework are adjusted to serve the purposes of the relationship.
- Experience of mutual confidence and faith in the relationship are basic.
- Feelings of comfort are essential.

## Notes

## 9.5.2 Competence of the Counsellor in Eclectic Counselling

Eclectic counselling assumes high level competence and should never be used as a rationalization by the counsellor for indiscriminate use or neglect of particular procedures advocated in other philosophies. The competent eclectic counsellor is well acquainted with all other major theories of philosophies in counselling and uses this knowledge in choosing techniques and in the establishment of a positive working relationship with the client. A rejection of any philosophical framework is justified by the counsellor, if he had a better way to achieve the task in hand.

The counsellor must be aware of the fact that problems differ from individual to individual. The counsellee or the pupil must be accepted as he is and attempts be made to understand him. Each problem must be treated as unique. All pre-conceived notions of dealing with all the counsellee's personal problems in the same way should be discarded. The task of the counsellor is very difficult.

He has to shift and interpret all the matter that is available about the individual. The worker should take care in working with the pupils to be warm, co-ordinal, friendly, responsive and understanding but at the same time will be impersonal and objective. To be impersonal and objective, however he needs not to be cold, indifferent or not interested.

**Cooperative Counselling**

Cooperative counselling is the process in which both the counsellor and client mutually cooperate to solve the problems of the client. This is a kind of counselling that can be done through extending full cooperation to the counsellee and makes him realize his mistakes relating to his behaviour and attitudes so that he himself will be back on the track and improve himself. It is winning the heart of the counsellee through cooperation. His confidence will be won by the counsellee and he in turn will extend his cooperation and become self-disciplined.

**Marital and Family Counselling**

Employees need counselling in respect of marriage and family problems. The troubled employees can discuss out their problems with the counsellor who can take them into confidence and prescribe solutions for their ills.

**Problems Needing Counselling**

There are several problems with which the employees and subordinates are infested. Some employees come across problems others do not. None is born with a problem. Only a few are problem employees. These problems need recognition and study.

The employees ridden with these problems need counselling. These problems can be removed from the employees. This is very essential because problem employees cannot work properly, commit mistakes and are usually accident prone. This leads to low productivity and losses to the organisation. For rehabilitating and improving problem employees counselling becomes essential.

The counsellor's responsibility is to liberate employee from the clutches of these problems. He has to use a suitable technique for the purpose. But here one should remember that counselling is not the responsibility of the organisation alone, employees' and their unions must also shoulder the responsibility and cooperate with the management of organisation.

The following are the problems that need counselling:

**Inferiority Complex**

Some employees suffer from inferiority complex. The employees who suffer from this complex consider themselves as incompetent as compared to others. It is a feeling of insufficiency. Extreme feeling of inferiority complex is bad. It affects productivity adversely. It deprives the employee many benefits in life and puts him to losses.

Inferiority complex arises out of comparison. If comparison is avoided, this feeling gets vanished. If an employee is trapped under the influence of this feeling then he needs counselling. Counsellor in this case should try to convince the affected employee of his own strength, self-power and self-importance.



Fill in the blanks:

1. .... is essentially a process in which the counsellor assists the counsellee to make interpretations of facts relating to a choice, plan or adjustment which he needs to make.
2. .... approach is also known as counsellor-centered.
3. There are six steps of directive counselling such as: analysis, synthesis, ....., prognosis, counselling, and follow-up.
4. The ..... is achieved through problem solving situation.
5. In the ..... the goal is the independence and integration of the client rather than the solution of the problem.

### *Drinking Habits*

Drinking or alcoholism is a very common problem faced by the employees. It disturbs the family, social and work life of the employees. It is a serious threat to the work environment of the organisation. It is very difficult to get rid of drinking habits of the employee.

It requires lot of courage and determination on the part of an employee to stop drinking. The employees start drinking on account of any reason. No strong and reasonable cause is necessary to start this dirty habit. Once the person has developed this habit, it is very difficult for him to get rid of it.

Counsellor finds it very difficult to deal with such people. But sincere effort on his part may yield some fruits. The counselling in such cases takes more time to bring back the counsellee on track. Counsellor must develop good acquaintance and friendship with drunkards.

He must then explain to them the disadvantages and ill effects of drinking and benefits of being teetotaler. The drunkard should not be discarded. Ask him to change the life style and try to keep him away from drinks as far as possible. Slowly and gradually he will come on track. Though, counselling in this regard is difficult but not impossible. Sincere efforts will yield fruits someday.

### *Drug Addiction*

In modern times, this is a very serious problem which has affected the young people at the workplace. Drug addiction has led to many evils. This is more serious a problem than drinking. It tears the fabric of peaceful life. The main reason of drug addiction is the parents and their lack of love, affection and care of their children. This drives them to drugs. There are few more causes, for example, company of bad people, lack of affection in the family, depression, tensions, lack of self-confidence, etc. Drug addiction changes the behaviour of the addict severely. He faces the financial crunch.

He becomes arrogant. It is the most difficult task to deal with drug addict. Counsellor has to face an uphill task in counselling these people. It requires immense efforts and patience on the part of counsellor. Drug addicts must receive timely help from the counsellor and physician both. It is actually a task of psychiatrist to deal with such people. Changes in his behaviour are to be brought. Drug addict is to be motivated and encouraged to leave the habit. A lot of sincere efforts are required in this regard.

### *Disturbed Family Life*

Everyone has to face problem cropped up in his family life. Serious problems of family disturb peace of mind. Employees facing such serious family problems cannot work properly at the factory. They are under tensions. Counsellors should take these employees into confidence and know the problems and their causes and try to remove them. These problems do not pose a serious threat and can be dealt with effectively. This is comparatively an easy task.

### *Mental Worries*

Many problems are the creation of human mind and they start worrying. These problems disturb the mental peace of the person. The person cannot get job satisfaction and cannot contribute his hundred per cent to the production also. In Indian industries there is more than one union. These rival unions sometimes victimize the members of other unions. The inter-union rivalry disturbs the peace of mind of the members and they worry all the while.

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## **9.6 TECHNIQUES OF COUNSELLING**

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The effective counselling needs counselling skills, complete information about the persons to be counselled i.e. the information relating to his motives; experience, weaknesses, strength, attitudes and behaviour should be collected before counselling.

After gathering complete information through various sources the counselling services are provided to the person. The techniques of counselling cannot be uniformly adopted. They vary from person to person and also depend on circumstances.

## Notes

Counselling is not a modern phenomenon it is practiced since the evolution of mankind. Only the need of it is very severely felt in modern times. Counselling is a two-way process. Counsellor can help the counsellee if he cooperates with counsellor and open his heart to him; otherwise counselling becomes a difficult task. However, there are certain techniques of counselling that can be followed and adopted as per the need of the situation and counsellee.

The following are some of the techniques:

### Releasing Emotional Tension

Some people are more emotional. They become so at everything. They take things emotionally and they come into the grip of emotions very often. The emotions are associated with fear, respect, insult, anxiety, guilt, hostility, etc. If the counsellee is under emotional tension it is to be released. The counsellee is to be taken into confidence and listen to him carefully as if counsellor is the only caretaker of him. Try to know the real causes of his emotional breakdown.

When he will narrate the causes, gradually he will overcome the pain and embarrassment related with his guilt. He is caught in emotional whirl, may be because of guilty feeling resulting out of non-fulfilment of promises or he has been insulted by someone. Discharging the counsellee of emotional tensions is a very difficult job and needs patience from counsellor. Only the expert counsellor can do the job of releasing emotional tensions. Releasing emotional tension is a process of getting out of your mind and heart.

Release of emotional tension helps to gain power of going through or looking into and understanding the things in their proper perspective and the reasons that has affected his behaviour. He will then make an analysis of the situation and overcome the emotions and whisk away the tension. Coming under the influence of emotions is a human weakness present in almost all the human beings. When he overcomes this weakness he realizes that he was unnecessarily caught up in the emotional grip which was impractical and far away from the facts.

### Effective Communication

Effective two way communication help subordinates to narrate their difficulties to their superiors through which many problems get automatically solved. Supervisor can perform the job of counselling. Effective two way communication remove fear from the minds of the subordinates and they talk freely and open up their mind to the superior who can render necessary advice then and there and can help him getting the tension of any kind released.

Through effective communication the superior can understand the subordinate's point of view and develop counselling relationship with the counsellee. Supervisor as counsellor understand what the employee means to say through communication with him. Communication thus is a tool and a method of counselling. The counsellor/supervisor should take a note that he should abstain from stressing his own point of view on the counsellee employee. Through communications, counsellor can divulge counsellee's prejudice against himself or others. Similarly misunderstanding and misconception can be removed.

### Clarified Thinking

One should think positively and shun negative thinking. It is negative thinking needs to be removed from the mind of counsellee. Negative thinking helps developing misunderstanding, distrust and lies. Counsellor should develop new pattern of thinking. Counsellee should be motivated and encouraged to think positively. Positive thinking helps building up cordial relationship with the colleagues and superiors. Manager should develop cordial relationship with his subordinates not only for counselling but also for his success in the organisation.

### Performance Counselling

As the name suggests it relates with the performance. If the employee is not keeping his performance constant and it is below standard then counselling is required to maintain the standard level of performance. Performance gets affected by many reasons. Those reasons must be spotted by the counsellor and try to remove them from the counsellee. If he is taking leaves and remaining



True or False:

6. Directive counselling method is useful from the time consuming view point. It saves time.
7. Non-directive counselling is a combination of directive and non-directive technique depending upon the situational factors.
8. Methods of counselling may change from counsellee to counsellee/counsellee or even with the same client from time to time.
9. Behavioural therapy focuses specifically on a person's train of thought and identifies problematic patterns of negative thinking.
10. Humanistic therapy is a client-centered approach that emphasizes unconditional acceptance from the therapist and the free expression of the patient.

absent citing petty reasons from the work he should be taken into confidence and remove the reasons for remaining absent.

### **Counselling against Alcoholism and Drug**

Alcoholism and drugs especially alcoholism in India is the major problem. It severely affects the productivity and cost that affects the organisation quite heavily. Alcohol and drug users remain absent frequently and consume more sick leaves as compared to other employees.

They feel tardiness at the workplace and make their departure early. They cannot judge properly and cannot make decisions and very prone to accidents. Serious efforts on the part of the organisation and the counsellors are needed to bring back alcoholics and drug addicts on the track. They should be treated properly. Counsellor should develop friendship with them and take them into confidence and convince them of the benefits of not drinking and make aware against the health hazards of alcohol and drugs.

Organisations must take lead in arranging for counselling and sponsor programmes for treatment of alcoholics and drug addicts. Alcoholics should be motivated not to drink and lectures by experts of religious and spiritual nature will also help them to get rid of their bad drinking habits. It is very difficult for alcoholics to get rid of his drinking habits. It is also equally difficult for counsellor to convince him to abstain from drinking. But dark cloud has a silver lining. If he is properly educated of the better life free from alcohol he will lead a normal life.

### **9.6.1 Common Styles of Counselling**

The following are common styles of counselling:

#### **Cognitive Therapy**

Cognitive therapy focuses specifically on a person's train of thought and identifies problematic patterns of negative thinking. These thinking patterns stimulate negative thoughts and interpretations of the patient's self and the world. Once these patterns have been identified, the therapist uses cognitive restructuring, to change the way the patient interprets thoughts and situations. This will lessen negative emotions and sense of self.



**Figure 9.1: Cognitive Therapy**

#### **Behavioural Therapy**

Behavioural therapy adopts the philosophy that if a patient changes his problematic behaviour, he will see a positive change in thoughts, feelings, and interactions with others. Behavioural therapy uses different theories of behaviour, reinforcement, and motivation to pinpoint and improve problematic patterns of behaviour. It's common for behavioural therapy to be incorporated into sessions when working with interpersonal, relationship and emotional issues.

## Notes



Figure 9.2: Behavioural Therapy

***Cognitive Behavioural Therapy (CBT)***

Cognitive Behavioural Therapy (CBT) combines both cognitive therapy and behavioural therapy and focuses on how a person's thoughts, emotions, and behaviours are interconnected. By identifying the pattern between these three key components, the patient develops an understanding of how his thoughts, emotions, and behaviour all influence each other. The patient can pinpoint destructive thoughts that create negative emotions, which fuel problematic behaviour. The patient then learns how to restructure the way he thinks to develop healthier thoughts, beliefs, and behaviours.

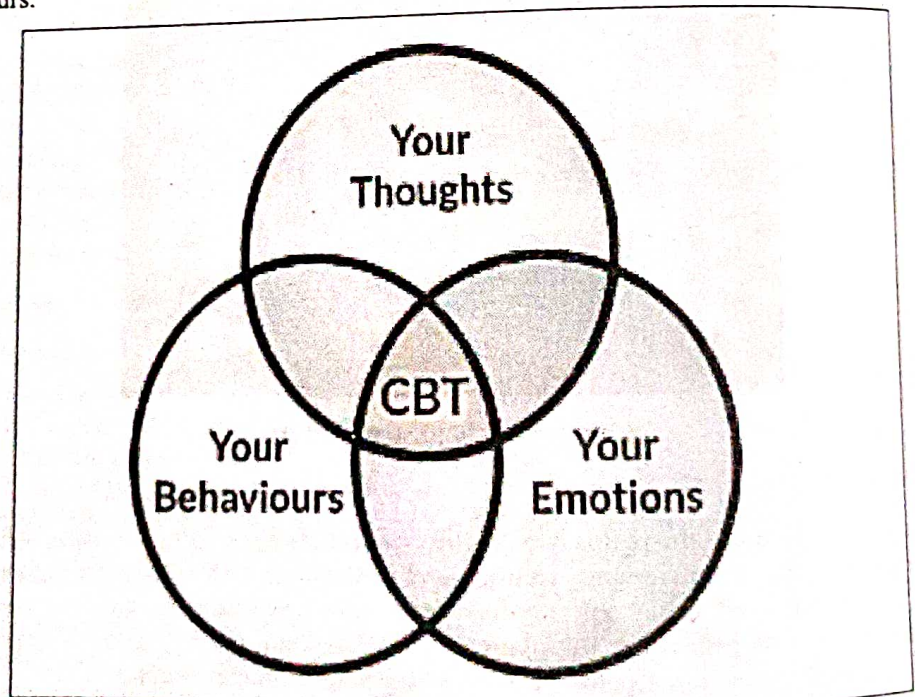


Figure 9.3: Cognitive Behavioural Therapy (CBT)

### *Psychodynamic Therapy*

Psychodynamic therapy focuses on self-awareness of the patient's actions and behaviours. Psychodynamic therapy is like CBT in that it works to understand how beliefs, thoughts, behaviour, and emotions are interconnected. However, it focuses on the unconscious beliefs and emotions that tend to trigger the negative thoughts, emotions, and behaviour, rather than conscious, automatic thoughts that occur in initial reaction to situations.

### Notes



Figure 9.4: Psychodynamic Therapy

### *Humanistic Therapy*

Humanistic therapy is a client-centred approach that emphasizes unconditional acceptance from the therapist and the free expression of the patient. With humanistic therapy, the patient is encouraged to openly express what is affecting him as he works with the therapist to find meaning, self-actualization, and understanding of his emotions. Two common humanistic therapeutic techniques are client-centred therapy and Gestalt therapy. Many counsellors utilize the client-centred approach's emphasis on unconditional positive regard or acceptance regardless of other theories they may apply with patients.



Figure 9.5: Humanistic Therapy

### *Interpersonal Therapy*

Interpersonal therapy is a form of therapy that helps an individual understand the dynamics of communication and interpersonal relationships. Interpersonal therapy targets communication and interpersonal behaviour to help the patient understand how he contributes to the struggles and interpersonal behaviour to help the patient understand how he contributes to the struggles and interpersonal behaviour.

**Notes**

emotional issues he faces. The premise of interpersonal therapy is if you can improve interpersonal behaviour and communication, you will receive more support and acceptance from others and from yourself, which will help improve overall mood and reduce emotional issues.



Figure 9.6: Interpersonal Therapy

**Schema-Focused Therapy**

In psychology, a schema is a cognitive system or framework you use to organize categories in your mind. Schema-focused therapy seeks to create a new, healthier framework not only for the items you have already learned but also for new items you learn in the future. This method of restructuring your thinking goes far beyond recent events. Instead, it alters your overall view of your world. It's often used for people who have longstanding mental health issues, such as borderline personality disorder.

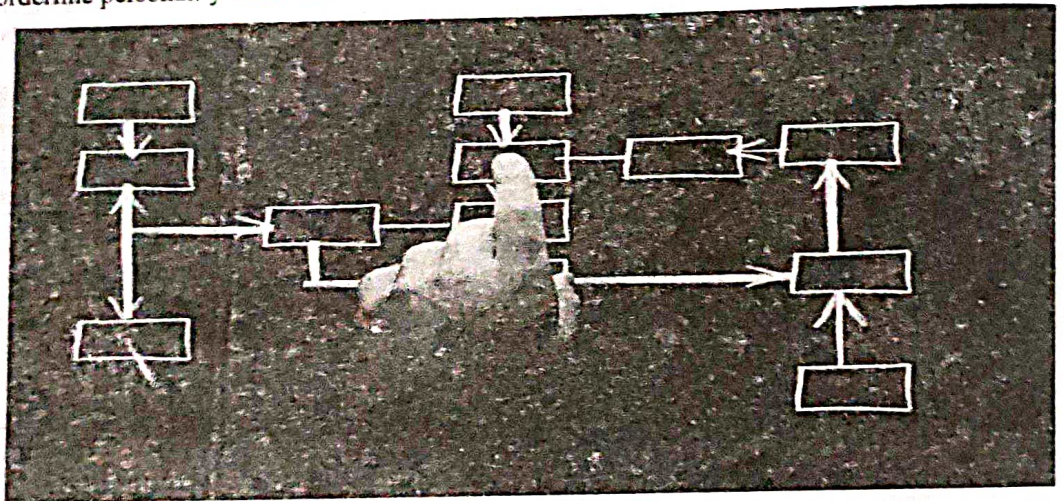


Figure 9.7: Schema-Focused Therapy

**Dialectical Behaviour Therapy**

Mindfulness has become an important concept in human psychology. As you become more attuned to what is happening in the here and now, you can stay better grounded and react more appropriately to any situation. Dialectical behaviour is a relatively new and quite popular form of therapy. It combines this concept of mindfulness with many of the elements of cognitive behaviour therapy. In DBT, you learn how to develop stronger relationships, manage out-of-control emotions, and decrease any tendency you might have towards self-destructive behaviours like self-harm.



## Notes

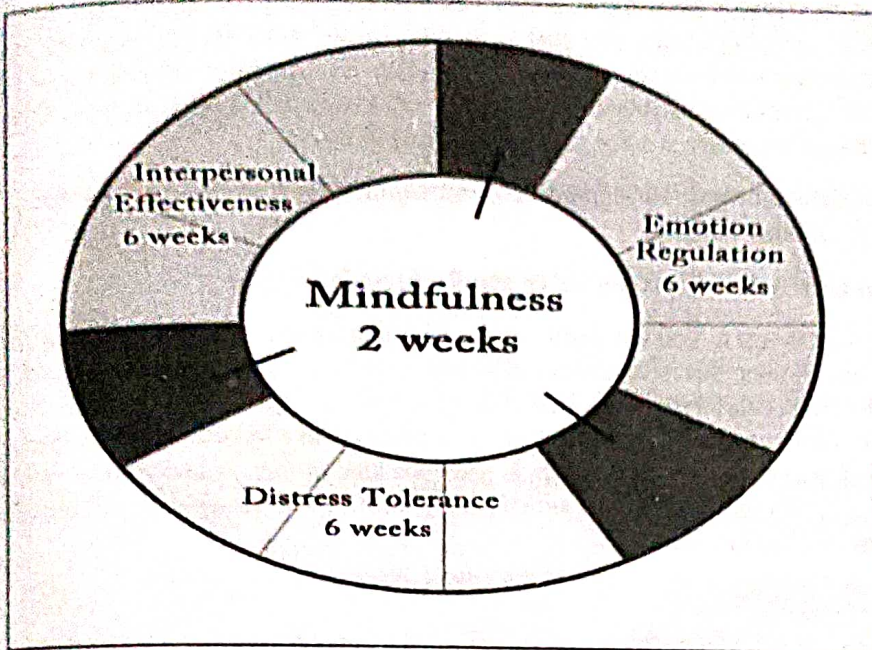


Figure 9.8: Dialectical Behaviour Therapy

### ***Eclectic Therapy***

Eclectic therapy is not a specific type of therapy. The phrase describes the way many counsellors work. They may begin therapy in one style and shift to another at a certain point. Each session may contain elements of a variety of therapy styles. The therapist picks and chooses from the full gamut of therapy methods, as you need them in certain situations. The therapist might address habits or behaviours you are exhibiting. Using different therapies together to create the counsellor's own eclectic mix takes enormous skill, usually gained by years of experience. You might also hear this type of therapy referred to as holistic therapy or integrative therapy.

### ***Substance Abuse Therapy***

People who are addicted to prescription drugs, street drugs or alcohol require a specific kind of approach to help them quit using and then stay clean and sober. While 12-step programmes are extremely helpful and are considered essential to the person's sobriety, individual or group substance abuse therapy can provide patients with expert advice, resources, and opinions on how to deal with substance abuse. The substance abuse counsellor can help you explore your triggers, remove yourself from co-dependent relationships, and build a new substance-free life. Substance abuse counsellors may employ any number of methods or interventions in treatment. For example, CBT is common in substance abuse counselling.

### ***Group Therapy***

In group therapy, members of a group interact with each other under the guidance of a therapist. The group may be made up of people who are grieving, have anxiety or panic attacks, deal with depression, have bipolar disorder or a personality disorder, or members of a family. The counsellor typically goes around to each member of the group, asking them to introduce themselves or talk about their week. This initial exchange usually leads to deeper issues that can then be explored. Other members of the group are also allowed to ask the person questions or challenge them. However, members of the group are expected to respect each other. Groups may be educational, supportive, or utilize CBT, DBT, or any other number of methods.

### ***Family Therapy***

When members of a family go for therapy together, the approach used is called family therapy. Family therapy is a specific type of group therapy. Because the counsellor may not see all the family members at each session, they can use approaches that work in a group setting as well as individual counselling techniques at different times as needed.

## Notes

The goal is to create a harmonious family environment so all can be accepted, nurtured, and encouraged to find fulfilment. The goal is that all family members can have their needs met. Different therapists use different methods with families. It's important to ensure that the counsellor you work with is tolerant of your family's beliefs and traditions. At the same time, being open to change is always necessary at some points in any kind of therapy.

There are different methods and approaches to family therapy. A therapist may use family systems theory, CBT, or other methods.

### *Finding a Counsellor Experienced in the Right Style for You*

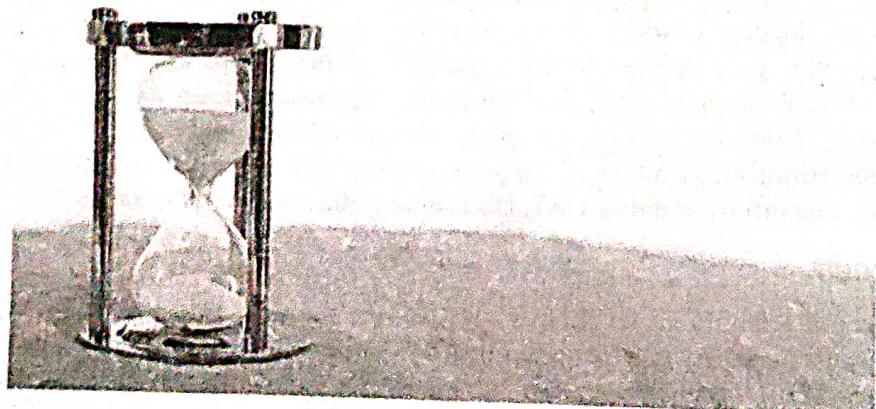
One of the first things to find out when you are choosing a counsellor is what type of counselling style they use. Finding this information can sometimes take a great deal of effort, especially if you are considering a counsellor in your local area whose website is not very informative. However, if you prefer online counselling, you can go to a platform like BetterHelp. Once there, you can quickly click on the counsellors' profiles to see what kind of therapy and types of problems they specialize in. From this, you can get an idea of whether that therapist's style will be right for you and your mental health issues.



**Figure 9.9: Experienced Counsellor**

### *The Value of Patience*

Your mental health probably will not improve much at all after your first session with your new counsellor, no matter what style they use. Each therapy approach may have different time requirements, you are your length of treatment will depend on the type of issues you are having. Therapy can last for a couple of months or years, or you may find yourself attending when you feel you need it. If you get impatient and change counsellors right away, you might never know benefits from therapy.



**Figure 9.10: The Value of Patience**

**9.7 SUMMARY**

Notes

- On the basis of the nature of counselling process & the role of the counsellor, there are three types of counselling, such as directive, counsellor-centred and non-directive counselling
- During counselling, the counsellor tried to explore the reason for his choice of vocation, like why is he motivated towards this job.
- In the Eclectic Counselling, Bordin is the chief exponent and both counsellor & counselee are active.
- Release of emotional tension helps to gain power of going through or looking into and understanding the things in their proper perspective and the reasons that has affected his behaviour.
- Effective two way communication help subordinates to narrate their difficulties to their superiors through which many problems get automatically solved.
- One should think positively and shun negative thinking. It is negative thinking needs to be removed from the mind of counselee. Negative thinking helps developing misunderstanding, distrust and lies.
- Alcoholism and drugs especially alcoholism in India is the major problem. It severely affects the productivity and cost that affects the organisation quite heavily. Alcohol and drug users remain absent frequently and consume more sick leaves as compared to other employees.

**9.8 KEYWORDS**

**Counselling:** It is the professional guidance of the individual by utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes.

**Directive Counselling:** It is a type of approach that the counsellor plays a significant role. He replaces the emotional behaviour of the client with deliberately rationale behaviour.

**Eclectic Counselling:** It is defined as the combination of the two extremes that is directive and non-directive counselling.

**Non-directive Counselling:** It is the process of skilfully listening to a counselee, encouraging the person to explain bothersome problems, and helping him or her to understand those problems and determine courses of action.

**9.9 SELF-ASSESSMENT QUESTIONS AND EXERCISES****Short Answer Type Questions**

1. What are the different types of counselling?
2. Explain about directive counselling.
3. What is the concept of non-directive counselling?
4. Describe eclectic counselling in brief.
5. What are the techniques of counselling?

**Long Answer Type Questions**

1. What are the steps of directive counselling? Explain the basic assumptions of directive counselling.
2. What are the advantages and limitations of directive counselling?
3. Explain the steps in non-directive counselling.

**Notes**

4. What are the features/characteristics of eclectic counselling?
5. Explain competence of the counsellor in eclectic counselling. Describe the common styles of counselling in detail.

**Answers to Check Your Progress**

- |                              |                          |              |                          |
|------------------------------|--------------------------|--------------|--------------------------|
| 1. Counselling               | 2. Directive counselling | 3. Diagnosis | 4. Objective Counselling |
| 5. Non-directive Counselling | 6. True                  | 7. False     | 8. True                  |
| 9. False                     | 10. True                 |              |                          |

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# LESSON 10 ORGANISATION OF GUIDANCE SERVICES IN SCHOOL

## Structure

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Various Guidance Services
  - 10.2.1 Orientation Service
  - 10.2.2 Pupil Inventory Service
  - 10.2.3 Occupational Information Service
  - 10.2.4 Counselling Service
  - 10.2.5 Placement Service
  - 10.2.6 Follow-up Service
- 10.3 Organisation of School Guidance Programme
  - 10.3.1 Pre-requisites of Guidance Programme
  - 10.3.2 Planning of a Guidance Programme
  - 10.3.3 Guidance Activities
- 10.4 Evaluation of Guidance Programme
  - 10.4.1 Need for Evaluation
  - 10.4.2 Steps in Evaluation
  - 10.4.3 Methods of Evaluation
- 10.5 Summary
- 10.6 Keywords
- 10.7 Self-Assessment Questions and Exercises
- 10.8 References

## 10.0 OBJECTIVES

After studying this lesson, you should be able to:

- Explain various guidance services
- Discuss occupational information service
- Understand placement service and counselling service
- Learn about follow-up service
- Analyse organisation of school guidance programme
- Discuss planning of a guidance programme
- Determine evaluation of guidance programme
- Explain steps in evaluation

## 10.1 INTRODUCTION

Students face many problems during the various phases of school life. These problems may be related to personal, behavioural, educational, or vocational factors. Enabling students to overcome these problems and become self-reliant in future is one of the major aims of the guidance programme. However, one is also aware that the implementation of guidance programme in schools is hardly noticeable. This situation persists in spite of various recommendations made by

**Notes**

the government since the last few decades. One of the likely causes for no implementation of guidance programme is largely due to the lack of adequate knowledge among the concerned staff regarding the planning and organization of the guidance programme in schools. The present lesson deals with the various services involved in a guidance programme and the functions performed by each of these services. Subsequently a brief is made on the planning and organization of guidance programme in the schools. This is finally followed by a description of various steps involved in evaluating the guidance programme.

## 10.2 VARIOUS GUIDANCE SERVICES

A school guidance programme constitutes a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development. It forms an integral part of school education and is non-instructional in nature.

For proper organisation of guidance services in schools the scope of school guidance programme constitutes the following things:

- Collection of information about the students for pupil inventory service.
- Establishing a guidance centre or guidance point.
- Organisation of career talk, career conference, visits to colleges, universities etc.
- Organisation of guidance exhibition.
- Propagation of educational and occupational information.
- Maintenance of Cumulative Record Card (CRC) for each pupil.
- Organisation of orientation talks for newcomers.
- Providing counselling to pupils relating to their adjustment problems.
- Organisation of educational talks regarding different educational careers.
- Keeping relation with other agencies such as employment exchange, training institutes and institute of higher education.
- Keeping contacts with school leavers to determine or know the effectiveness, of guidance and counselling.
- Organisation of short-session guidance programme for school leavers in college education, occupational life and social life.

A guidance programme constitutes various services. A school guidance programme largely consists of six services. They are orientation, counselling, pupil inventory, occupational information, placement and follow-up services. Each of these services is distinct due to their specific functions.

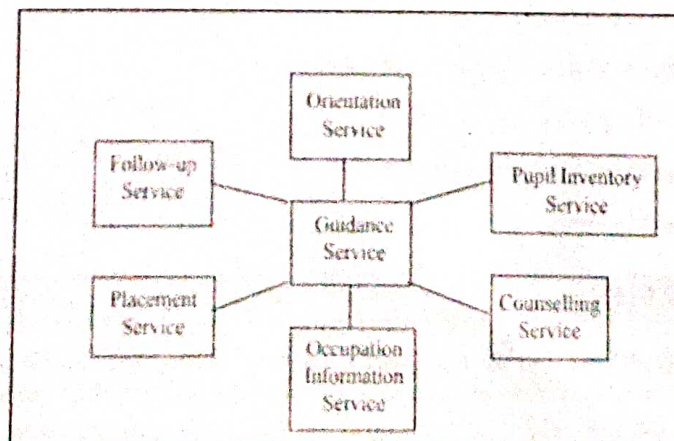


Figure 10.1: Guidance Services

### 10.2.1 Orientation Service

It is generally noticed that when students shift from one school to another, they find it difficult to immediately accept and adjust to the new surroundings. This also occurs in case of those students who either move from school to college or school to a work situation. An entry into a non-familiar or new situation may lead to certain adjustment problems among the students. To overcome this obstacle, the orientation services are organized, especially to familiarize the students with the new surroundings and thereby adapt themselves and make necessary adjustments. Hence, it is always advisable to begin any educational course or programme with an orientation activity. Some of the objectives of the orientation service are:

- Develop awareness regarding the rules and regulations, functioning patterns and available infrastructural and physical facilities in the school or institution or work place.
- Acquaint the students with the concerned staff and the student body.
- Provide opportunities for the staff members and student body to interact with the new comers.
- Develop favourable attitudes among the students both towards the school and the staff.

One should also note that the orientation services are not only restricted to the students, but they can also be extended for the parents and towards the community. Further, this service needs to be organized for all students so that they fulfil their various needs. In addition, this can also be a continuous activity, implying that implementation of these activities can be distributed throughout the year.

#### Orientation Activities

The activities are to be organized based on the age group of the students and the availability of resources. The activities can be broadly classified as (i) Pre-admission Orientation and (ii) Post-admission Orientation.

- **Pre-admission Orientation:** This is one of the services which is lacking in our schools. It helps to acquaint students with the institution, its tradition, purpose, its rules and regulations, curricula, extracurricular activities, the staff and the student body.

*Activities:* Some of the suggested activities could be:

- Visit to schools along with the staff or parents;
  - Arranging conferences and talks with the parents, since they also play a major role;
  - Issuing handbooks or pamphlets giving information about the school, its courses and activities; and
  - Arranging exhibitions to expose them to the activities that students are undertaking.
- **Post-admission Orientation:** This service can be provided throughout the year. It helps the teacher in determining the abilities of students and thereby adapting their teaching styles and activities according to the student needs.

#### Activities

- Conduct various games like "get-acquainted" games where the student can talk about themselves, such as their interest, hobbies, etc.
- Arrange group activities, wherein the students are provided.

### 10.2.2 Pupil Inventory Service

Apart from knowing the general characteristics of students, it is also very essential to identify the specific abilities predominant among the students, before a counsellor or career teacher assists them. Without identifying the pupils' aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing. The various aspects that have to be assessed before one guides a student are his aptitude, achievement, interests, attitudes, socio-economic status, family background, etc. The pupil inventory service helps in recording and maintaining of these

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Notes

data. These records can be prepared by the collaborative effort of the teacher, counsellor and career teacher through various techniques. You are familiar with the techniques as testing and non-testing techniques. Observation, anecdotes, rating scales, sociometry and interview are some of the well-known non-testing techniques. The testing techniques are the verbal tests, non-verbal tests, performance tests, projective techniques and the personality tests. These tests must be administered by the counsellor or any professionally trained personnel. However, assistance from a teacher is must for maintaining the records of students using some of these techniques. A teacher could give details of certain behaviour of students by observing them in the classroom situations and making their records. These incidents could be accumulated in the form of anecdotal records.

The objectives of pupil inventory service are to:

1. identify the various abilities of students by administration of various tests; and
2. maintain various records concerned with each student and update them periodically.

The types of data generally collected are personal, family data, psychological data, achievement, health data, etc. These data help a counsellor and a career teacher in their counselling process and career guidance programme respectively.

### 10.2.3 Occupational Information Service

This is a service which can be provided by the integrated effort of a teacher, counsellor and a career teacher. The main objective of the service is to provide the students information about the educational opportunities in various levels, related training programmes and occupations available. This helps the students to be aware of the options open to them with respect to a particular course or subject in any of the above areas. Further the student is also exposed to the world of work, nature and pattern of work and the skills required for performing the work.

The objectives of information services are to:

- create an awareness of the necessary occupational and educational information;
- develop a broad and realistic view of the various educational, training and occupational opportunities; and
- help the student obtain and interpret the information he/she needs in making specific plans for his/her future career. This service needs to be more emphasized at the secondary and higher secondary levels.

The various information given to students through this service are about the job or occupation positions, duties performed, educational and professional requirements, conditions of work, rewards offered, promotional avenues, etc. Such information are collected and disseminated by the guidance worker in the form of career talks, conferences, etc.

### 10.2.4 Counselling Service

This service is the most fundamental aspect of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counsellor in a helping environment. The process ultimately makes a person capable of self-directing and self-sufficient. This service can be practiced only by a counsellor. However, some assistance can also be provided by the teacher in a school. This is because a teacher is the one who spends maximum time working with the students in the classroom. When the teacher comes across any student who displays deviant behaviours, he/she can always refer the case to a school counsellor. Further, observations made and recorded by the teacher about certain students can help the counsellor in the counselling process.

### 10.2.5 Placement Service

The placement service makes an effort to help those students secure employment, who are either in school or have left the school. The school provides certain facilities through which the

employment needs of the students are met either through special placement personnel or by cooperation services of the other guidance personnel. It is an activity which requires the cooperation of the principal, counsellor, teacher, career master, state employment agencies, private agencies and also the community. This service is more significant for the students at the secondary and higher secondary level. The placement service here is concerned for those:

- Who withdraw from the formal education before they complete school (dropouts).
- Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends.
- Who terminate formal education after completing senior secondary education.

The basic aim of placement is to facilitate the process of meeting the needs of both employer and prospective employee. The student should be included for the placement service only after the correct and appropriate information regarding him/her has been obtained from the counsellor or the in charge guidance personnel. The information that is generally made available is his/her personal bio-data, achievement grades, attendance, test-scores, health-data and such other required data. The teacher may also assist by providing details concerning the student's interest, and other skills such as communication and participation in various school activities.

Apart from placement, this service also orients the students to some of the job applying techniques. The guidance worker could familiarize them with the methods of applying for a job, identifying various sources of information and how to prepare for the interview. These skills can be developed either through group or individual counselling. A school that provides placement services hence should be capable to draw upon all the possible resources to assist its students in finding suitable and appropriate jobs. The extent to which the placement service fulfils this purpose is a measure of its effectiveness. This could largely be met by a systematic and proper functioning of the guidance committee. The school committee could also publicize about the placement programme both to the students and community. Within the schools, the information could be published in school magazine, notified in the libraries or announced in student assemblies.

### 10.2.6 Follow-up Service

A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not. Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertain to the study of occupational aspect but also to other related aspects such as emotional and social adjustments. For example, if a student has been counselled for social-emotional problem, after he/she leaves the school, the guidance worker must do a follow-up to check how far he/she is able to cope up with the new environment and whether he/she is still facing any such problem.

#### *Purpose of this Service*

- It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
- Based on the feedback obtained, make relevant changes in the school guidance programme.

The guidance worker generally keeps contact with the students and dropouts after leaving school. One of the most common methods adopted for follow-up is the questionnaire which is periodically sent to the students after they leave school. Based on the experiences of former students, the guidance worker can formulate future programme for the present students. The follow-up service has relevance for research. After receiving valid information from former students, the administrators can improve upon their services. Further, employing this information, the educational institutions can conduct studies of the relationship between the training given to these former students and how far the utilization of the training was made. Studies on the effectiveness, efficiency and desirability of the courses offered can also be conducted. The three steps that are dealt in a follow-up programme are:

- A systematic gathering of data from the alumni.

**Notes**

- Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
- Suggest a modified framework of educational programme based on the findings made.

### **10.3 ORGANISATION OF SCHOOL GUIDANCE PROGRAMME**

The organisation of guidance programme at the schools requires cooperative effort of various personnel present both within and outside the school. The programme must be planned with the assistance of various personnel like the school principal, the staff, counsellor, career master and the parents.

#### **10.3.1 Pre-requisites of Guidance Programme**

Some of the preliminary tasks needed to be undertaken to organize a guidance programme are:

- Formation of a guidance committee, which comprises of at least seven to eight members. The committee would be constituted of various personnel such as at least two parents, two teachers, a counsellor and a career master. The principal could be the chairperson of the committee.
- Decisions and arrangements must be made regarding the allotment of budget for conducting the various services. The expenses could be determined also keeping in view the payment of honorarium for guest lectures, conveyance to specialists or professionals such as educationists, doctors, etc.
- Suitable arrangements need to be made to acquire minimum infrastructural and physical facilities such as a guidance cell or room, tables, chairs various psychological tests and other required literature.
- Support from the parents and community could be obtained by orienting them to the significance of a guidance programme.
- The school staff and students also need to be briefed about the purpose and importance of the guidance programme and encouraged to participate.

#### **10.3.2 Planning of a Guidance Programme**

The following steps are necessary to be undertaken to plan the guidance programme:

- First make a survey of the available guidance services existing in the school or institution.
- Identify the student needs (or) areas where assistance is required.
- Obtain the opinion of the staff members and ascertain the extent of assistance possible from them.
- Statement of explicit objective for the guidance programme on the basis of the student needs.
- Specification of the various functions of each guidance service.
- Assignment and defining of duties to each personnel, who are the members of the guidance committee. For the smooth functioning of guidance service, a well-planned guidance programme is necessary. It facilitates co-ordination of activities among the personnel in an integrated pattern.

In brief, the guidance committee first identifies the programme objectives based on the survey of the student needs and characteristics. This is followed by preparation of a yearly plan of the school guidance programme. Further, keeping in view the objective, the committee prepares a tentative plan or chart, indicating the functions of various personnel. Next, another subsidiary chart is prepared, specifying the duties or tasks to be performed by each personnel.

**Role of the Principal:** The principal, chairperson of the committee provides the required facilities for the smooth and successful functioning of the guidance programme at the schools. Some of them have provision of a separate room or office for the counsellor, space for conference room.

clerical staff and other physical facilities such as table, chairs etc. Apart from that appropriate action needs to be taken by the principal to make suitable arrangements for the procurement of psychological test materials, literature, documents and arranging sufficient budget. Further, monitoring of the guidance activities has also been done by the principal.

### Role of Teacher in Organizing Guidance Services in School

The teacher provides assistance by maintaining the cumulative records of students and also in organizing the various guidance activities. Above all, one should also be aware that during the initial stages of the programme implementation, the following problems are likely to come up:

- Inadequacy of staff or trained personnel to provide assistance for conducting the service;
- Conflict of roles and responsibilities among the various personnel; and
- The involvement of personnel in non-guidance activities. However, gradually you can overcome the above problems.

### 10.3.3 Guidance Activities

#### At Secondary Level

This stage which includes students of class IX and X requires guidance activities to be focussed on the needs of three groups of students. They include those who intend to:

- Continue in higher education (graduation).
- Take up vocational or professional courses (polytechnics; professional education like medicine, etc.)
- Enter a job. Keeping in view the above target groups and their characteristics, the following are the objectives of the guidance activities organized at this stage.

The objectives are listed here:

- Help the students to understand and accept the physiological changes in one self.
- Help them to make effective adjustments in the family, school and society.
- Identify, develop and strengthen their abilities and interests.
- Provide information about various educational and vocational opportunities and the essential requirements.
- Enlighten parents and teachers about the importance of this stage especially adolescent and create appropriate situations for effective learning and development.
- Enable them to make realistic educational and vocational choices.

After class X, the students have to choose their subject stream, hence the most important function of guidance services at this stage is to enable students make appropriate choices.

**Table 10.1: Services and Their Activities for Secondary School Students**

Service	Activities
Orientation	(i) Organize school visits, talks by the other school staff. (ii) Arrange parent-teacher meetings to orient the parents.
Pupil Inventory	(i) Collect data on abilities, aptitudes, interests, achievement and other psychological variables through administration of tests. (ii) Maintain student cumulative records. (iii) Identify under-achievers and dropouts from the school records.
Counselling	(i) Refer the cases to counsellor. (ii) Counselling activities to develop one self. (iii) Organize and conduct group activities, discussions, role-playing to develop personal and social skills.

Contd..

## Notes



Fill in the blanks:

1. A ..... constitutes various services. A school guidance programme largely consists of six services.
2. Guidance services program should be based upon understanding the needs and problems of the students, competence and interest of the.....
3. .... guidance service suggests the importance for maintaining continuous effort of knowing the whereabouts of the graduates and drop outs.
4. ....service is the most fundamental aspect of the guidance process.
5. In the survey method, the reactions of the students are collected either through ..... or by personal interviews.

	(iv) Arrange talks by professionals such as doctors, educationists on matters like health, addiction, personal habits, sex education and other educational issues. (v) Conduct activities on social service and arrange for camps.
Occupational Information	(i) Organize career exhibitions and career conferences (ii) Arrange field trips. (iii) Arrange career talks. (iv) Orient the parents regarding various courses after class X. (v) Prepare activities showing self-employed persons. (vi) Conduct programme to interact with self-employed persons.
Placement	Provide placement: (i) For dropouts (ii) For students who terminate their formal education and get into some vocational course. (iii) For students who are completing school education
Follow-up	(i) Obtain and document the addresses of the school leaving students and dropouts. (ii) Administer questionnaires or interviews to obtain students opinion about the school guidance programme. (iii) Arrange meetings like "old student association or Alumni".

**At Higher Secondary Level**

This stage covers two classes i.e. XI and XII and the age of the students usually ranging from 16 to 18 years.

The objectives of guidance programme at this stage are:

- Help students to make appropriate choice of course(s) in accordance with their abilities and interest.
- Help them to plan their career based on the choice of course.
- Make them aware of various job opportunities related to various courses.
- Guide them in the area of personal-social adjustment.
- Help them develop self-confidence.
- Help them make decisions

**Table 10.2: Services and Their Activities for (+2 Students) Senior Secondary Students**

Service	Activities
Orientation	(i) Obtain pamphlets/handbook of various educational institutions. (ii) Orient parents and teachers about various educational institutions. (iii) Arrange talks by the school/institution staff, employees.
Pupil Inventory	(i) Administer various tests to measure abilities, and other psychological variables. (ii) Maintain the records of the students and constantly update them.
Counseling	(i) Conduct sessions to develop self-confidence in students. (ii) Conduct sessions on role playing e.g. attending an interview; communication skills; leadership qualities. (iii) Arrange debates, group discussions, and drama on various social and educational issues such as: (a) "Discipline in work place" (b) Career choices and life styles (c) Making decision and alternatives in planning career goals (d) Strategies to cope with stress and anxiety

Notes

Occupational Information	<ul style="list-style-type: none"> <li>(i) Organize                         <ul style="list-style-type: none"> <li>Career conferences</li> <li>Field visits</li> <li>Career talks</li> </ul> </li> <li>(ii) Establish communication with the staff at employment exchanges and related agencies.</li> <li>(iii) Conduct classroom sessions on –                         <ul style="list-style-type: none"> <li>Resumes, Applications and Interview –</li> <li>Employment Trends</li> </ul> </li> <li>(iv) Conduct programme to interact with self-employed persons.</li> </ul>
Placement	<ul style="list-style-type: none"> <li>(i) Arrange for in-campus interviews</li> <li>(ii) Advertise vacancies and college information on the school notice board and address or announce during the assemblies</li> </ul>
Follow-up	<ul style="list-style-type: none"> <li>(i) Form a students' association of the school leaving students</li> <li>(ii) Administer follow-up questionnaires to students periodically.</li> <li>(iii) Arrange meetings to invite old students.</li> </ul>



True or False:

6. Formation of a guidance committee, which comprises of at least five to six members.
7. Support from the parents and community could be obtained by orienting them to the significance of a guidance programme.
8. Assignment and defining of duties to each personnel, who are the members of the guidance committee.
9. The principal, chairperson of the committee provides the required facilities for the smooth and successful functioning of the guidance programme at the schools.
10. Experimental method is used generally on two groups.

### 10.4 EVALUATION OF GUIDANCE PROGRAMME

Evaluation of guidance programme refers to the process where efforts are made to assess how far the objectives of the programme have been fulfilled or what extent is the programme is effective.

#### 10.4.1 Need for Evaluation

Evaluation is needed to determine various aspects like: effect of various guidance services on the behaviour of students, quality of guidance services provided, adequacy and feasibility of the guidance services provided, the other activities and techniques need to be adopted in order to make the service effective. In general, it contributes to the sum total of useful knowledge in the guidance field.

Research and evaluation are simultaneous activities. Hence, in every aspect of the guidance service, a research component is essential. The results derived from research and evaluations have implications for both the improvement of guidance programme and also for the school curriculum. An educational institution can utilize these findings to redesign its instructional techniques so that they are able to meet the needs of its students at a greater extent. A qualified guidance worker must always be encouraged to evaluate and simultaneously undertake research. The guidance committee could discuss the findings with the other staff members, parents and students, thereby facilitating a better co-ordination and hence leading to improvement in the guidance services. Unless the existing programmes are evaluated, the worth of it cannot be established.

#### 10.4.2 Steps in Evaluation

**Identification of objectives:** The first step is to list out the objectives of the guidance programme. The objectives need to be clearly defined, such that they are specific and measurable.

**Criteria for measurement:** After the identification of objectives, the criteria for measuring them must be established. This is followed by the determination of the appropriate methods and techniques to collect the required data based on the criteria selected.

**Implementation of the plan:** Once the design of the plan is prepared, it requires to be implemented. Before its implementations, the expert's opinions and suggestions from other guidance personnel could be obtained subsequently. The activities could be organized and conducted in a systematic way.

## Notes

*Interpretation of findings:* Maximum efforts must be made to check that the data collected is reliable. The data must first be compiled and later interpreted accurately. The findings must be summarized and shared with the school personnel and guidance worker. Further, steps must also be taken to implement these findings.

### 10.4.3 Methods of Evaluation

Based on the criteria of evaluation, the methods of evaluation have to be decided. Some of the methods are suggested below:

- *Survey Method:* It is one of the most commonly used methods. Here the reactions of the students are collected either through questionnaires or by personal interviews. The survey is not limited to the follow-up study of school leavers, but it can also be done on the students who are still at schools.
- *Experimental Method:* It is used generally on two groups. Where, one group must be control group. The groups are matched in all respects except the treatment factor, for example, in the present situation counselling is done on the experimental group and no treatment given to the control group. After the treatment the outcomes of the two groups are compared. This shows whether the counselling technique (treatment) has any influence on the experimental group and how far is it. More detailed studies using more than two groups can also be carried out.
- *Case Study Method:* It involves a detail and continuous study of each student and maintaining contact with him/her for a considerable period. The careful and individual follow-up of students helps them in making a better school record in terms of monthly report. This monthly record will indicate the effect of counselling/treatment of student.

In addition to this, availability of records of a number of other students may provide an adequate basis for evaluation.

## 10.5 SUMMARY

- In this lesson, we have discussed the various services in a school guidance programme. These are orientation, pupil inventory, counselling, occupational information, placement and follow-up services. Each of these services has distinct functions and objectives.
- To organize a school guidance programme, some of the preliminary steps to be undertaken are formation of guidance committee, arrangement of required facilities, budget and orienting the students, parents and community.
- On the basis of the objectives of each service, various guidance activities can be conducted for the secondary and higher or senior secondary school students.
- The activities are also organized keeping in view the need and characteristics of these students.
- Evaluation of the guidance programme also forms an essential component in a school guidance programme. The need, procedure and methods for evaluation have also been described.

## 10.6 KEYWORDS

*Counselling Service:* It strives to ensure the welfare of the students by providing them emotional, academic and financial assistance.

*Pupil Inventory Service:* It helps in recording and maintaining of these data. These records can be prepared by the collaborative effort of the teacher, counsellor and career teacher through various techniques.

*Orientation Service:* It is provided to the students those who are new comers and those who go to new class or new course in the school set up.

*Occupational Information Service:* It is very useful for students of secondary and higher secondary classes. It is a service designed to assist pupils to explore the world of work by

propagating accurate, valid and useful information about educational and vocational opportunities, their characteristics, demands and requirements.

**Counselling Service:** As an integral part of guidance programme, it is not a recent idea and service having wide applications in different social set up such as family, school, medical, other counselling centres, etc. counselling service may be provided by parents to children in the family, by teachers to students in school, by doctors to patients in medical and so on to overcome the problems what generally occur in their lives.

## 10.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

### Short Answer Type Questions

1. What are the various guidance services?
2. Explain orientation service in brief.
3. What are pupil inventory service and occupational information service?
4. What are the counselling service and placement service?
5. Describe follow-up service.

### Long Answer Type Questions

1. What are the methods of evaluation? Explain the guidance activities at secondary level.
2. Explain in brief the planning of a guidance programme. How do you plan of a guidance programme?
3. What are the counselling service activities that need to be conducted at the higher/senior secondary (+2) level?
4. What are the two major needs of evaluation process in the guidance programme?
5. Explain organisation of school guidance programme. What are the steps in evaluation?

### Answers to Check Your Progress

- |                       |                       |              |                |
|-----------------------|-----------------------|--------------|----------------|
| 1. Guidance Programme | 2. Guidance Personnel | 3. Follow-up | 4. Counselling |
| 5. Questionnaires     | 6. False              | 7. True      | 8. True        |
| 9. True               | 10. True              |              |                |

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