
UNIT – I GUIDANCE

Guidance

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1.0 INTRODUCTION

We are social beings and so in some way or other we need help and guidance of others. Mother, father, grandparents, teachers and other elders, home, school and society guide youngsters for successful living. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society. In this unit you will be familiarized with concept, principles, need of guidance, types of guidance and its merits and limitations.

1.1 OBJECTIVES

After going through this unit you will be able to:

- Explain the meaning, definition & need of guidance.
- List the characteristics of guidance.
- Describe the types of guidance.
- State the objectives of guidance.

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- Describe the principles of guidance.
- Differentiate Guidance & Teaching.
- List the merits and limitations of guidance.

1.2 GUIDANCE MEANING

It is the nature of personal help which is given by an individual to some other individual to enable him to find adjustment with his physical and social environment, solve problems of life and thus live well in society. It is a process of helping an individual to gain a better understanding of his own characteristics and potentials and to relate himself more satisfactorily to the requirements and opportunities of the environment around him.

1.2.1 Guidance Definition

The term Guidance has been defined by several Psychologists. Some important definition are listed below.

“Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness.”

- **Ruth Strang**

“Guidance is ‘individualized education’. Each student is to be helped to develop himself to the maximum possible degree in all respects.”

- **Kitson**

“Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment-inside or outside the school.”

- **Proctor**

“Guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own affairs, develops his own points of view, make his own decisions and carry out those decisions.”

- **Crow & Crow**

1.2.2 Characteristics of Guidance

Being a school Counsellor is difficult work. School Counsellors often have little time to tend to hundreds or thousands of students, but the impact that they can have makes the profession one of the most rewarding for those willing to pursue it. Here are 10 of the top traits every school Counsellor should have:

1. **Be a good listener.** The first thing that comes to mind is that school Counsellors must be able to listen. A large portion of a Counsellor’s time is spent listening and processing the information given to you by others

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2. **Be able to assess.** Part of a Counsellor's job is to make accurate assessments of their students to prepare them for life beyond school. If you want to work in a high school setting, this includes being able to accurately assess a student's successes and shortcomings when it comes to making college choices, where to apply, and helping them narrow down what can be a daunting list of choices.
3. **Be an excellent communicator.** Having excellent communication skills is one of the most important skills a school Counsellor can have. Being able to communicate ideas, thoughts, and feelings verbally is a trait that can never go unsung as a school Counsellor.
4. **Appreciate diversity.** Students come from a multitude of backgrounds, and being able to accept and embrace diversity is another trait that is crucial of a school Counsellor. Students come from all walks of life and all types of families, and helping students learn to accept and embrace their own diversity in a school setting is critical to a Counsellor's success.
5. **Be friendly.** School Counsellors must be warm and approachable to their students, and also to parents and faculty members. Being open and gregarious will often mean that students will trust you more than they trust their parents, and getting students to open up and let go of their burdens is one of the most rewarding things a school Counsellor can accomplish.
6. **Be authoritative.** When the situation calls for it, a guidance Counsellor must cross the boundary from friend to professional. If abuse or neglect is suspected or present, or if a student is engaging in risky or harmful behavior, a Counsellor must know when to show their authority and take the proper steps to ensure their student's safety.
7. **Be well-rounded.** A school Counsellor will often have a wide range of interests outside of work, and you never know when one of these interests will resonate with a student and prompt a connection that gets your student to open up to you.
8. **Be able to co-ordinate.** Counsellors serve as co-ordinators for many school programs and activities. From college visits, setting standardized test schedules, and even administrative tasks – the Counsellor must be able to coordinate a number of tasks at a time.
9. **Have good evaluation skills.** Counsellors spend a lot of their time evaluating test scores or administering tests to students. Being able to accurately evaluate and translate these results to discuss a student's academic performance, or aid a professor in making an accurate assessment of a student's skills is vital.

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10. Have a sense of humour. Often, having a sense of humour will be a school Counsellor's biggest asset in gaining a student's trust.

1.2.3 Need of Guidance

In the olden days, elders in the family provided guidance to the youngsters in their day-to-day life. At times of crisis, all sought the guidance of the priests. But in today's world, marked by rapid increase in population, disappearance of joint family system, cut throat competitions and conflicts in our social life, fast changing scenario in the political, economic, scientific and technological fronts all have made it necessary to get guidance for every one of us. The significant reasons for perceiving guidance as a necessity in life are summed below:

- Complex nature of society.
- Individual differences.
- Welfare state and individual.
- Changing industrial and educational pattern.
- Changing economic pattern.
- Conservation of Human energy.
- Utilization of leisure time.
- Delinquent children
- Population growth.
- Development of wholesome relationships.

1.2.4 Objectives of guidance

- Development of personal potentialities of an individual.
- Orientation to educational and vocational opportunities and requirements.
- Adjustment to various situations.
- To monitor the academic progress of the students studying in the institution.
- To acquaint the students with the prescribed curriculum.
- To assist in getting information about further education.
- To diagnose the learning difficulties of students and help them Overcome the same.
- To assist the students to maximize their scholastic achievement.

- To help the students to review and reflect on their performance of the course.

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
 b. Compare your answers with those given at the end of the unit.

1. Pre-service training is not necessary for _____
2. write any three characteristics of guidance

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1.3 PRINCIPLES OF GUIDANCE

- Guidance is a slow process.
- It is a continuous process.
- It develops an insight
- Problems confronted by individuals.
- Problems are inter-related
- Guidance is based on individual differences.
- Guidance is both a specialized and generalized services.
- Guidance is an organized service.
- Guidance is for all.

According to Jones, the principles of guidance are as follows:

1. Principle of individual differences.
2. Principle of specific abilities are not innate.
3. Principle of need of assistance in solving the problem of the individuals.
4. Principle of developing self-guidance.
5. Principle of important place of school in providing guidance.

1.4 TYPES OF GUIDANCE

1.4.1 Educational Guidance

The term educational guidance is often confused with the term education as guidance. Educational guidance analyses and observes the

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students attitudes and exposes them in the right type of education which will reveal inborn capacities and help to develop them.

Definition

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.”

“Educational guidance may be defined as a conscious effort to assist in the intellectual growth of an individual.”

- **Brewer**

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.

1.4.2 Vocational Guidance

The activities to do in the future and the right place for the students to get in are related to them by vocational guidance. Vocational guidance is needed at the time when the individual is confronted with the problems relating to:

- Selecting an occupation
- Selecting and securing preparation for an occupation.
- Adjusting to the job and making progress in it.

Definition

According to ‘Crow and Crow’ “Vocational Guidance usually is interpreted as the assistance given to the learner s 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.”

Objectives of Vocational Guidance

Following are the objectives of vocational guidance:

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1. 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.
2. Assisting a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
3. Assisting the pupil to evaluate his own capabilities and interests with regard to their worth to him and to society.
4. Helping the individual develop an attitude towards work that will dignify whatever type of occupation he may wish to enter.
5. Assisting the individual to think critically about types of occupations and to learn a technique for analyzing information about vocations.
6. 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.

1.4.3 Personal Guidance

In order to solve one's emotional, social, moral and ethical problems, the assistance offered to is defined as personal guidance. It deals with all the problems of life which are not covered by educational and vocational guidance. Thus the purpose of personal guidance is to help the individual in his physical, emotional and moral, spiritual development as well as adjustment at home in school and in society.

1.4.4 Social Guidance

We are social animals. But social relationships constitute a problem area for most of the students. School/educational institution is a miniature society and pupil from different socio-economic status, linguistic and socio-cultural background read here. Students some time may face problems in adjustment and social relationship. It is very important that the students to be helped in acquiring in feeling of security and being accepted by the group in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by Family, religious, institutions, media etc.,

1.4.5 Avocational Guidance

The individual student spends only a small portion of his time i.e. 4 to 6 hours per day in school. The rest of the time needs to be effectively managed and utilized by the child for his/her progress and development. Avocational guidance helps the child to judiciously utilize the leisure time. The other co-curricular activities play an important role in all-round development of the child .But many parents, teachers and children put

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secondary importance to these activities. The students need to be properly guided for effective participation in varied types of avocational pursuits so that they are able to shape their interpersonal behavior in desirable direction and widen their outlook.

1.4.6 Health Guidance

Health is regarded as the wealth. Total health i.e. preventive and curative is the goal of health guidance. The health guidance may be a cooperative effort of Principal, Doctors, Counsellor /psychologist, Teachers, Students and parents. For promoting preventive care the conditions of school hostel, canteen needs to be checked. Similarly health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs.

CHECK YOUR PROGRESS

- Notes: a. Write your answers in the space given below
 b. Compare your answers with those given at the end of the unit.

3. write the major types of guidance

4. Indicate whether the following statements are true or false.
- i. Guidance can be provided through magazines, books and correspondence
 - ii. Guidance process is not a comprehensive process

1.5 GUIDANCE AND TEACHING

The teaching process is a medium of formal education. Desirable changes can be brought about in a person through teaching. Particularly in the development of cognitive aspect, teaching skills or teaching process are very essential.

On the other hand, in order to bring about changes in the behaviour, guidance provides help. With the help of guidance any pupil or person comes to know what abilities or capacities he possesses. Guidance also tells to pupils about those problems which are being faced by the learning process and how these problems can be solved. The difference between teaching and guidance are summed below:

Teaching	Guidance
Teaching process occurs for some fixed period.	Period of guidance cannot be fixed. It continues throughout life.
Teaching is a formal	

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<p>process.</p> <p>A person must have some training for teaching.</p> <p>Teaching work is possible only by the trained teachers.</p> <p>Pre-determined curriculum is required for teaching.</p> <p>Only cognitive aspect of the behavior is affected by teaching skills.</p> <p>During teaching process, an interaction between teacher and pupil is must.</p> <p>Teaching is focused on behavioural changes.</p> <p>Teaching work is possible only in the class-room.</p>	<p>Guidance is informal.</p> <p>It is not compulsory for a person who imparts guidance.</p> <p>Guidance can be provided by any person.</p> <p>In, guidance, the problems related to the emotional and physical aspects of an individual.</p> <p>Guidance touches the problems related to the emotional and physical aspects of an individual.</p> <p>In guidance, informal media are used so that a coordination or contact between the guidance worker and guidance seeker may be established.</p> <p>Guidance indicates towards various proper methods of learning.</p> <p>Guidance work can occur any-where.</p>
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1.6 MERITS AND LIMITATIONS OF GUIDANCE

Merits of Guidance

- Guidance assists the pupil to understand himself to recognize his aptitudes, abilities and interests.
- Guidance assists the pupil to get the maximum out of the school.
- Guidance assists the pupil to become acceptable to other pupils.
- Guidance assists the pupils in making careful choice of subjects and Courses.
- Guidance services make special provision for the education of the gifted, slow learners and the handicapped.
- Guidance services assist the pupils in developing better personal social and emotional relationship.

Limitations of Guidance

- Guidance is not a panacea for all educational and vocational ills.
- Guidance services are not well organized.

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- Guidance is limited due to lack of personal 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.
- Unqualified guidance personnel may do great harm

1.7 LET US SUM UP

Guidance is a concept as well as a process. Guidance is different from education and Counselling. Guidance is based upon the principles of holistic development of individual, recognition of individual differences and dignity and acceptance of individual needs. Guidance is needed wherever there are problems. Guidance helps in optimum development of individual, Solving different problem of the individual, Academic growth and development, Vocational maturity, vocational choices and vocational adjustments, Social personal adjustment. Better family life, for conservation and proper utilization of human resources, and national development. Guidance is helpful not only for student and teacher in an educational institution but also to the parents, administrators, planners and community members. A school guidance programme includes all those activities other than instructional which are carried out to render assistance to pupils in their educational, vocational, personal development and adjustment. The areas of guidance are very vast. Some of the important areas of guidance are personal, educational, vocational, avocational, health, social etc.

1.8 UNIT END EXERCISES

1. What is guidance? Discuss the need and importance of guidance.
2. Discuss the principles upon which guidance is based.
3. State the importance of educational guidance and vocational guidance.
4. Write short notes on:
 - a) Personal guidance
 - b) Guidance and Teaching
 - c) Avocational Guidance

1.9 ANSWERS TO CHECK YOUR PROGRESS

1. Guidance
2.
 - i. Be a good listener.
 - ii. Be able to assess.

- iii. Be an excellent communicator
3.
 - i. Educational
 - ii. Vocational
 - iii. Personal
 - iv. Social
 - v. Avocational
 - vi. Health
 4.
 - i. True
 - ii. False

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1.10 SUGGESTED READINGS

- Agrawal,R(2006) Educational,Vocational Guidance and Counselling,New Delhi,Sipra Publication
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- Jones, A.J.(19510.Principles of Guidance and Pupil Personnel work,New Y ork,MiGraw Hill
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UNIT – II COUNSELLING

STRUCTURES

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- 2.7 Difference between counselling and teaching
- 2.8 Let us sum up
- 2.9 Unit end exercises
- 2.10 Answers to check your progress
- 2.11 Suggested readings

2.0 INTRODUCTION

In the first unit, you have read about guidance. Sometimes you may be confused about the two terms guidance & counselling. In this unit, we will discuss about the concept of counselling, its meaning, principles & characteristics. We will also know about the techniques of counselling and the difference between guidance and counselling. Counselling is the central aspect of the whole guidance programme. All the activities and Services of the guidance programme leads to and 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.

2.1 OBJECTIVES

After going through this unit you will be able to:

- Explain the meaning, definition & need of Counselling.
- List the characteristics of Counselling.
- Describe the principles of Counselling.
- State the techniques of Counselling.
- Explain the organization of Counselling in schools.
- Differentiate Guidance & Counselling.
- Differentiate Counselling & Teaching.

2.2 COUNSELLING MEANING:

Counselling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitudes and behaviour.

Counselling has three elements

- It involves two persons.
- Its objective is to assist the counselee solve his problems independently.
- Counselling is a professional task and must be performed by professionally trained people.

2.2.1 Definition of the Counselling

According to Smith “Counselling is a process in which the Counsellor assists the counselee to make interpretations of facts relating to a choice a plan or an adjustment which he wants to make”.

Elements of Counselling

- Counselling is not a single event but a continuous process in the sense, it involves sequential actions and practices advancing towards an objective.
- A relation is involved and that is characterized by warmth permissiveness, understanding and acceptance,etc.,
- It involves two individuals-one who is in trouble, anxious, upset and seeks help: the other, a professionally trained person who can help the former.
- The effect of counselling is improvement or change in client behavior. He becomes capable of solving his problems independently.
- The process of counselling is democratic.

2.2.2 Characteristics of Counselling

- Counselling is involved on the part of the client in order to influence him with voluntary behavior change and self-realization.
- The purpose of counselling is to provide conditions which facilitate voluntary change.
- There are limits leaved upon the clients as that of all relationship.

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- Conditions facilitating voluntary behavioral change are provided through interviews.
- The discussion in the process of counselling should be made confidential.
- The Counsellor understands his client.
- Listening is a part of counselling.

Both Guidance and Counselling are process used to solve problems of life. The basic difference is in the approach. In the process of guidance, the client's problems are listened carefully and readymade solutions are provided by the expert where as in the process of counselling the client's problems are discussed and relevant information are provided in-between. In the end of the counselling process, the client himself/herself have a insight to the problem and he/she become empowered to take own decision. Since readymade solutions (taking decision for others) were provided in guidance, the client may or may not follow it but most often decision taken in the process of counselling are followed sincerely. The set of decisions comes out from guidance and Counselling process may be same but in the first process the decision is taken by the guide whereas in the second the client.

2.2.3 Need of Counselling

Miss Bragdon has mentioned the following situations where Counselling is required:

- a. When a pupil requires not only reliable information but also an interesting interpretation of those information which can solve his personal difficulties.
- b. When a pupil needs intelligent listener who has more experience than the pupil, to whom he can recite his difficulties and through which he can seek suggestions for his working plan.
- c. When the Counsellor has an assess to those facilities which can help in resolving the pupils problems but the pupil does not enjoy such an access to these facilities.
- d. When the pupil has some problem but he is unaware of that problem and his development, he is to be aware of that problem.
- e. When the pupil suffers the main mal- adjustment problem or some handicap which is temporary and which needs careful long due diagnosis by an expert.

CHECK YOUR PROGRESS

- Notes:
- a. Write your answers in the space given below
 - b. Compare your answers with those given at the end of the unit.
1. Counsellor should understand his _____
 2. _____ is defined as consultation, mutual interchange of opinions, deliberating together.
 3. Indicate whether the following statements are true or false.
 - i. Rapport is not essential in counseling
 - ii. The goal of counselling is to help the counselee to overcome his immediate problems.

NOTES**2.3 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.

Warmth: The Counsellor should communicate personal warmth and make the client feel welcome valued as individuals.

Acceptance: The Counsellor should accept the person & 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 undefensive.

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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.

2.4 TECHNIQUES OF COUNSELLING

The techniques used by the Counselling should be according to the pupil's uniqueness and personality. Williamson has described the techniques of Counselling under the following five headings

1. Establishing Rapport

When a client visits the Counsellor for the first time, the Counsellor should welcome his client. He should make him comfortable and he should be taken into confidence. The main basis of establishing rapport is the fame of the Counsellor's ability, respect for individuality, confidence before the interview and developing relations with the pupil.

2. Cultivating Self-understanding

The pupil or the client should possess the knowledge and understanding of his own abilities and responsibilities very clearly. The client should understand all these before using these abilities and responsibilities. Therefore, the Counsellor should have the experience of test-administration and interpretation of the test scores. The test scores provide a strong base for diagnosis and prognosis in the Counselling process.

3. Advising and Planning a Programme of Action

The Counsellor starts with the client's objectives and his attitudes etc. and indicates favorable and unfavorable facts or data. He weighs the evidences and he understand the fact why he is giving special suggestion to the pupil. Williamson believes that the Counsellor should state his attitude with definiteness. He should not look like an indecisive.

The Counsellor does not fear while giving advice or direct suggestion because the pupil does not understand the utility of scores. Williamson has explained the following methods of advising the pupil after gathering the data.

I. Direct advising

- a. In this, the Counsellor gives his advice very frankly. This type of method is appropriate for tough-minded people who oppose any activity and who do not fear of failure.

II. Persuasive Method

- a. This method is useful when the data indicate clearly some definite alternate. The Counsellor analyses only the evidences and observes the alternate actions.

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4. Explanatory Method

Explanatory method is the most desirable method in the Counselling. In this, the Counsellor gradually understands very carefully the diagnostic data and indicates those situations in which the pupils potentialities can be used. In this, the use of data are explained in detail and carefully. Then after knowing the decision or interest of the client, the Counsellor helps directly in order to execute the decision. This help includes the remedial work, educational or teaching plans etc.

5. Referral to other Personnel Workers

No Counsellor can solve all types of problems of the pupils. He should recognize his limitations and he should be given the knowledge of sources of specialized help. He should suggest the pupils to seek the assistance from other sources.

In addition to above mentioned techniques, there are other Counselling techniques which are as follows-

i. Silence

Sometimes, silent listening proves more effective in different situations. When a client is describing his problem, the Counsellor adopts silence. This ensures the client about the Counsellor's full attention towards the client's narration. It also ensures the client about the Counsellor's serious thinking on the client's problem.

ii. Acceptance

The Counsellor should grant temporary acceptance to the client's case. Sometimes, the Counsellor utters such words which give the impression that he is understanding very clearly whatever the client is stating. But the Counsellor utters the words in such a way that the client's talk remains un-interrupted for example, 'alright', very good, yes etc. At many occasions, the Counsellor does not utter any word for his acceptance, but he nods expressing his acceptance.

iii. Clarification

At some occasions, the Counsellor should clarify what the client says. It is the duty of the Counsellor to make the client familiar with the fact that he is understanding the client and he accepts him. But sometimes it becomes necessary to clarify the client's explanation. While clarifying the client should not feel any compulsion.

NOTES**iv. Restatement**

Acceptance and restatement both ensure the client that the counsellor understands and accepts him. Through restatement, the Counsellor repeats what the client has stated. But the Counsellor does not apply an correction or clarification during the client's assessment while restating, at his own.

v. Approval

The client expresses his different views regarding his problems. The Counsellor approves some of them and disapproves others. The ideas which are approved affect the client very much. The client is also influenced by the knowledge possessed by the Counsellor and his personality. If the Counsellor grants approval to the client's ideas intermittently, then the approval becomes ineffective. Attention should be paid towards this.

vi. Asking Questions

The Counsellor should ask some questions to inspire the client to express more ideas. These questions should be asked just after the client's statement is over.

vii. Humour

Use of humour just to remove the client's tension and to make the conversation interesting has become the necessity of the day.

viii. Summary Classification

Some part of the client's statement may not be useful. Hence, the problem looks vague in itself. In such situation, it becomes necessary for the Counsellor to shorten the client's statement and to organize it properly so that the client may understand the problem more distinctly. The Counsellor should always try not to add his own ideas.

ix. Analysis

The Counsellor can take initiative by presenting some solution to the client's problem. But the Counsellor cannot force the client to act upon that solution. He leaves it upto the client whether to accept or reject that solution or to apply some modification. The client cannot be put under pressure in this regard.

x. Interpretations:

The Counsellor should have the right to interpret the client's statement or explanation only. He should not add from his own side. He concludes the result out of client's statement. The client alone is unable to derive results. It is important to note here that the results concluded by the Counsellor and results derived from the tests may agree or may not agree.

xi. Regression

Sometimes it is erroneous whatever the client thinks or speaks. Such faculty ideas should be given up. The Counsellor should act very carefully in order to give up such ideas so that the client may not turn agitated and the client may not think otherwise in negative sense.

xii. Assurance

The technique of providing assurance to the client develops optimism in the client regarding the solution of his problem. Though assurances the Counsellor approves the statements of the client and also provides support along with approval.

2.5 ORGANISATION OF COUNSELLING IN SCHOOL

Following are some of the suggestions for making counselling popular in a school:

1. A qualified Counsellor should be appointed.
2. The counsellor should be given a separate room so that it affords adequate privacy.
3. The room should have sufficient equipment.
4. The room should have adequate furniture.
5. The room should be made as attractive as possible.
6. The Counsellor should be very receptive and humane.
7. The Counsellor should take advantage of every opportunity offered by the school bulletin board, the assembly period etc., to publicise the counselling service and to explain its nature and purpose.
8. The Counsellor should arrange talks illustrated by films and other education technology gadgets for students, teachers, parents and other community groups.
9. The Counsellor should make himself easily available to the students.
10. The Principal of the school should take a keen interest in the counselling service of the school.

2.6 DIFFERENCE BETWEEN GUIDANCE AND COUNSELLING

Guidance is broader and comprehensive whereas Counselling is in-depth, narrowing down the problem until the advisee understands his/her own problem.

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Counselling help people to understand themselves, it is an inward analysis. Alternative solutions are proposed to help understand the problem. Focus on Counselling is not on solution but on understanding the problem. Adviser may be able to bring emotional change or change in feeling. Guidance on the other hand is more external, help a person understand alternative solutions available across him and makes him understand his personality and help him choose the right solution. Here the focus is on finding solution. The guidance may bring attitude change on the advisee. Guidance is generally education and career related, it can be on personal problems too, but commonly it is impersonal whereas Counselling mostly on personal and social issues.

A lot of people are familiar with guidance and Counselling but are often ashamed to see a Counsellor for guidance or attend group Counselling to help them understand their problems and discuss possible solutions. It is often difficult to see solutions to problems when one is burdened and having to talk to a person with no bias or pre-judgment is a great way to cope with the obstacles in life. Guidance and Counselling, therefore, are great ways to help people handle their problems themselves. Of course, a little help will no doubt cause problems as long as the advisee is open minded and is willing to accept his or her own faults and flaws. Problems can be solved with the right amount of dedication, contemplation and understanding.

Difference between Guidance and Counselling

Guidance	Counselling
Guidance process is a comprehensive process.	Counselling is an integral part of guidance
Guidance can be in individual as well as in groups.	Counselling of one individual is possible at a time
Guidance is concerned with educational, vocational and other problems along with personal problems.	Counselling usually helps in solving the problems of mental health and emotions.
Any person can provide guidance. Pre-service training is not necessary for guidance.	Pre-service training is a must for the Counsellor.
Guidance can be provided through the magazines, books and correspondence.	In Counselling the role of mutual consultation and reasoning is very important.

Advantages and Disadvantages of Counselling

Advantages

- Get to touch the life of a student.
- You are able to reach out and help someone solve a problem or feel good about him or herself.
- The opportunity to work with a variety of professionals who are all concerned about the welfare of the student.

Disadvantages

- Emotionally and physically drained.

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. _____ Counselling is also called as counsellor – centred counseling
2. _____ is the chief exponent of non-directive counselling
3. Write the major steps involved in direct counselling

2.7 DIFFERENCE BETWEEN COUNSELLING AND TEACHING

Teaching	Counselling
Teaching is done in groups.	Counselling is one-to-one relationship, in which each individual is treated as unique.
Teaching centres round intellectual and academic areas.	Counselling centres round the adjustment areas.
Teaching uses lectures, audiovisual aids, excursions to present the subject matter effectively.	The counsellor uses varied techniques such as diagnostic tools, occupational information and tests to understand the psychological make-up of the individual.
Interview is never used as a	Interview is the most frequently used

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technique in teaching. The information is related to teaching.	basic technique here. The information is related not to teaching but to other fields like occupations.
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2.8 LET US SUM UP

In this unit we have discussed the concept of counselling, Definition and its characteristics. It can be well understood the counselling is an inseparable part of the educational process. The difference between guidance and counselling, counselling and teaching are highlighted in this unit. In addition the techniques of counselling and how to organize counselling in schools are discussed in detail.

2.9 UNIT END EXERCISES

Q.1 How do you organize counselling in schools?

Q.2 Explain the principles of Counselling?

Q.3 State the difference between Counselling and Teaching

2.10 ANSWERS TO CHECK YOUR PROGRESS

1. Client
2. Counselling
3. i. False
ii. True
4. Directive
5. Carl Rogers
6. Analysis, Synthesis, Diagnosis, Prognosis, Counselling and Follow up.

2.11 SUGGESTED READINGS

- Kochhar, S. K. (1990) Educational and vocational Guidance in Secondary Schools. Sterling publisher, New Delhi.
- Bengalee, Mehro D. (1990) — Guidance & Counselling, Sheth Publication, Mumbai.
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UNIT III - GUIDANCE MOVEMENT IN INDIA

*Guidance Movement in
India*

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STRUCTURE

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Origin of guidance
- 3.3 Guidance in India
 - 3.3.1 British period
 - 3.3.2 After Independence
- 3.4 Secondary Education Commission
- 3.5 Kothari Commission
- 3.6 Development of vocational guidance
- 3.7 Factors for the development of guidance
- 3.8 Present position of guidance service
- 3.9 Let us Sum Up
- 3.10 Unit End Exercises
- 3.11 Answers To Check Your Progress
- 3.12 Suggested Readings

3.0 INTRODUCTION

As far as India is concerned, the techniques of guidance-informal and incidental can be traced far back to ancient times. The Panchtantra and Jataka tales are well-known for their moral stories, parables and question-answer techniques in learning. Even before the time of Socrates, these were used in India. The teacher-taught relationship was that of Guru-Shishya. The word 'Guru' meaning the one who guides. In this unit guidance movement in India are discussed in detail.

3.1 OBJECTIVES

After going through this unit, you will be able to

- Explain the origin of guidance
- Describe the Guidance in India before and after independence
- State the present position of Guidance service
- Discuss the development of Vocational Guidance
- List the factors for the development of guidance

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3.2 ORIGIN OF GUIDANCE

The intellectual climate, out of which guidance emerged as an essential activity of education, can be traced back to the time of Comenius. Guidance as an organised professional activity, dates back to 1905 and the credit for the same goes to Frank Parsons of Boston, USA. The world war. I indirectly made a significant contribution to the development of Guidance movement. From America, the movement spread to other countries including Australia, Britain, Canada, Srilanka, France, Germany, India, Japan, Norway and Switzerland. The people in France, Belgium, Norway, Denmark are becoming guidance-minded.

3.3 GUIDANCE MOVEMENT IN INDIA

As far as India is concerned, the techniques of guidance-informal and incidental-can be traced far back to ancient times. The Panchtantra and Jataka tales are well-known for their moral stories, parables and question-answer techniques in learning. Even before the time of Socrates, these were used in India. The teacher-taught relationship was that of Guru-Shishya. The word 'Guru' meaning the one who guides.

In India the issue of technical and vocational education has already been there since ancient days. With the changes in time, ideas, circumstances and needs of life its shape has been changing. One may understand the technical and vocational education in India in the following two periods:

- 1) Ancient period; and 2) Modern Period

a. Ancient Period

The development of technical and vocational education of the ancient period may be understood in the following periods:

- i. Vedic Period
- ii. Post-Vedic Period
- iii. Buddha Period
- iv. Muslim Period
- v. British Period

- **Vedic Period:** Vedas are the oldest literature of world. One finds reference to technical and vocational education in the Rigveda and Atharvaveda. In the Rigveda one finds vivid descriptions of construction of canals, bunds and bridges, vehicles in coporating fast speed and beautiful palaces. Ayurveda is a branch of Atharvaveda. Therein one finds elaborate discussion of medical science. In the Vedic literature one finds ample discussion of manufacture of cotton, silken and woolen cloths, agricultural implements and arms and ammunitions.

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- **Post-Vedic Period:** during this period the technical and vocational education continued as prevalent in the Vedic age. This is the epic (Ramayana and Mahabharata) period. In the Ramayana, the epic written by Valmiki, one finds frequent references of Rama's journey by Pushpak viman and construction of bridge for going across the sea, i.e., to Lanka, for conquering Ravana. In the Mahabharata one finds mention of houses made of wax and houses parks of which appear to be having water and other portions dry. The ruins of Mohanjodaro and Harappa remind us to technical and vocational skills of that period. One finds descriptions of means of fast transport for going from place to another. One also finds description of various types of weapons and fire-arms used in wars.
- **Budhist Period:** during the Budhist period the Vedic literature was also studied along with the Budhist religious scriptures. The vocational study of Ayurveda (Science of medicine), Dhanurveda (Science of war) and Gandharvaveda (art of music) developed much during this period. The science of medicine, architecture, painting, sculpture, veterinary and chemistry are some of the chief contributions of this period.
- **The Muslim Period:** During this period the art of making various types of silken, woolen and cotton cloths, wood work, architecture, drawing and ornaments developed remarkably. Imperial palaces, mosques, carpets, utensils and embroideries of this period have been of world fame. Vocational education during this period was not organized. The trainees used to learn the art under strict personal control and supervision of the artisans concerned.

3.3.1 The British Period

After establishment of the British rule in India, the Britishers engaged themselves in consolidating it. For this purpose, they needed various types of workers. They felt the need of technicians in various areas. As it was very costly to borrow these expert workers from abroad, so they decided to start some technical and vocational colleges.

In 1847 an Engineering College was started at Roorkee. Afterwards, engineering colleges were started at Calcutta, Madras and Poona. The Wood's Despatch of 1854 emphasized the importance of making Indian education useful of life. By 1902 about 80 technical and vocational schools were established in the country. Lord Curzon took keen interest in expansion of technical and vocational education. He established an agriculture department in each province. He emphasized the need of establishing agricultural colleges.

During this period from 1902 to 1921 also, the Government of India did not pay any attention towards technical and professional

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education. However, the recommendations of Indian Education Commission were accepted and technical and vocational subjects were included in the curricula of high schools in different provinces.

After the establishment of the dual rule in 1921, demand of the people for technical and vocational education received great momentum. A special Committee under the Chairmanship of Lord Lytton was entrusted this work in order to take a decision in this matter. This committee studied the problems and difficulties of the Indian students studying in foreign countries. It made many suggestions to remove them. The most important suggestion of the Committee was that the technical, vocational and industrial institutions should be established in India. Provision should be made for imparting higher education to Indians in their own country. Following institutions were established in consequence of this recommendation:

- a. Harcourt Butler Technological Institute, Kanpur.
- b. College of Engineering and Technology, Jadavpur.
- c. Government School of Technology, Madra.

In 1937, there were nearly 535 technical, vocational and industrial school in India. After 1937, vocational and technical education was expanded with great speed due to the following reasons:

1. Up to the Second World War, the demand of persons with technical education increased.
2. New industries were established in India for the production of war material. Industrial persons having received technical education were required for these industries.
3. The demand of persons having received technical education increased for implementing the post-development schemes prepared by the control and the provincial Government. In 1941-42 only 264 students were studying in graduate courses of technical education and 22 studies in chemical technology respectively.

3.3.2 Modern Period after Independence

The post-independent period (1947-69) witnessed the tremendous progress in the field of technical and vocational education along with the rapid growth of industrialization in the country. Earlier, there was the provision of imparting vocational and technical education to only 6,600 students. This number increased to 4,35,796 in the year 1963. Besides this, facilities were also provide to 25,000 students for engineering and technical degree.

Calcutta University: The privilege of introducing the guidance-movement in this country goes to Calcutta University which set up the first psychological laboratory in India in the year 1915. A separate section of research in Applied Psychology was opened under the direction of G.S. Bose, the then Head of the Department in 1936 in order

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to adopt psychological test prepared in America to suit the Indian conditions and to evolve procedures to satisfy the vocational needs of Indian students.

Mumbai University: In 1941, Batliboi Vocational Guidance Bureau was established in Bombay with the efforts of a retired accountant practicing in Calcutta and Mukerjee, a psychologist from Calcutta University.

Patna University: In it was established a Department of Psychological Services and Research in 1945, offering personal and vocational guidance to students and constituting a number of psychological tests.

Parsi Panchayat: The Trustees of the Parsi Panchayat Funds and Properties established the Parsi Panchayat Vocational guidance Bureau in 1947, Dr.H.P.Mehta, its first Director, for the first time published the journal of Vocational and Educational Guidance.

Uttar Pradesh Government: In 1947, the U.P. Government established the Bureau of Psychology at Allahabad on the recommendations of Acharya Narendra Deo Committee.

Mumbai Government: In 1950, the Mumbai Government set up the Vocational Guidance Bureau in Bombay renamed as Institute of Vocational Guidance in 1957. In 1952, the vocational Guidance Association of Bombay was formed to coordinate the efforts of various individuals and agencies in the field of guidance in Bombay.

Workshop and Seminar at Delhi: In March 1953, Dr.W.L.Barnette, an American Fullbright Professor, held a workshop of guidance workers in the country at the Central Institute of Education, Delhi. A second seminar was held in November 1954, again at the Central Institute of Education, Delhi. It was decided to form an All India Educational and Vocational Guidance Association and to affiliate it to the International Association for Vocational Guidance.

3.4 SECONDARY EDUCATION COMMISSION (1952-53)

On the recommendations of Secondary Education Commission (1953-53), the old unilateral education system was replaced by a scheme of diversified courses. The Commission provide for seven different stream at the Secondary Stage—humanities, science, agriculture, commerce, technical, fine arts, and home science. As the students were supposed to choose the course at the Delta stage, (Class VIII) hence the need of guidance at this stage. The Commission wrote: “The secret of good education consists in enabling the student to realize what are his talents and aptitudes and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment.” The Commission recommended the introduction of guidance services in the following words: “Educational and vocational

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guidance is not to be regarded as mechanical process whereby the advisers and teachers sort out boys and girls as a grading machine sorts cut apples. It is not a question of just deciding that one boy should stay in the form, another work in an aeroplane factory, a third become a teacher and a fourth take to the management of garage. Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mustered about themselves and about the world and which they are to live and work. Naturally, therefore, it is not the work of a few specialist, but rather a service in which the entire school staff must cooperate under the guidance of some person with special knowledge and skill in the particular field. Guidance, in this sense, is not confined to the vocational field only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the cooperative endeavour of understanding parents, head-masters, principals and guidance officers.” The following were recommendations of the Commission:

- i. Educational guidance should receive greater attention on the part of the education authorities.
- ii. To broaden the pupil’s understanding of the scope, nature and significance of various occupations of industries, films should be prepared to show the nature of the work industries and this should be supplemented by actual visits.
- iii. The services of trained Guidance Officers and Career Masters should be made available in an increasing measure to all educational institutions.
- iv. The Centre should take up the responsibility of opening centres of training for Guidance Officers and Career Masters in different regions to which each State may send a number of teachers or other suitable persons for training.

3.5 KOTHARI COMMISSION

Aim and scope of Guidance Services

Guidance services have a much wider scope and function than merely assisting students in making educational and vocational choices. Their aims are both adjustive and developmental. They help the student in making the best possible adjustment to the situations in the educational institution and in the home. They facilitate the development of all aspects of his personality. Guidance is an integral part of education and not a special psychological or social service peripheral to educational purposes. It is meant for all students, not just for those who deviate from the norm in one direction or the other. It is a continuous process aimed at assisting the individual to make decisions and adjustments from time to time.

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Guidance in Primary School

Guidance should begin from the lowest class of the primary school for helping pupils to make a satisfactory transition from home to school for diagnosing difficulties in the learning of basic educational skills; in identifying pupils in need of special education (eg. The gifted, the backward, the physically handicapped); for helping potential drop-outs to stay in school; in guiding pupils to develop insight into the world of work and favourable attitudes towards work; and for assisting in plans for their further education or training. Following suggestions may be used making a beginning in guidance in the primary school:

- i. Training Programme
- ii. Lecturer
- iii. Training School
- iv. Short in Service Courses
- v. Literature

Guidance in secondary Education

The main function of guidance at the secondary level is to aid in the identification and development of the abilities and interests of adolescent pupils. It helps pupils to understand their own strengths and limitations and to do scholastic work at the level of their ability; to gain information about educational and vocational opportunities and requirements; to make realistic educational and vocational choices and plan based on a consideration of all relevant factors; and to find solution to their problems of personal and social adjustments in the school and the home.

The Role of the Counsellor in the Education for the Talented

With his detailed knowledge of each talented student the Counsellor is in a unique position formulate a programme of enrichment for him and to suggest the necessary modifications in the curricular and extra-curricular requirements. This task will fall on the teachers where special counsellor are not available.

Guidance and the Education for the Backward:

Guidance and counselling services have an important role to play in the education of the backward, with regard to identification of the group, diagnosis of their special defects and planning for their education and future occupation. The essential factor for the success of the programme is the co-ordinated approach that the entire school faculty should make to the problem of these children with a degree of sympathy and understanding and with an insight into child psychology born out of long experience.

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At the College Stage

A guidance and counselling programme, assisting the students in the choice of courses, indicating the lines of remedial action and helping in dealing with the educational facilities provided in institutions of higher education. It would be necessary to have at least one Counsellor for every one thousand students on the roll.

3.6 DEVELOPMENT OF VOCATIONAL GUIDANCE

Vocational guidance was defined by the 1954 Committee of the International Labour Organisation in its suggestions concerning vocational guidance, as assistance rendered by an individual to another in the latter's solving of problems related to his progress and vocational selection, keeping in mind the individual's peculiarities or special abilities and their relations with his occupational opportunity. In this manner, the objective of vocational guidance is the proper and complete utilization of a nation's man-power through helping the individual to achieve his development and satisfaction in his profession. An individual should choose a profession that suits his abilities in order that both he and the nation may profit. It is not possible for any one individual to be capable of doing every job. Special kinds of job require particular kinds of skill and special know-how.

The following table states the intelligence quotient that a person should possess in order to go in for one or the other profession.

S. No	Professional Class	I.Q
1.	Administrative work and high level professional work	150 or more
2.	Low level professional and technical work	130 or 150
3.	Clerical or high level skilled labour	115 to 130
4.	Skilled work	100 to 115
5.	Semi-skilled work	85 to 100
6.	Work not requiring intelligence	70 to 85
7.	Labour work	50 to 70

Similarly, other tests and experiments have been conducted to establish some relation between vocation and other mental abilities. For example, engineering and other industrial work requires mechanical skill in the individual, with the result that persons who possess it in a slight degree cannot in the normal course be expected to become successful engineers or skilled technicians. Some kinds of work, for example, the repair of chronometers and surgery, require the ability to do minute

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accurate work skillfully. Backing this quality no individual can become a good surgeon, watch repair or experimenter or research worker in much the same manner other industries and professions require different kinds of expertise and skill.

The above description makes evident the importance inherent in vocational guidance. But this hardly means that the guide pays no attention to the person's aptitude. Aptitude is one of the bases of guidance, but one thing that is beyond questions is that no individual can attain much success on the sole basis of aptitude. Accordingly, the guide has to collect elaborate and detailed information concerning the individual's aptitudes and capabilities, and give guidance on the basis of such information. Vocational guidance does not involve categorical declarations that one shall be doctor while such another shall be a clerk or an engineer. It is only a hypothesis and a suggestion that has its own limitations. What the guide says is simply that such and such a person possesses certain qualities in abundance that fit for him for such a profession, and there is much greater possibility of success in that profession than in any other for that individual.

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. The first Guidance movement was started in _____
2. _____ university set up the first psychological laboratory in 1915.
3. Batliboi Vocational Guidance Bureau was established in _____
4. Central Bureau of Educational and Vocational Guidance was started in the year _____
5. Secondary Education Commission was started in _____

3.7 FACTORS FOR THE DEVELOPMENT OF GUIDANCE

An important factor which influenced the development of guidance movement in India was the appointment of the Secondary Education Commission in 1952. As a result of the recommendations of this Commission, the old education system which was unilateral in character was replaced by a scheme of diversified courses. The Commission provided for seven streams at the secondary stage—humanities, science, agriculture, commerce, technical, fine arts and home science. The students were supposed to choose the courses at the Delta

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stage, hence the need for guidance at this stage. The Commission found that, “the secret of good education consists in enabling the student to realize what are his talents and aptitudes and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment.” The Commission recommended the introduction of educational and vocational guidance “... not to be regarded as a mechanical process whereby the advisers and teachers sort out boys and girls as a grading machine sorts out apples! It is not a question of just deciding that one boy should stay in the farm, another work in an aeroplane factory, a third become a teacher and the fourth take to the management of a garage. Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mustered about themselves and about the world in which they are to live and work ...it is not the work of a few specialists, but rather a service in which the entire school staff must co-ordinate under the guidance of some person with special knowledge and skill in this particular field. Guidance is not confined to the vocational field. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative endeavour of understanding parents, headmasters, principals and guidance officers.”

For the implementation of these recommendations, the Commission provided guidelines, both for the Centre and the States, and the result was the creation of an infrastructure of guidance programme in the multi-purpose schools. The nation-wide guidance and counselling programmes during the first decade following the publication of the Report of the Secondary Education Commission was the result of this progressive national policy on secondary education.

3.8 THE PRESENT POSITION OF GUIDANCE SERVICES

At present two major establishments are developing guidance programmes for school-going children in our country-government organizations and private agencies. The government agencies include the Department of Educational Research and Training. State Bureaus of Guidance and the guidance units of the National Employment Service. Private agencies include Vocational Guidance Society at Calcutta, Gujarat Research Society at Bombay, Y.M.C. A. of Calcutta, the Rotary Club of Bombay, the Lions Club and the Junior Chamber of Baroda.

According to the information collected by the Department of Psychology and Foundations of Education in 1976, out of 30,328 secondary schools in the country, 8,732 have a programme of guidance. Only 37 schools in the country have full time Counsellors, 258 schools have part-time Counsellors and the rest of the schools have career masters. As the impact of guidance is not immediately perceptible, effective guidance services is rare in schools. Bureaus are functioning in all the States except Jammu and Kashmir, Nagaland, Sikkim and Tamil

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Nadu. Among the Union Territories, only Chandigarh and Delhi have guidance bureaus. In most of the States, the Programme is considered a frill and a luxury. Teachers and headmasters shirk responsibility and the guidance master cannot work under a management where the guidance programme does not figure in the time schedule. The trained career masters with their normal teaching load are unable to give guidance in the schools and the pupils remain ignorant.

The State Guidance Bureaus have no administrative control over the district/school Counsellors and career masters who are generally found doing odd jobs for the District Education officer responsible for writing the annual confidential reports of these Counsellors. Thus, the district Counsellors are unable to carry out the duties for which they are appointed. School Counsellors are also found to be doing teaching work and neglecting actual guidance.

The State Guidance Bureaus are not consulted even for the transfers of district Counsellors, school Counsellors or Career Masters. Thus, due to the lack of administrative control over the guidance personnel in the state, the guidance work has not made much headway. Besides, occupational and guidance literature is neither available in sufficient quantity nor in the latest and attractive form which dampens the enthusiasm of guidance personnel. It is time to evolve a clear national policy for introducing guidance and counselling in schools.

3.9 LET US SUM UP

Guidance is an old concept and process. It is unorganized and informal process. In all places, at all levels and at all times. In the ancient time, guidance was given to the young by elders or parents in the family. Even today guidance is taken from the family priest, palmist and numerologists. In this unit the emergence of various guidance movement in India are discussed in detail.

3.10 UNIT END EXERCISES

1. Explain the present position of Guidance Service
2. Highlight the importance of Kothari Commission in regard to Guidance.
3. Elaborate on the development of Vocational Guidance

3.11 ANSWERS TO CHECK YOUR PROGRESS

1. USA
2. Calcutta
3. Bombay
4. 1954
5. 1952

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3.12 SUGGESTED READINGS

- Nanda, S. K. and Sagar, S. (1972), *Fundamentals of Guidance*. Chandigarh: N.B.S. Educational Publishers.
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- Qureshi, H. (2004). *Educational Guidance*. New Delhi Anmol Publications Pvt. Ltd.
- Sodhi, T. S. and Suri, S. P. (1997). *Guidance and Counselling*. Patiala: Bawa Publication.

UNIT IV - MAJOR APPROACHES TO COUNSELLING-I

*Major Approaches to
Counselling-I*

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STRUCTURE

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Group counselling Meaning
- 4.3 Purpose of group counselling
- 4.4 Goals of group counselling
- 4.5 Advantages of group counselling
- 4.6 Directive Counselling
 - 4.6.1 Procedures
 - 4.6.2 Characteristics
 - 4.6.3 Advantages and limitations
- 4.7 Let us sum up
- 4.8 Unit end exercises
- 4.9 Answer to check your progress
- 4.10 Suggested readings

4.0 INTRODUCTION

In this unit, we will discuss about the concept of Group Counselling, its meaning, purpose & goals. We will also know about the types of Counselling and the chief exponent of different types of Counselling. 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.

4.1 OBJECTIVES

After reading this unit, students will be able to:

- Explain the concept of Group counselling
- State the types of counselling
- List the advantages of counselling
- Explain the meaning, characteristics, Merits and Limitations of different types of counselling.

4.2 MEANING OF GROUP COUNSELLING

Group Counselling is an extension of individual Counselling. In group Counselling a number of individuals work together with a professional Counsellor to learn to resolve personal and interpersonal concerns. The primary goal of group Counselling is the creating of an

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interpersonal climate which helps each individual to develop an insight into himself. It is a process in which free communication among members is encouraged and maintained, leading to an understanding and evaluation of each other's point of view.

In group Counselling individuals explore and analyse their problems together so that they may understand them better, learn to cope with them and learn to make valid choices and decisions. The group experience helps them to feel closer to others to find and give emotional support and to understand and accept themselves and others.

4.3 PURPOSE OF GROUP COUNSELLING

In group Counselling clients learn to express themselves in actions, feelings and attitudes. At the beginning, communication may be between individual group members and the Counsellor but the Counsellor soon shifts this interaction to the other group members. Clients learn that they may interact and discuss with group members as well as the Counsellor and that the group will help each member express personal feelings. Different ways of behaving are tired out through group discussions.

Many Counsellors have indicated that some clients respond better in a group of peers than in individual Counselling situation. It has been pointed out that adolescents particularly benefit from group Counselling because they learn that others also have problems. In spite of their faults or drawbacks, their peers want to help them in correcting or overcoming these and their peers accept them. Further, they realize that they can trust others. They understand too that there is atleast one adult-the Counsellor who understands and accepts them. Finally, they perceive that when they express their own real feelings themselves.

Group Counselling serves yet another purposes in that. It enables the Counsellors to have contact with clients who may need a different kind of help from that available in individual Counselling or when the counselees need practice in social skills or gain confidence to act with others. There may be some counselees who would like to know how others perceive them and their actions.

Group Counselling experience frequently leads to initiating individual Counselling. Members of the group who have started the process of self exploration would like to go further in individual Counselling.

4.4 GOALS OF GROUP COUNSELLING

Dinkmeyer and Muro have summarized the fundamentals of group Counselling as below:

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1. To help each member of the group know and understand himself, herself. It can assist with the identify seeking process.
2. As a result of coming to understand self, to develop increased self acceptance and feelings of personal worth.
3. To develop social skills and interpersonal abilities which enable one to cope up with the developmental tasks in their personal-social areas?
 1. To develop increased self-directions, problem solving and decision making abilities and to transfer these abilities to use in regular classrooms and social contacts.
 2. To develop sensitivity to the needs of others which result in increased recognition of responsibility for one's behavior? To become able to identify with the feelings as well as to develop a greater ability to be empathetic.
 3. To learn to be an empathetic listener who not only hears what is said but also feels that which accompanies what has been said.
 4. To be congruent with self and really able to offer accurately what one thinks and believes to say what one means to be a congruent sender.
 5. To help each member formula specific goals for himself/herself which can be observed and measured behaviorally, and to help him/her make a commitment to move towards those goals.

4.5 ADVANTAGES OF GROUP COUNSELLING

According to Seeman (1963). "It is a safe environment; it is an understanding environment; it is a caring environment it is a participating environment; and it is an approving environment".

1. It provides an opportunity to be open, honest and frank or a situation in which it is safe to test ideas and solutions to problems and where frank evaluations of efforts to change can be obtained.
2. The counselling officer can use his knowledge of group behavior to help teachers to develop Seeman's optimal conditions for learning within their classroom.
3. Issues such as study skill, human relations, drug abuse, sex education etc. can be discussed in a group.

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4.6 TYPES OF GROUP COUNSELLING

Counselling can be divided into three major types:

1. Directive/Counsellor centred/prescriptive Counselling
2. Non- directive / Client-centred/ permissive Counselling
3. Eclectic Counselling

4.6.1 DIRECTIVE COUNSELLING PROCEDURES

Prescriptive or Counsellor centered Counselling are the other terms used to define directive Counselling. E.G. Williamson is the chief exponent of this type of Counselling. In the words of Arbuckle, Directive Counselling is means of helping people how to learn to solve their own problems.

4.6.2 Characteristics

Jane and Warters have suggested the following main features of directive Counselling.

1. The main purpose the process is to ferret out the possibilities of solution for the problem and so the attention is mainly upon it.
2. The Counsellor is the central figure and his role is more active than the client.
3. The client makes decision, but the Counsellor does all that he can to get counselee make a decision in keeping with his diagnosis. By informing, explaining, interpreting and advising, the Counsellor sets the route for the counselee's thinking to travel well.

Steps

E.G. Williamson has suggested the following six steps in directive Counselling:

1. Analysis
2. Synthesis
3. Diagnosis
4. Prognosis
5. Counselling
6. Follow-up

4.6.3 Advantages

1. This method is useful from the time- consumption view-point. It saves a lot of time.
2. In this type of Counselling, there is more focus on the problem and less on the person.

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3. The Counsellor can look the client directly.
4. Counselling focuses more on the intellectual aspect of the person than his emotional aspect of the personality.
5. In this process, the Counsellor becomes readily available to help the client which makes the client very happy.

Limitations

1. In this process the client is more dependent. He is unable to solve the new problems of mal- adjustment.
2. As the client is always independent of the Counsellor, it is not an effective and best guidance.
3. The Counsellor fails in saving the client to commit the mistakes in future.
4. There is scarcity of informations regarding the pupil which creates the possibility of wrong Counselling.

CHECK YOUR PROGRESS

Notes:

- a. Write your answers in the space given below
 - b. Compare your answers with those given at the end of the unit
1. Name the types of counselling with their exponents.
 2. Differentiate between Directive and Non-Directive counselling.
 3. What are the requirements of Group Counselling?
-
-

4.7 LET US SUM UP

In this Unit, We have studied about the meaning of Group Counselling. It helps the individual student to help others through his relationship in an accepting and meaningful social situation. The purpose and goals of Group Counselling were discussed. The different types of Counselling, Chief exponent, meaning, characteristics, steps, merits and limitations are dealt in an elaborate way.

4.8 UNIT END EXERCISE

- What is Group Counselling?
- List the merits of Group Counselling
- State the characteristics of Non-directive Counselling
- Explain the steps of Directive Counselling.
- Name the Chief exponent of different types of Counselling.

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4.9 ANSWER TO CHECK YOUR PROGRESS

1.
 - a. **Directive Counselling** - WILLIAMSON
 - b. **Non-Directive Counselling** - CARL ROGERS
 - c. **Eclectic Counselling** - BORDIN

2.

Directive Counselling	Non-Directive Counselling
Problem is the centre of interest	Counsellor is the centre of interest.
It is problem-centered, active and prescriptive.	It is Counsellor centered, client-centered or Permissive.
Help offered by the Counsellor.	Counselee demands the help. He has the power to solve his own problem.
Intellectual aspect is given more importance	Emotional aspect is given more importance.
Rapport is not essential	Rapport is very essential.
Counsellor's role is active.	Counsellor's role is passive.

3.

- i. Individual Interview
- ii. Proper Physical arrangement of the room
- iii. Homogeneous composition of the Group
- iv. Adequate size

4.10 SUGGESTED READINGS

- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Cirtes. (1974). Hand Book on Vocational Guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
- James, C. H. (1978). Counselling Process and Procedures. New York: McMillan Co.
- Patterson, C. H. (1973). Theories of Counselling and Psycho-Therapy. New York: Harper and Row.
- Rao, N. S. (1981). Counselling Psychology, New Delhi: Tata Mc Graw Hill Publishing Co.
- Tolbert, E. L. (1974). Counselling for Career Development. Boston : Houghton Mifflin.

UNIT – V MAJOR APPROACHES TO COUNSELLING – II

*Major Approaches to
Counselling-II*

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STRUCTURE

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Individual Counselling
- 5.3 Advantages of Individual Counselling
- 5.4 Limitations of Individual Counselling
- 5.5 Eclectic Counselling
 - 5.5.1 Meaning
 - 5.5.2 Characteristics
 - 5.5.3 Steps
 - 5.5.4 Merits
 - 5.5.5 Limitations
- 5.6 Let us sum up
- 5.7 Unit end exercises
- 5.8 Answer to check your progress
- 5.9 Suggested readings

5.0 INTRODUCTION

Counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose.

By listening attentively and patiently the counsellor can begin to perceive the difficulties from the client's point of view and can help them to see things more clearly, possibly from a different perspective. Counselling is a way of enabling choice or change or of reducing confusion. It does not involve giving advice or directing a client to take a particular course of action. Counsellors do not judge or exploit their clients in any way.

In this unit you will be familiarized with the Meaning, Characteristics, advantages and limitations of individual counselling. Further it also throws light on Eclectic Counselling. Merits and limitations of Eclectic Counselling are discussed.

5.1 OBJECTIVES

After going through this unit you will be able to:

- Explain the meaning of individual Counselling.

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- Describe the characteristics of individual Counselling.
- List out the advantage and limitations of individual Counselling.
- State the meaning of Eclectic counselling.
- Describe the nature of Eclectic counselling.
- Enumerate the steps in Eclectic counselling.
- List out the advantage and limitations of Eclectic counselling.

5.2 INDIVIDUAL COUNSELLING (Face to face counselling):

Meaning:

Individual Counselling is a process through which clients work one-on-one with a trained therapist—in a safe, caring, and confidential environment—to explore their feelings, beliefs, or behaviour, work through challenging or influential memories, identify aspects of their lives that they would like to change, better understand themselves and others, set personal goals, and work toward desired change.

In a session of individual counselling, there are only two persons involved namely a counsellor and no other than a single client or counselee. Those individuals are called as therapeutic alliances. In individual counselling session usually takes time around 45 minutes up to an hour depending on the issues discussed. Lastly, individual counselling differs from group counselling in terms of the openness. In conclusion, there are three key differences between individual counselling and group counselling which are the therapeutic alliances, the expected duration for a session, and the openness. It is communal for one to go for individual counselling first but conversely, attending group counselling is wise for certain people.

People seek therapy for a wide variety of reasons, from coping with major life challenges or childhood trauma, to dealing with depression or anxiety, to simply desiring personal growth and greater self-knowledge. A client and therapist may work together for as few as five or six sessions or as long as several years, depending on the client's unique needs and personal goals for therapy.

5.3 ADVANTAGES OF INDIVIDUAL COUNSELLING

- Clarity on confusion
- Right directives
- Identification of likes and dislikes
- Identification of area of improvement
- Clarity of thoughts
- Clarity of thinking pattern
- Clarity of physical and mental absences

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- Road map for future
- Counsellors are trained to observe your non-verbal communication (for example, the expressions on your face, the way you are sitting) to get a deeper understanding of what you are saying.
- It enables you to develop your communication skills.
- It is a more personal form of therapy.
- It can bring the perspectives that you may not have considered.
- They can teach strategies for coping and dealing with difficult issues that may be unique to you, but not unusual to the counsellor.
- They are trained to help you. They are excellent at establishing therapeutic boundaries and relationships, which are very different than a friendship, in that you remain the focus of the interaction.

5.4 LIMITATIONS OF INDIVIDUAL COUNSELLING

- Leakage of privacy
- If not counselled properly, it may lead to more negative impact
- Initial hitch
- Long time to cure
- Travel time and expenses incurred attending your counselling appointments.
- Living in remote areas where there may be limited transport and few, if any, local therapists
- With certain disabilities, for example, people who are less mobile
- With social anxiety or phobias
- With long-term illness and their careers who may be unable to leave

5.5 ECLECTIC COUNSELLING

5.5.1 Meaning

This type of Counselling is a combined form of both directive and Non- directive Counselling whereas the good views and norms of both the types are being employed here. So, eclectic Counselling is not entirely permissive. It checks on the clients's emotional expression when it is essential in the interest of the client. This method is not rigid but flexible.

5.5.2 Characteristics

The characteristics as suggested by F.C.Thorne are as follows:

1. Only passive method has to be employed whenever possible.
2. Active methods should be used with specific indication. Care should be taken to use minimum of directive technique.

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3. Until and unless the simple methods have not failed to function the law of proximity should be maintained.
4. It is advisable to give opportunity to the client to solve the problem non- directly.
5. When the situation of maladjustment is such that a solution cannot be achieved without the help of the Counsellor, direct methods are to be used.

5.5.3 Steps

1. (-5) REJECTION
2. (-4) ADVICE
3. (-3) INTERPRETATION
4. (-2) REASSURANCE
5. (-1) GENERAL LEAD
6. (+1) SUMMARY
7. (+2) CLARIFICATION
8. (+3) RESTATEMENT
9. (+4) ACCEPTANCE

5.5.4 Merits

1. In this Counselling we find the merits of directive Counselling and non- directive Counselling.
2. In this Counselling, both the Counsellor and the client are active, co-operative and solve the problem jointly.

5.5.5 Limitations

1. Some people are of the view that this type of Counselling vague and opportunistic.
2. Both, directive and non-directive Counselling cannot be mixed together.
3. In this, the question arises how much freedom should be given to the client for this, there is no definite rule.

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below

b. Compare your answers with those given at the end of the unit.

1. The other name of Individual counselling is _____
2. Write any three characteristics of Individual counselling.

5.6 LET US SUM UP

In this Unit, We have studied about the meaning of Individual Counselling. The meaning, characteristics, advantages and limitations of Individual Counselling were discussed. Further the meaning, characteristics, steps, merits and limitation of Eclectic counseling are dealt in an elaborate way.

5.7 UNIT END EXERCISE

1. What is Individual Counselling? Discuss its meaning and characteristics.
2. List out the advantages and limitations of Individual Counselling.
3. State the importance of Eclectic Counselling.
4. Differentiate Individual and Group Counselling

5.8 ANSWER TO CHECK YOUR PROGRESS

1. Face to face counselling
2.
 - a. Be organized within your practice.
 - b. Practice ethically and Professionally.
 - c. Educate yourself

5.9 SUGGESTED READINGS

- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Cirtes. (1974). Hand Book on Vocational Guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
- James, C. H. (1978). Counselling Process and Procedures. New York: McMillan Co.
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- Rao, N. S. (1981). Counselling Psychology, New Delhi: Tata Mc Graw Hill Publishing Co.
- Tolbert, E. L. (1974). Counselling for Career Development. Boston : Houghton Mifflin.

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UNIT VI - QUALITIES AND FUNCTIONS OF A COUNSELLOR

STRUCTURE

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Counsellor Meaning
- 6.3 Qualities of a good Counsellor
 - 6.3.1 Personality traits
 - 6.3.2 Training and Development
 - 6.3.3 Academic qualifications
 - 6.3.4 Experience
- 6.4 Role of counsellor
- 6.5 Functions of a counsellor
- 6.6 Professional ethics
- 6.7 Counsellor and Teacher
- 6.8 Counsellor and Counselee relationship
- 6.9 Let Us Sum Up
- 6.10 Unit end exercise
- 6.11 Answer to check your progress
- 6.12 Suggested readings

6.0 INTRODUCTION

Counsellor occupies an important part with the teacher in the growth and development of the students in schools. Counsellor is an inspirational guide to the students. Counsellor gathers educational and occupational information to use it appropriately for the sake of the students, especially the school leaving secondary (10thStd) and Higher Secondary (12thStd) students. He has concern for the welfare of the students and leads them to bright future from the dark part of life.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- List the Qualities of a good Counsellor
- Explain the role of a Counsellor
- State the functions of a Counsellor
- Enumerate the Professional ethics of a Counsellor
- Describe the Counsellor and Counselee relationship.

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6.2 MEANING

In the process of counselling a Counsellor plays a significant role. The term Counsellor and teacher Counsellor are used interchangeably with specialists, but with this distinction; a counsellor will be one who devotes half or more of his time to guidance a teacher counsellor, one who had been relieved of atleast one class for guidance work, but who will not denote as much as half time to counsellee. The counsellor is like a gardener who prepares the soil and does everything he can to help each plant grow in its own best way.

6.3 QUALITIES OF A GOOD COUNSELLOR

The counsellor has to possess some specific qualities to make him eccentric from others and they are:

1. Sensitivity
2. Ethical Behaviour
3. Flexibility
4. Intellectual Competence
5. Acceptance
6. Understanding
7. Professional Dedication
8. Wholesome Philosophy of Life
9. Leadership
10. Health and Personal Appearance
11. Intellectual Potentialities
12. Adjusted Personality
13. Happy Interpersonal Relationship

1. Sensitivity

A counsellor should be as sensitive as possible towards the needs of his client.

2. Ethical Behaviour

The counsellor should possess integrity and ethical principles because there may be confidential matters expressed by the clients and he should not divulge it to any others except with the permission of the client.

3. Flexibility

The counsellor should never be rigid. For example, he varies his behavior remark by remark during the interview. He is alive to the change occurring in the attitude of the client and changes his behavior accordingly.

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4. Intellectual Competence

Intellectual competence is a must for any counsellor. He can relate human behavior and present events in his training and past experience.

5. Acceptance

The client turns to the counsellor for advice. He has come to seek counsellor's help. Therefore the counsellor should not reject statements but he has to accept all.

6. Understanding

The counsellor understands the client at both cognitive and affective level.

7. Professional Dedication

A counsellor must be a dedicated worker. He has loyalty and enthusiasm for the cause of education and a sense of mission. He has professional attitude.

8. Wholesome Philosophy of Life

He has an acceptable value system, important spiritual and religious convictions, interest and appreciations and faith in human nature.

9. Leadership

The counsellor should possess the leadership traits to stimulate and prompt others.

10. Health and Personal Appearance

A counsellor has a sound health and pleasing voice, a good personal, appearance, vitality and endurance.

11. Intellectual Potentialities

A Counsellor should have good practical judgement, respect for facts and common sense. He has to have a wide interest and knowledge and should be intelligent.

12. Adjusted Personality

He should also have the knowledge and idea about himself. His strengths and weaknesses should be known to him. He has an ability to take criticism and profit from mistakes. He has self-respect, self-reliance and confidence.

13. Happy Interpersonal Relationship

There should be an interrelationship between a counsellor and people who contact him. He has interest in people and in working with them. He has respect for other's deeds, feelings and attitudes. He has

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tolerance for the view-points of others. He accepts and understands people. These characteristics make his interpersonal relations happy with others.

These characteristics make a counsellor an ideal man. In the Indian conditions, no sufficient research has been done regarding the characteristics of a counsellor. But some counsellors working in schools and counsellors have insisted on the following characteristics-

1. The teacher should be a counsellor. He known all the pupils and vice versa. The pupils can well-explain about their problems.
2. The counsellor should be able to listen the client properly.
3. He should have the ability to initiate conversations with the client.
4. The cooperation of the pupils and their participation are essential for a successful counsellor. If such cooperation and participation of the pupils are absent, then it would be difficult for the counsellor to help the pupils. Sometimes, the client opposes such help. Counselling is considered as voluntary service.
5. The counsellor should respect the client. In turn, the client should also see the counsellor respectfully. In this way, the process of mutual respect goes on.
6. The counsellor should be honest in recognizing his training and limitations of the skills.
7. The counsellor should be able to attract the confidence of the pupils.
8. The counsellor should possess the ability of recognizing the merits of the client and encouraging them.
9. The counsellor should have the links with the client as a person and not as a symptom or as a problem.
10. The counsellor should be sensitive towards the problem. This sensitive of the counsellor is his important peculiarity or characteristic.

6.3.1 Personality Traits

According to Walter B.Jones the Counsellor should have the following five personality traits

1. **Breadth of Interest:** The Counsellor should be interested in various types of people, jobs and organization.
2. **Co-operation:** The Counsellor should cooperate with all the staff in a cheerful manner.

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3. **Refinement:** The Counsellor should not be over-confident but on the other hand he should be modest and humble towards the pupils.
4. **Manarism:** The Counsellor would inspite confidence in others and put others at ease.
5. **Considerateness:** The Counsellor should appreciable the difficulties of teachers, exhibit human understanding and possess real love for fellow men.

6.3.2 Training and Development:

Myers says that the Counsellor must have the following traits:

1. Good liberal education including knowledge of humanities such as Sociology, Psychology, Economics, History, Geography etc.
2. Knowledge of objectives, curriculum and methods of secondary schools.
3. Knowledge of methods of imparting occupational information.
4. Knowledge of principles of guidance.
5. Knowledge of psychological tests in guidance services.
6. Knowledge of organization of guidance services.

6.3.3 Academic Qualifications

A seminar of headmasters held in Delhi recommended the following Qualifications for Counsellor

1. M.A in psychology in B.A.,B.Ed (with guidance) or B.A., M.Ed (with guidance)
2. Diploma course in guidance.
3. Counsellor must have knowledge about personality problems testing, mental hygiene and Counselling techniques.

6.3.4 Experience

Smith requires the following six types of experiences in Counsellor.

1. Competence as a leader in guidance programme.
2. Competence as a counsellor. This includes competence in the following three directions:
 - Understanding the problems of the child.
 - Establishing a rapport with the child.
 - Helping the child to solve the problem.

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1. Competence in interpreting and using information.
2. Competence in placement and follow-up service.
3. Competence in evaluating the counselling service itself.

6.4 ROLE OF COUNSELLOR

E.G. Williamson has explained the role of a counsellor in detail in an edited book “Theories of Counselling”. This book was edited by Buford Steffire and W. Harold Grant. The summarization of role of Counsellor explained in this book is as follows-

1. To help students in changing their behaviour through learning.
2. To help students in modifying their behaviour through learning.
3. To assemble and examine information.
4. Counsellor asks questions.
5. To give suggestions.
6. To provide information to Counsellee
7. To interpret the information about the Counsellee.
8. To provide information about Counsellee Social environment.
9. To provide information regarding concepts of human behavior.
10. To provide information about the nature of ambivalent behaviour.
11. To provide information about other Psychological principles.
12. To provide information about decision making process.
13. Counsellor as an advisor.
14. Conversation of Counsellor with others.
15. To assemble information about the Counsellee.
16. To collect information regarding the relevant environment of the Counsellee.
17. To assemble Normative Data.

6.5 FUNCTIONS OF COUNSELLOR

The following are the main functions of the Counsellor

1. **Programme of guidance and its Organisation:** It includes all the services such as Vocational information service, Self-inventory service, Personal data collecting service, Counselling service, Vocational preparatory service, placement or employment service, follow up to adjustment service and research service.
2. **Orientation:** A sort of preparation includes collecting the data about sources and jobs, disseminating information to pupils and planning the activities.
3. **Data Collection:** About the individual, administering the test and analyzing the same.

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4. Interview and individual Counselling
5. Outside agencies: Contacting outside agencies like parents, guidance bureaus and employment exchange.
6. Placement and Follow-up work.

6.6 PROFESSIONAL ETHICS OF A COUNSELLOR

The main basis of counselling is the counsellor with all his professional expertise and experience helps the counselees develop the skill of getting along with others smoothly and taking decisions in accordance with their knowledge and abilities. During the Counselling process, the counsellee shares confidential matters concerning him with the counsellor, in the hope that they will not be used against him harming his interest; A counsellor who is functioning under such situations, should act responsibility in such a manner that neither the counsellee nor the society is harmed. In other words the counsellor should act strictly in accordance with the code of conduct laid down for his profession (which is otherwise known as professional ethics). Now, we shall see some of the important professional ethics of a counsellor.

1. Upholding the Professional Standards and Integrity

- a. The counsellor should always be conscious to function within the limit of his qualifications. Without attempting to handle cases which are beyond his professional expertise, he should recommend them to appropriate individuals or organisations. He should not think that he is capable of finding solutions to all kinds of problems. Before suggesting such problem cases to other individuals or agencies, he should ensure that he knows about them fully.
- b. Generally speaking, professional Counsellors should avoid giving counselling to relatives, friends and their own family members. (It is just like a doctor avoiding self-treatment for his diseases). Closer relationships tend to lower the quality of professional service rendered and injure the interests of the counselees
- c. Counsellor should specify his counselling time. He should not suggest socially unacceptable hours for taking up counselling.

2. Holding the Confidentiality of the Client

- a. It is the primary duty of the counsellor to keep the information given during counselling sessions and also the results of his tests with utmost confidentiality.
- b. Without succumbing to any pressure, the confidence reposed in him by the counsellee should be safeguarded by the

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counsellor, considering it as his professional duty. If he need arises to inform the results of the counselling process to the parents/ relatives, he should discuss the matter with the counsellee and with his consent, decide upon the information which could be divulged and also the manner of doing so. Under no circumstances, the result of counselling process should be revealed without the permission of the counsellee. This is the professional ethics which is a must for the counsellor.

- c. Even in a situation when the counsellee has to be referred to an outside agency, it is essential to get consent of the individual. He should convince the counsellee about the nature of his problem and the need for referring him to that agency and get his approval.

1. Utilizing the Information Obtained during counselling Properly for Research Purpose

Though it is true, that the confidentiality of the information obtained and findings of the tests conducted during the process of counselling should be safeguarded, there is no ban on using them properly for research and training. In the counselling work, the information the Counsellor had gathered, conclusions arrived at, experiences gained could be published in research journals or discussed in professional bodies but care should be taken remove the identification of the cases.

2. Using Appropriate Psychological Tests

- a. The counsellor, should have the capability to efficiently administer various psychological tests to gather data while offering counselling and interpret the obtained data scientifically. Choosing the appropriate psychological tests, administering them efficiently, interpreting the findings correctly and utilizing to be possessed by any Counsellor to a very high degree, without which his/her Counselling efforts will do a lot of harm to the counsellee. In India as the psychological tests available to measure different abilities and traits are few in number, choosing a suitable test is indeed a difficult task.
- b. It is very much necessary to safeguard that psychological tests do not fall in the hands of laymen or the test results get reached the non-professionals.

3. Respecting Colleagues / Organisations in the Field

- a. Those who involve themselves in counselling, should have the mental maturity to accept the information and findings of other counsellors or organizations.

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- b. When necessary, the counsellor should not hesitate to consult other experts in the field, regarding the problem of his counsellee.
- c. Counsellor, while collecting information about the counsellee should be ready to utilize all sources of information like parents, close relatives, friends and the findings in the previous counselling records, if any.

To sum up, the professional ethics (or dharma) of a counsellor are the following:

- Maintaining a high professional standard and integrity.
- Safeguarding the secrecy of the information given by the counsellee.
- Using appropriate standardized psychological tests and collecting needed information.
- Interpreting the results of psychological tests scientifically.
- Arriving at suitable solutions/ decisions from the data in hand.
- When publishing his findings and experiences in the profession, removing the personal identity of his counselees.
- Only with the consent of the counsellee, sharing of information about him with others (including parents).
- Referring problem-cases which are beyond his capabilities, to suitable agencies after ascertaining their record of previous performance.
- Respecting colleagues in the counselling service.
- Keeping counsellee's interests above all.
- Counselling hours to be fixed, keeping in mind socially acceptable timings.

6.7 COUNSELLOR AND TEACHER

In the school-setting, the functions of both the teacher and Counsellor are important. Both show interest in developing the personality of the student. Though both of them have similar qualities, duties and ethics, when compared to their respective roles, there will be marked differences.

The important similarities and differences as noted by the Centre for Guidance and Counselling, Michigan State College, are given hereunder.

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Role of the Teacher	Role of the Counsellor
Only if the teacher knows very well, about his student's educational attainment, learning abilities etc. he will be able to achieve the educational objectives and stimulate natural growth in pupils.	Counsellor can help the students to plan and reorganize their future by understanding their problems, frustrations and conflicts.
Teacher is well aware of the objectives of the syllabus, even before start teaching.	The Counsellor may not know all the details to be discussed in the interview which finds an important place in counselling. Sometimes even the counsellee may not be aware of them.
Teacher tries to transmit the essential elements of culture.	By offering help to solve the problems of the counselees, the Counsellor tries to protect their interests.
Teacher's work begin with group contact, develops into interpersonal relationship and ends in strengthening students acting in groups.	Counselling begins with face to face contact and may develop into group counselling.
Teacher faces many students at a time and he is also responsible for promoting their interests.	The counsellor handles one counsellee at a time and attends to his welfare.
Teacher directly interacts with children to fulfill his duties.	The Counsellor has vast scope for enlisting the help of many others and acting through them. For example, in the school situation, he will enlist the co-operation of the head master, other teachers, staff of the employment exchange and voluntary organizations and work with them.
To gather information about the students, the teacher uses many tools like observation, rating scale, achievement tests, interview etc. though interview is used to a small extent.	Counsellor mostly uses the interview technique to find the nature and problems of the person who comes to him seeking his service.
Teacher makes use of test and school records to improve the learning of students.	Counsellor, to findout the causes for the problems of the counselees, uses Psychological Tests, Records, Interest Inventory, Questionnaire, Rating Scale, Attitude Scale etc.

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Teacher begins his classroom teaching by motivating the students. He completes his work by giving assignments / homework.	The first step in counselling is establishing 'rapport' with the counsellee in the first interview itself.
Teacher-student relationship seems to be a completed one, as the students have to sit before the teacher and listen.	Counsellee volunteers to receive Counselling. He hopes the Counsellor will help him to get over his problem. It is a voluntary relationship.
Generally, the students handled by the teacher are mostly well-adjusted and happy.	Most of the Counsellees, who approach the Counsellor, may be having frustration or conflict; they may appear to have lost peace of mind, upset with failure and lacking in self-confidence.
Teacher evinces interest in the daily progress and steady improvement of his student.	Counsellor pays attention to solving the immediate problems of counselees and is interested in deciding about suitable choices. He helps the counsellee in framing long term plans.
Teacher develops various teaching skills to improve his teaching.	To shine as a proficient Counsellor, he should develop skills used by Psychiatrists, Clinical Psychologists, Test Technicians and Occupational information specialists.

CHECK YOUR PROGRESS

Notes:

- a. Write your answers in the space given below
 - b. Compare your answers with those given at the end of the unit
1. _____ is a systematic collection of facts about the counsellee's past and present life.
 2. State any three skills of Counselling
 3. Values that determine the counsellor's behaviour are called as _____
 4. Indicate whether the following statements are true or false.
 5. The teacher is a good counsellor

6.8 COUNSELLOR AND COUNSELLEE RELATIONSHIP

In the counselling process, the counsellee is the most important factor. The process of counselling is always counsellee-centred. The

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activities of counselling are related to the counsellee. The efficiency of a Counsellor is evaluated in term of the growth and development of counsellee, all the technique and tools of counselling are used to collect the information about the different aspect of the counsels. The success of a counsellor depends on the comprehensive information collected about the counsellee.

Robinson's view point about the Counsellee

Robinson expressed his point of view in three context about the counsellee which are as follows:

- 1) Readiness of student-counsellee
- 2) Increasing the insight into the problem, and
- 3) Growth of counselee

Robinson has given three basic principles about counsellor behaviour-

1. The counsellor should create such situation so that the counsellee may begin to discuss his problems.
2. The counsellor has to general the situations, so that the counsellee can come closer to him. The Counsellor may develop confidence and faith in him.
3. The counsellor should develop insight about the counsellee adjustment. He should also provide awareness about maladjustment of the counsellee

The counsellee is seeking self-realization, self-actualization, he is hoping to make his life more complete and satisfying. He has the capacity within himself to do this. The counsellor wants to make the life of counsellee comfortable and progressive and intends to make him perfect man. While considering a person as counsellee, the following questions come in our mind.

1. What type of person he is?
2. What are his problems?
3. What are his norms and ideals about self, society and culture?
4. What are the motivators of the person?

The answers will be helpful for providing appropriate Counselling. For effective Counselling, the relationship of Counsellor and Counsellee are important.

6.9 LET US SUM UP

In this unit, you have learnt who is Counsellor and their Qualities. In regard to their Qualification, their personality traits, training and development, Academic Qualifications and experience are discussed in a nutshell. The role of a Counsellor and their Professional ethics are also

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dealt clearly. The difference between Counsellor and teacher are studied in an elaborate way.

6.10 UNIT END EXERCISE

1. Discuss the role of a Counsellor.
2. Explain the Qualities of a good Counsellor
3. Define the following
 1. Counsellor
 2. Counsellee
4. State the difference between Counsellor and teacher.
5. List the Qualification of a Counsellor.

6.11 ANSWER TO CHECK YOUR PROGRESS

1. Case History
2.
 - Listening
 - Questioning
 - Communicating
3. Professional Ethics
4. True

6.12 SUGGESTED READINGS

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UNIT – VII TESTING DEVICES IN GUIDANCE

*Testing Devices in
Guidance*

NOTES

STRUCTURE

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Testing devices in guidance
 - 7.2.1 Intelligence test
 - 7.2.2 Aptitude test
 - 7.2.3 Achievement test
 - 7.2.4 Attitude Scales
 - 7.2.5 Interest inventory
 - 7.2.6 Personality test
 - 7.2.7 Creativity tests
- 7.3 Let us Sum Up
- 7.4 Unit End Exercise
- 7.5 Answer to Check Your Progress
- 7.6 Suggested Readings

7.0 INTRODUCTION

In guidance and Counselling programmes, information regarding the strengths and weakness of the students is of paramount importance. Information is obtained by using standardized tests and non-standardized tests. These technique provide information useful in the understanding and diagnosis of the counselle's problems. Aptitude tests, achievement tests, interest inventories are some standardized techniques. As the name suggests, they are standard and they are highly reliable and valid. Some of the non-standardised tools of guidance are Questionnaire, Observation, Sociometry, autobiography, rating scales, anecdotal record, case study, cumulative record and interview. In this Unit you are going to learn only about Standardised tools of guidance.

7.1 OBJECTIVES

After going through this unit you will be able to:

- Describe Intelligent tests
- Explain the characteristics of aptitude tests.
- Describe achievement tests.
- Explain Interest Inventory.
- Describe the testing devices in guidance

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7.2 TESTING DEVICES IN GUIDANCE

The various testing devices in Guidance are summed below:

7.2.1 Intelligence Tests

Intelligence is a general capacity or potential for learning. According to Cleary, Humphrey's Kendrick and Wesman (1975) 'intelligence is the entire repertoire of acquired skills, knowledge, learning sets and generalization tendencies considered intellectual in nature that are available at any one period in time'. Thus it can be said that intelligence includes problem –solving ability, verbal ability, and social competence.

Jensen (1985) suggested that the standard tests of intelligence reflect individual differences in the speed and efficiency to basic cognitive processes more than they reflect differences in the information content to which test takers have been exposed.

Eg. Cognitive ability test, differential aptitude test (DAT). The differential aptitude test has eight subjects verbal reasoning (VR), numerical ability (NA), abstract reasoning (AR), clerical speed and accuracy (CSA), mechanical reasoning (MR) space relations (SR), spelling (SP) and Language usage (LU), Here, VR + NA interpreted as a measure of general scholastic aptitude. The sub scores on DAT predict the different abilities of an individual.

Uses

- It helps teacher to decide on instructional material to be used in the class or for an individual.
- It can be used in forecasting of future area of study or career.
- It can be used in vocational. Educational, personal guidance.
- It can be also used for selecting an individual for a job.

Limitations

- Intelligence measures are not very stable in childhood.
- Specialized training required for administering the test.

7.2.2 Aptitude Tests

Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities. Often these natural abilities are looked at a relationship to a person's readiness to learn or their suitability for a particular career. For example, in order to be Successful architect, one must possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand. So, aptitude may be defined as a trait that characterizes an individual's ability to perform in an area or to acquire the learning necessary for performance in a given area. It presumes an inherent or

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native ability that can be developed to its maximum through learning or other experiences. However, it cannot be expanded beyond a certain point, even by learning. Although that may be a debatable concept, it is stated here as a basis on which aptitude tests are developed. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

Aptitude tests may potentially be used by Counsellors and others because.

- They may identify potential abilities of which the individual is not aware;
- They may encourage the development of special or potential abilities of a given individual.
- They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives;
- They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate; and
- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

Types of Aptitude Tests

There are different types of aptitude tests. Some of them are single aptitude tests like tests of mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests covering a group of related abilities are necessary for performing in an occupation like becoming a mechanic, clerk, teacher, musician etc. Another type of aptitude test is work sample aptitude test. It requires the individual to perform all or part of a given job under the conditions that exist on the job. An example of a work sample test for the job of automobile mechanic is to repair a faulty carburetor. Besides this, there are differential tests Batteries as well. A commonly know differential Aptitude Tests (DAT). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and accuracy, mechanical reasoning, language usage, spelling, grammar occupations. Such test batteries can give comprehensive information about the relative

Picture of the student's specific abilities. Administration of total battery can prove to be costly in terms of time but one can make selective use of certain sub tests. For example, a student trying to explore whether s/he will have the required aptitude to go to engineering, may not be required to take tests like clerical speed, language usage, grammatical or verbal reasoning tests but may be required to take numerical abstract and spatial reasoning tests. Most of the batteries of tests available for

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assessment of aptitude at school stage are in the form of test batteries consisting of the underlying abilities required for success in different occupations rather than direct assessment of job aptitudes.

Caution in the use of Aptitude Test Data:

- It is important that Counsellors select and use aptitude tests carefully, keeping in view the student’s / clients needs. If aptitude test data must be used, it should be used along with previous achievement data, present interests, leisure time activities and work habits etc. in order to guide the students into various occupational possibilities.
- The aptitude test samples certain abilities of the individual and helps to find what he/she can do now and how well it can be done further. On the basis of present performance, estimate of his/her future achievement is inferred which is in terms of probability only.
- It may also be kept in mind that aptitude tests score only provide leads or suggestions or to help in career planning and do not automatically match individuals to suitable Courses or studies, and occupations. These are factors like willingness, hard work, that contribute to or one’s success in a career which are not measured by aptitude tests.

7.2.3 Achievement Tests

Achievement test can be defined as the test which is designed to measure the degree of student’s learning in specific subject area. The achievement tests can be teacher made or standardized. The difference in the standardized & teacher made achievement test is given below.

Characteristics	Teacher made achievement tests	Standardized Achievement tests
Direction for administration & scoring Content	Direction of administration is not Specified Content is decided by teacher Content is decided by teacher	Specific instructions for administration & scoring are given. Content is determined after Extensive investigation of curriculum and decided by the subject experts
Construction of a test Reliability Purpose & use	May not be very systematic Generally not known Best suited for measuring particular objectives set by teacher.	Developers use meticulous construction procedure. Usually have very high ,reliability. Best suited for measuring broader curriculum Objectives.

Classification of standardized achievement test

The standardized achievement tests are classified into

- a. Standardized performance tests
- b. Standardized diagnostic tests.
- c. Criterion-reference standardized achievement test. Performance tests measure the student's achievement in a single subject. Diagnostic tests are constructed to identify the student's learning difficulties.

Criterion-referenced tests have been deliberately constructed tests have been deliberately constructed to yield measurement that are directly interpretable in terms of specific performance standards.

Uses:

- It helps is provide information about the extent of learning and the rate of learning.
- It gives the relative performance of an individual in a class.
- It helps to identify strengths and weakness of student in various subjects.

Limitation

- Teacher made achievement tests are unable to provide correct information.
- There are other factors like motivation, fatigue, mood which can influence the achievement.
- They are not very reliable in predicting job success, job satisfaction.
- They give picture of only cognitive development. It does not give any idea about emotional quotient and other personality traits.

7.2.4 Attitude Tests

Attitudes are expressions of how much we like or dislike various things. We tend to approach and seek out to be associated with things we like, we avoid, shun or reject things we do not like. Attitude represents our evaluations and performance towards a wide variety of objects, events, persons, and situations. The defining characteristics of attitudes is that they express evaluations along the lines of liking-disliking, pro-anti, favoring - disfavoring or positive - negative (Petty and Cacippo, 1981). By restricting the term attitude to evaluation, we distinguish attitudes from beliefs or opinions. Attitude includes certain aspects of personality as interests, appreciations and social conduct. Attitudes are learnt, they are adopted. They have aspects as directions, intensity etc. in the following section we will know how attitudes tested.

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Types of Attitude Scales

Attitudes need to be tested because our social life depends on some desirable attitudes. The successes in certain vocations also depends on some attitudes. Attitudes can be tested through various techniques. Various scaling techniques have led to the development of different types of attitude scales which provide quick and convenient measure of attitudes. However, the 'method of equal appearing intervals' and 'method of summative ratings' have been extensively used in attitude or opinion research. The attitude scales which are developed using these scaling techniques consists of a number of carefully edited and selected items called 'statements'. The method of 'equal - appearing intervals' was originally developed by Thurstone and Chave. The attitude score of an individual obtained by this method has an absolute interpretation in terms of the psychological continuum of scale value of the statements making up the sale. If this score falls in the middle range of the psychological continuum, the attitude of the individual is described as "neutral". If it falls towards the favourable end of the continuum, it is described as "favourable" and if it falls towards the unfavourable ends, it is described as "unfavourable". In the "method" of summated ratings developed by Likert, the item sore is obtained by assigning arbitrary weights of 5, 4, 3, 2 and 1 for Strongly Agree (SA), Agree (A), Undecided (U), Disagree(D) and Strongly Disagree (SD) for the statements favouring a point of view. On the other hand, the scoring weights of 1, 2, 3, 4, and 5 are used for the respective responses for statements opposing this point of view. An individual's score on a particular attitude scale is the sum of his rating on all the items. In addition to the above two scales, there some more techniques, such as, Error Choice Technique, Free Response Technique, Paired Comparisons, Opinion Polling or Surveying, diaries, auto-biographic etc. used for testing attitude.

Uses :

Attitude scales are used to measure the degree of positive or negative feeling associated with any slogan, person, institution, religion, political party etc. Attitude scales are also used in public opinion surveys in order to make some important and crucial decisions. Educationists, for example, conduct opinion surveys to find out how people feel about educational issues.

7.2.5 Interest Inventory

In determining the educational and vocational success of an individual, interest is an important factor. The term interest is from Latin, which means 'it matters' or 'it concerns'. And so interest in a particular aspect for an individual matters much.

Strong defined interest as "the total sum of likes and dislikes for a wide range of stimulus objects and activities."

Characteristics

1. Interest are shaped by both hereditary and environmental factors.
2. Generally speaking there is some relationship between interest and ability.
3. There is some relationship between vocational and educational interests.
4. The interest of the individuals tend to become less varied with increasing age.

Interest Measurement

In order to measure interests in vocations, in academic courses and subjects, in curricular and social activities, certain interest inventories have been organized. Some of these are given as under:

1. Strong Vocational Interest Blank (SVIB)
2. Kuder Preference Record Vocational (KPR)

Uses

Interest Inventories are used for the following two purposes

- a. Providing Vocational guidance.
- b. Selecting suitable persons for job.
- c. It gives idea about liking of students for activities, subjects etc. which is helpful teacher indecision making.
- d. It motivates individual to action
- e. It provides valuable information to Counsellor

7.2.6 Personality Test

Personality can be defined as the individual's unique pattern of traits; the pattern that distinguishes him as an individual and amounts for his unique and relatively consistent way of interacting with his environment. The tools used to study and understand Personality are as follows:

- Structured self reporting inventory
- Problem checklists
- General adjustment inventory
- Auto biography
- Sociometric peer perception
- Cumulative records
- Projective tests

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Uses

- It helps to understand individuals
- It provides information about individual
- The information can be used by teacher to develop an individual personality at its fullest.

Limitations

- Most tests have inadequate norms
- Trained qualified person only should interpret the information.

7.2.7 Creativity tests

It is a special type of ability which is referred as creative thinking or divergent thinking abilities. According to Guilford creative thinking is divergent thinking.

According to James Rhodes, “Creativity is an act of two parts. The first part consists of getting an idea and the second part involves articulating, that is putting each idea into form.” The different steps in creativity are

1. Preparation
2. Incubation
3. Illumination
4. Verification

The four stages represents a scientific and systematic way of analyzing the ideas for a higher creative process.

Various tests of creativity have been constructed for measuring creative abilities. Some important tests have been listed here:

1. Guilford’s Creative Test (1959)
2. Torrance Test of Creative thinking (1966)
3. Flangan’s Ingenuity Test (1966) and
4. Baqur Mehndi’s Test of Creative thinking (1973) etc.,

Creativity is more important than intellectual abilities incorporating in the educative process. A teacher should understand the nature of creativity by measuring it.

USES

- It increases the speed of Thinking.
- It focuses towards the objectives.
- It encourages every one’s involvement towards the goal.
- It encourages fair recognition to all contributors.
- It involves in constructive criticism.

- It increases creative thinking.

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. Define Aptitude
2. What are the methods of measuring interests?
3. Write whether the following statements are True/False
 - i) Aptitude cannot be acquired.
 - ii) IQ is positively correlated with the people in professional carriers.

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7.3 LET US SUM UP

In this Unit, you had learnt the testing devices in guidance such as Intelligence Test, Aptitude test, Achievement test, Attitude Scales, Interest Inventory, Personality test and Creativity tests. These tests are also referred as Standardized test.

7.4 UNIT END EXERCISE

- 1.0 Name some testing devices in Guidance.
- 2.0 Explain the testing devices in guidance.
- 3.0 What are the characteristics of creative thinker?
- 4.0 Elaborate on personality and creative test.

7.5 ANSWER TO CHECK YOUR PROGRESS

1. Aptitude is a measure of probability of success of an individual. With training in a certain type of situation, a job, in school or in such activities as in games or learning a new art.
2.
 - By observing students
 - Individual talk to the Counsellor
 - Use of measuring instruments
 - Use of inventories
3.
 - FALSE
 - TRUE

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7.6 SUGGESTED READINGS

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UNIT – VIII NON-TESTING DEVICES IN GUIDANCE

*Non-Testing Devices in
Guidance*

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STRUCTURE

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Non- testing devices in guidance
 - 8.2.1 Questionnaire
 - 8.2.2 Observation
 - 8.2.3 Sociometry
 - 8.2.4 Autobiography
 - 8.2.5 Rating Scales
 - 8.2.6 Anecdotal Record
 - 8.2.7 Case Study
 - 8.2.8 Cumulative Record
- 8.3 Role Of Information And Communication Technology (ICT)
In Testing And Non-Testing Devices In Guidance
- 8.4 Let us sum up
- 8.5 Unit end exercises
- 8.6 Answer to check your progress
- 8.7 Suggested readings

8.0 INTRODUCTION

You have read in the previous unit about the uses of Testing Devices in Guidance.

In this unit, you will read about qualitative assessment tools which are the Non Testing Devices in Guidance. There are a number of standard techniques used to form a qualitative assessment. Observation, Questionnaire, Sociometry, Case study, Cumulative records, Rating scales, Autobiography etc. are all sources of data in qualitative. You will study in this unit how the techniques of sociometry, case study, cumulative record, autobiography, observation are used for qualitative assessment to develop a holistic view of the client.

8.1 OBJECTIVES

After going through this unit you will be able to:

- Describe questionnaire and its types
- Explain the utility of Observation.
- Describe the importance of Sociometric and Sociogram.

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- Explain Autobiography.
- List the various elements of Case study
- Describe the role of ICT in testing and Non testing devices in Guidance

8.2 NON- TESTING DEVICES IN GUIDANCE

The various Non-testing devices in Guidance are summed below:

8.2.1 QUESTIONNAIRE

Introduction

No survey can achieve success without a well-designed questionnaire. Unfortunately, questionnaire design has no theoretical base to guide the marketing researcher in developing a flawless questionnaire. Hence, questionnaire design is more of an art than a science.

Meaning

A systematic compilation of questions that are submitted to a sample from which information is desired. A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondent (s) are presumed to have the knowledge.

Characteristics

- Significant task
- Seeks information
- Short and Comprehensive
- Clear and Complete direction
- Objective Qs-well worded and specific

Types

The questions in a questionnaire are basically of two types

1. Structured (closed) and
2. Unstructured (open).

The closed type question requires the answer in the form 'yes' or 'no' or in a limited number of given choices. The open type questionnaire is time consuming and requires special skill in interpreting the responses. The close type questionnaire can be easily scored, interpreted and is more objective. Questions should be few in number and simple to be understood and answered. They should directly cover the information.

Questionnaire design: steps

There are nine steps involved in the development of a questionnaire:

1. Decide the information required.
2. Define the target respondents.
3. Choose the method(s) of reaching your target respondents.
4. Decide on question content.
5. Develop the question wording.
6. Put questions into a meaningful order and format.
7. Check the length of the questionnaire.
8. Pre-test the questionnaire.
9. Develop the final survey form

Advantages

- Less expensive and less time consuming
- Can be administered to a large group
- Focuses attention to significant items
- Tools for depth study
- Responses by self, therefore, validity to responses
- Less pressure for immediate response

Limitations

- Not useful for illiterates and children
- If Questions are misinterpreted, nothing can be done
- Some avoid giving views on controversial issues in writing
- Chance of wastage of time. Unnecessary Questions
- Depends on willingness and honesty of interviewee
- Cannot be used in group situations
- Time restriction for answering

8.2.2 Observation

Observation is the most direct method of learning about the development of children. Since it requires focus on the child's behaviour, observation allows the Counsellor to know the child as a unique individual, rather than as a member of a group. One of the most accurate ways to learn about children is to observe them in their daily activities. It requires systematic and rigorous observation, which involves far more than just being present and looking around. To understand fully the complexities of many situations, direct participation and observation of the student/client is considered one of the best approaches.

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What to Observe

Observation is often used by teachers to understand the cognitive, affective, and motor development of children. What kind of individual actions are important for a Counsellor to observe and record, what has to be observed would depend a lot on the problem faced by the client, no exclusive list of indicators can be given.

How to Observe

Systematic and objective observation requires preparation and training. Training includes how to write descriptively, recording field notes, using method for validating observations. Preparation for observation has mental, physical, intellectual and psychological dimensions. The quality of information gathered from observation can be increased with training in the observer's skills. The observer must know what to look for, how to record desired information and how to explain the behaviour. The accuracy, validity and reliability of observations can be improved through rigorous training and careful preparation.

Meaning

The word "observation" has been derived from the Latin word "observe" which means "to keep open". Observation has been explained as "Measurement without using any instrument or device". For example, the external behavioural pattern of a child who is not brought up by his parents will differ from other children in his /her dressing habits, nail-biting, being alone etc.,

Types

1. Natural observation
2. Participant observation

Advantages

1. We study the mind of a person by external behavior
2. We can study the heredity and the environment effects on the child since the findings of this method are always systematic, reliable, planned, and specific.
3. It is economical and flexible.

Disadvantages

1. It is elongated and time consuming
2. Personal bias of the observer affects the observation
3. It is not possible to observe what is happening in the minds of others

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8.2.3 Sociometry

Sociometry is a branch of Sociology which studies social relationships and attitudes of members in a group. These are useful to find out attraction and repulsion among the various groups or with the members of a group. According to Helen Jennings, "Sociometry may be described as a means of presenting simply and graphically the entire structure of relations existing at a given time among the members of a given group. The sociometric device was popularized by J.L. Moreno.

Example :

Name _____ Date _____

Some new arrangements will be made for sitting, working in small groups, and playing group games. I would like to know the names of those children you would like to sit with, to play with you and to work with you. You may choose anyone in your class you wish, including those students who are absent. Your choices will not be seen by any one else. Make the choices carefully so that the groups can be arranged the way you really want them. At times it is not possible to give everyone their first choice so make sure you give three choices for each question. I would choose to sit with those children.

I would choose to sit with these children.

1. _____ 2. _____ 3. _____

I would choose to work with these children.

1. _____ 2. _____ 3. _____

I would choose to play with these children.

1. _____ 2. _____ 3. _____

As you may have observed, that given example illustrates some important principles of sociometric choice, these are :

1. The choices should be real choices that are natural part of classroom activities.
2. The basis of choice and restrictions on the choices made should be indicated clearly. I
3. All students should be equally free to participate in the activity.
4. Choices made by the students should be kept confidential.

Although some differences in choice can be from one situation to another, a large element of social acceptance runs through all the choices. It is suggested by sociometric experts that negative choices should be avoided unless absolutely essential. Questions such as —Whom they would not want as comparison may disturb both the group morale and the emotional development of students / client.

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It is important to keep in mind that the number of choices made by the student is restricted. Two or three choices for each activity is considered as a suitable number for children otherwise they find it difficult to discriminate when number of choices is large.

Sociogram

Social relationship among the members of a group is liable for change and not permanent. In the group at a given point of time, one or two may be liked by all; some will be liked by many; and a few will be avoided by others. To find out such a pattern of social relationship existing in a group, J.L. Moreno popularized the sociometric technique called 'Sociogram'. The sociometric data is provided in the form of a sociogram which shows attractions and repulsions within a group and helps the teacher and the counsellor in discovering the problems of students in relation to the group.

8.2.4 Autobiography

Meaning

Autobiography means life sketch written by a person himself. In autobiography, descriptions regarding a person's past and present moments are given. If Psychologists want, they can give different titles to the autobiography. A person describes his own aims of life, achievements, interests, desires, events and reactions etc. with a touch of reality in the autobiography.

Advantages

1. Autobiography presents a complete picture of a person because an autobiography includes various aspects of an individual i.e. social, educational and psychological aspects.
2. Autobiography provides insight to the pupils they are to express their own side.
3. After writing autobiography, the writer or pupil becomes tense-free.

Disadvantages

1. Sometimes, a person or a pupil express his abilities in excess.
2. In autobiography a person tries to hide his shortcomings too.
3. Sometimes many autobiographies are full of useless matter.
4. Due to language problem, a person or a pupil fails to express his views properly.

8.2.5 Rating Scale

Meaning

Rating scales equip a methodical operation for obtaining and reporting judgement of the observer whereas anecdotal records provide

only an unstructured description of behaviour. Ruth strange rightly observes that “Rating is the directed observation”

Types

1. Numerical rating scale
2. Graphic rating scale
3. Descriptive graphic rating scale

Errors in rating

1. Personal basis
2. Halo effect
3. Logical error

Advantages

1. The parents are given complete reports
2. Helpful in locating the problems of children
3. Employers make use of it to confirm the recommendations
4. This information supplements other information about the individual

Disadvantages

1. All the characteristics qualities cannot be rated, which is impossible.
2. Subjectivity in assessment.
3. May be some raters rate generously and liberally.
4. It is not possible to rate all the students.

8.2.6 Anecdotal record

Meaning:

Anecdotal record is “a factual description of the meaningful incidents and events which teacher has observed”.

Anecdotal record: Format

1. Name of pupil observed:
2. Class:
3. Name of the school:
4. Observer:
5. Date and place:
6. Objective description:
7. Place:
8. Comment:

Advantages

1. Provision of record or account of actual behaviour in natural situations.

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2. They provide a check on other evaluation techniques
3. Exceptional but significant events are evidenced through anecdotal records.
4. Anecdotal records can be used for very young children as well as children lacking in basic communications skills.

Disadvantages

1. The time needed for this task is too high and so it is considered as a time consuming task.
2. The teacher and the guidance worker have to devote much time to maintain an adequate and continuous anecdotal record.
3. Getting an anecdote or adequate sample of behaviour is often complicated.

8.2.7 Case Study

Every individual is a unique creation of nature. The individuals vary in perceptions, interests, attitude, beliefs and so on. Many times it becomes essential to guide an individual separately and for that one must understand the individual in totality. The method used to study an individual or an institution in totality is a case study. The essential elements of a case study are

- a) Diagnosis
- b) Treatment
- c) Follow-up

Let's study how a case method can be implemented

- a. Symptoms: One must gather the information, which indicate that the child is a problem case. This includes the information like chronological age, marks obtained, instances of misconduct, absenteeism, habits etc. It is very necessary to verify the information.
- b. Examination: Collect more information about health, education, psychology, family set up.
- c. Health and physical history
- d. School history
- e. Family history
- f. Social history and social contacts. On the basis of verification of the information collected the Counsellor analyses and diagnose the problem. Then the treatment is decided on the intensity of the problem. The follow-up is done continuously to study the improvement in an individual.

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Uses

- It helps in the individual guidance.
- It gives in depth information about an individual
- It can be used in diagnosing the problem.
- The information can be used to suggest remedies.

Limitations

- It should be carried out with great care
- The information must be interpreted carefully.
- The information verification is very necessary.

8.2.8 Cumulative record:

Meaning

Cumulative record in one document which contain the history of the child from the day he enters school i.e. may be pre-primary or primary class, till he leaves the school finally, normally after passing the high or senior secondary examination. If any student changes the school, the cumulative record is transferred along with him. It continues to travel with the child till his education is completed.

Types

1. The single card type
2. The pocket type
3. The folder type
4. The booklet type

Information included in cumulative record:

1. Identification of data
2. Environmental and background data
3. Physical data
4. Scholastic achievement data
5. Achievements in co-curricular activities
6. Psychological data
7. Educational and vocational data

Uses

1. This record gives a complete frame of a pupil's present state and predicts his future in some way or the other.
2. It helps to discover the strengths, weakness, and special abilities of the pupil.
3. If the student changes his institution, the records will be useful to new authorities to know the information about him.
4. The cumulative record helps the Counsellor to find out the aptitudes as well as the attitudes of the individual.

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Disadvantages

1. Sometimes good care is not taken in recording the information accurately and objectively.

It has been observed that the cumulative record files are not properly maintained and due to carelessness they are not available.

CHECK YOUR PROGRESS

- Notes:
- a. Write your answers in the space given below
 - b. Compare your answers with those given at the end of the unit.

1. Uses of Sociometric techniques
2. Cautions in using Case-study.
3. Characteristics of a good Cumulative Record
4. **Fill in the blanks with appropriate answer given below.**
 - a) Sociometry is a method for evaluating the _____ of an individual and the _____ of a group.
 - b) Peer appraisal technique like sociometric procedures are especially useful in evaluating _____ development.
 - c) Sociometry is based on student's _____ of comparisons for some activity.
 - d) In order to organize and classroom groups, teachers can make use of _____ technique to know this group structure.

Options:

- (a) Sociometric (b) Personal – Social (c) Social acceptance, social structure (d) Choices

8.3 ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TESTING AND NON-TESTING DEVICES IN GUIDANCE

IT was limited only to the textual mode of transmission of information with ease and fast. But the information not only in textual form but in audio, video or any other media is also to be transmitted to the users. Thus, the ICT = IT + Other media. It has opened new avenues, like, Online learning, e-learning, Virtual University, e-coaching, e-education, e-journal, etc. Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost effective. It provides e-mail facility also. One can access it anywhere. It will be cost effective. The ICT brings more rich material in the classrooms and libraries for the teachers and students. It has provided opportunity for the learner to use

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maximum senses to get the information. It has broken the monotony and provided variety in the teaching – learning situation. ICT acts as a boon in testing and non-testing devices in Guidance. It opens up various avenues such as

- Diagnostic Testing
- Evaluation
- Psychological Testing

USE OF ICT IN DIAGNOSTIC TESTING

Computer Based Diagnostic Tests work well and helped the teachers as well as students in identifying the gray area of each and every student. This can be put on the website of the school and the student can access it from home also. The student can prepare the topic / chapter and can take the test to find exactly what he has not understood? The teacher cannot do this manually. The student progress can be monitored and his performance can be improved. This will develop confidence in students and may change their attitude towards the subject. It may also help in reducing the suicidal tendency among students. Students may start enjoying learning. Further, the following are the main advantages of Computer Based Diagnostic Test.

- They do not require any special setting or arrangement. The only requirement is computer systems and software.
- The student can use it even from home if made available on school website.
- They do not need any special assistance from teacher. Unlike the paper-pencil test, it does not require paper setting and paper correction on the part of the teacher.
- It saves time on the part of the teacher and students.
- The feedback is given immediately after the test is over, which gives an intrinsic reinforcement to the student.
- The student finds it more interesting and motivating as compared to the paper-pencil diagnostic test.
- It can be updated from time to time.
- It is economical in terms of money as it requires only one time investment.

USE OF ICT IN EVALUATION

At present the paper pencil tests are conducted for evaluating the academic performance of students. These tests are conducted in the group setting. The content coverage is poor and students cannot use them at their own. These tests are evaluated by the teachers and they may not give feedback immediately to each and every student. It may be due to

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this that students are unable to know their weakness and do not make any attempt to improve upon them. The ICT can be made use in the evaluation. One such attempt has been made by Sansanwal and Dahiya (2006) who developed Computer Based Test in Research Methodology and Statistics. It has been titled as Test your Understanding: Research Methods and Statistics. This test can be used by individual student to evaluate his learning. The student can instantaneously get the feedback about the status of his understanding. If the answer is wrong, he even can get the correct answer. It goes a long way in improving the learning and teacher has no role to play in it. It is left up to students to use it. Such tests can be uploaded on the website for wider use. The students from other institutes can also make use of it. Not only the students even the teachers can also use it to assess their own understanding of the subject. If used by teachers before teaching the topic, they can prepare the topic properly. Such software can be used for internal assessment. Thus, ICT can be used to improve the quality of pre as well as in-service teacher's training.

USE OF ICT IN PSYCHOLOGICAL TESTING

There are individual differences. Through research some correlates of academic achievement have been studied. Rarely this information is used by school / college teachers. Many of them even do not know about such researches. Even if they know, they do not make use of it at the time of forming the groups for different academic activities. One of the major reasons is that the school / college does not have a trained psychologists who can assess the students on some of the correlates of academic achievement. Further, the psychological testing is laborious and involves money and time. Even the appropriate psychological tests are not available. This is the age of digital technology. It can be used to digitalize all the psychological tests including the scoring and evaluation. The same may be available on the website and students and teachers can use them whenever required. Even student can use it individually and can share the result with the teacher who can help the student to improve his academic performance. The digitalized psychological tests will be easy to use and economical also. Thus ICT can be used in psychological testing also.

Use of ICT in programme planning and the delivery of Guidance

Most guidance counsellors used ICT for word-processing and to aid students in accessing information, particularly through the internet. In a few instances the combined use of a laptop computer, data projector and presentation software enabled the display and analysis of current information in a manner that highlighted the information without obvious intrusion by the technology. Similarly, a small number of guidance counsellors have sound knowledge to use computer and had established systems for programme planning and for recording and processing such

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information as test results, subject options, student tracking, and minute-keeping etc.

- Most guidance counsellors use ICT for word-processing and accessing information
- A small number of guidance counsellors have established computer systems for the administrative aspects of their guidance work
- Most students feel competent or very competent in the use of ICT to access information
- Access to ICT for group work is limited in a small number of schools
- A higher proportion of students in small schools than in larger schools report that they are not competent in the use of ICT to access information.

Besides all these factors ICT acts as a boon to measure the various testing devices in Guidance such as Intelligence test, Aptitude test, Achievement test, Personality & creativity tests. Moreover the time and money is saved in preparing the questionnaire, recording of observation, Conducting sociometry, Preparation of case study, Maintenance of cumulative record which have become quite easier through ICT. It helps in non-testing devices in Guidance too.

8.4 LET US SUM UP

In this Unit, you had learnt the various non-testing devices in guidance such as Questionnaire, Observation, Sociometry, Autobiography, Rating Scales, Anecdotal Record, Case study and Cumulative Record. These tests are also referred as Non-Standardized test.

8.5 UNIT END EXERCISE

1. Name some Non-testing devices in Guidance.
2. What is a Questionnaire? Write its advantages and disadvantages.
3. How do you apply Observation method in your class?
4. Explain autobiography method with an example.
5. Compare Case study method with interview.
6. Explain the Non-testing devices in guidance.
7. State the role ICT in Testing and Non-testing devices in Guidance.

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8.6 ANSWER TO CHECK YOUR PROGRESS

1. By being descriptive in taking field notes (anecdotal records, critical incidents)
 - By gathering information from different perspectives (client, peer, parents, teachers etc.)
 - By cross validating and triangulating data from different sources such as observation, interview, documents etc. and by using more than one investigator.
 - By presenting the views of the people, their experiences in their own words.
 - By separating description from interpretation and judgment.
2. Elaborate on the following points
 - A good case study is always concerned with the individual's past, present and future i.e. it should provide complete view of an clients life.
 - A case study should be dynamic and longitudinal and not static or cross-sectional. It should provide all the necessary information to plan remediation and it should provide scope to review the effects of remediation programme.
 - The focus of case study should vary widely i.e. it may focus on whole individual or small selected segment of an individual or client such as aggressive behaviour of the individual or client.
3. Indicate the relationship scholastic attainment and the mental abilities
 - In classifying pupils in accordance with scholastic aptitudes and mental abilities.
 - Help in identification of students who need individual attention, remedial teaching, enrichment teaching etc.
 - Helps the teachers in writing reports about individual students.
4. a) - c
b) - b
c) - d
d) - a

4.9 SUGGESTED READINGS

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*Non-Testing Devices in
Guidance*

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UNIT – IX THEORIES OF VOCATIONAL GUIDANCE

STRUCTURE

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Theories of Vocational Guidance
 - 9.2.1 Ginzberg's Theory
 - 9.2.2 Holland's Theory of Vocational Choice
 - 9.2.3 Super Vocational Choice Theory
 - 9.2.4 Havighurst Theory of vocational Choice
 - 9.2.5 Structural Theory
- 9.3 Essential aspects of an occupation
- 9.4 Various sources of Vocational information
- 9.5 Let us sum up
- 9.6 Unit end exercise
- 9.7 Answer to check your progress
- 9.8 Suggested Readings

9.0 INTRODUCTION

The vocational guidance is more psychological whereas educational guidance is more social and less psychological. The vocational guidance dominates educational guidance. Vocational guidance is an assistance to a person regarding some vocation. According to Roberts, "Vocational guidance is concerned with the problems and techniques involved in choosing an occupation and in becoming adjusted in it." The major problems of vocational guidance are related to occupational choice or vocational choice. The educational guidance problems are also related to courses or subjects choices and learning difficulties. The interests and aptitudes of person are basis for vocational choices where abilities and scholastic aptitudes of a student are the basis for the subject choice.

If we try get vocational guidance without having educational guidance, such guidance would not be useful at that moment. Similarly, if we desire educational guidance without expecting the vocational guidance, then the educational guidance alone may provide directionlessness to the person and the pupil may not have right choice of the academic subjects. In nut-shell, the relationship between educational and vocational guidance can be made clear with the help of following facts-

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- i. Educational guidance is the basis of vocational guidance because the vocational planning of every pupil is based on the subjects pupil selects during his schooling.
- ii. After receiving general education in the school, the selection of the subjects in the college by the pupil is based upon his wish to adopt a vocation for his future life.
- iii. Educational and vocational guidance are mutually related as well as are based on each other.
- iv. A person's potentialities or powers are explored by both of these guidance processes.
- v. Educational guidance is influenced by vocational thoughts and vocational guidance is incomplete without educational guidance. In other words, educational guidance is handicapped without vocational guidance and vocational guidance is crippled without educational guidance.
- vi. The process of educational guidance makes the complex vocational guidance easier.
- vii. Vocational guidance dominates educational guidance.

In this way, we see that the educational guidance and vocational guidance cannot be separated from each other. However, both types of guidance are helpful to each other in making them successful.

9.1 OBJECTIVES

After going through this unit you will be able to:

- Explain the meaning of Vocational Guidance.
- Give the definition of Vocational Guidance.
- State the relationship between educational and vocational guidance.
- Elaborate on the Various theories of vocational Guidance.
- List the Various sources of Vocational information.

9.2 THEORIES OF VOCATIONAL GUIDANCE

There are some theories of vocational choice. The vocations should be selected by following these theories. The fact behind the theory of vocational choice is that the vocational development is a life long process. Eli Ginzberg in (1951) studied the theories of vocations and concluded that the occupational choice is a process. The following are the main theories of vocational guidance-

1. Ginzberg Theory

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2. Holland's Theory
3. Super Vocational Choice Theory
4. Havighurst Theory of Vocational Choice
5. Structural Theory.

9.2.1 Ginzberg's Theory

Ginzberg has divided the process of vocation-choice into three stages. These stages or levels are as follows-

Fantasy: Ginzberg has said that the vocational development process starts right from the child's birth and it goes on life-long. The study of vocational development is possible only from the child's age of seven years. The period of fantasies is the child's age of 11 years.

- a) **Tentative Choices:** The age of tentative choices ranges from 11 to 17 years. According to Ginzberg the tentative choices stage can also be divided into three sub-stages. These sub-stages are-
- b) **Interest Stage:** At this stage, the child develops his interest. Therefore, it is also known as the interest-stage.
- c) **Capacity Stage:** After the development of interest stage, the child starts paying attention towards his capacities.
- d) **Value Stage:** After the capacity stage the child studies his values and analysis. Hence, it is known as value-stage.
- e) **Realistic Choice:** The +17 age is known as the age of realistic choice. Ginzberg has divided realistic choice stage into three sub-stages like tentative-choice stage. These sub-stages are-
- f) **Exploration Stage:** At this stage, the child explores various vocations first of all. Therefore, it is known as exploration stage.
- g) **Crystallization Stage:** At this second stage, the child decides about his likings i.e., at this stage the child after exploring various vocations, decides in which direction he is to move.
- h) **Specification Stage:** At this last stage, the child adopts the specific group of vocations. Therefore, this age is known as the specification stage.

Criticism of Ginzberg's Theory of Vocational Choice

Ginzberg's theory of vocational choices faced the criticism of super. Super has mentioned more useful and important facts for the vocational choice and vocational development. These important facts are as follows-

- i. According to super, every person has variations from ability, interest and personality point of view.

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- ii. As a result of these variations or differences, different interests develop towards different vocations.
- iii. According to Super, changes in our interests and vocational resources occur with time and experiences.
- iv. For every vocation, different abilities, personality characteristics and skills are required.
- v. Super has expressed the process of vocational choice in the following order-
 - Fantasy, tentative choice and realistic choice
 - Various trials and permanent stage of vocational choice.
- vi. Various factors are responsible to determine the vocational direction, such as, socio-economic condition of the family, mental abilities of the person, characteristics of personality, occupations of other family members etc.
 - Group guidance for vocational development is possible.
 - The attainment of satisfaction from the functioning and life depends upon the proper use of person's vocational abilities, interests, personality traits, values and beliefs.

9.2.2 Holland's Theory of Vocational Choice

John Holland criticized the theories of vocational choice by Super and Ginzberg. He said that on the basis of these theories, it was very difficult to take decision about some vocation. On the basis of this criticism, Holland presented his theory of vocational choice in 1949. According to this theory, vocational choice is the result of the following factors-

- a) Heredity
- b) Culture and Civilization
- c) Friends group
- d) Parents
- e) Matured Person
- f) Social Status
- g) Interaction of Physical Environment.

Every person learns to behave in some specific way with his environment on the basis of his multiple experiences. Then, as a result of these behaviours, that person looks for some vocation for his own satisfaction. The person divides these various vocations into some groups. Holland termed these groups as occupational environment. Holland has mentioned such six types of occupational environments or occupational groups. According to Holland, the following are the occupational environments or groups-

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- a. Intellectual Environment: Holland included subjects like Chemistry, Mathematics, Physiology, Medical Science etc. in intellectual environment.
- b. Aesthetic Environment: In aesthetic environment, artists, poets, writers, sculptures etc. are included.
- c. Realistic.
- d. Social Environment.
- e. Conventional.
- f. Enterprising

According to Holland, a definite life-style is required for every occupational environment. If the life-style is according to the necessary traits of the vocation, then the person's job-satisfaction can be attained. This will maintain a person's personality balance.

Process of Vocational Choice by Holland

Holland has explained the following process for vocational choice-

- i. To select main occupational environment according to one's own life-style.
- ii. To select one occupation, according to one's own abilities, out of the main occupational environment or occupations group.
- iii. The above mentioned both the processes are influenced by a person's knowledge, occupational information, friends, Counselling by other family members and socio-economic statements.
- iv. A set life-style of a person's development makes the vocational choice very quick. Hence, there should be a definite life style. Uncertain life-style makes the vocational choice very difficult.
- v. There should be proper coordination among a person's interests for the rapid vocational choice.
- vi. Definite and correct self-knowledge is a must for quick vocational choice. Due to lack of self-knowledge, the proper direction and stage of vocational choice remain uncertain.
- vii. For convenient vocational choice, correct knowledge of occupational environment or occupational group is needed.
- viii. Age cannot be ignored for vocational choice because age affects vocational choice.
- ix. It is essential to pay attention towards external elements for vocational choice. These external elements are unemployment, available occupations, social values of occupations and beliefs etc.

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Hence, after studying the theory of vocational choice, we conclude that the liking or disliking of an occupation depends upon various elements instead of a single element. Theories of vocational choice can be applied only in the state of complete employment. In the state of unemployment, a person has to overlook the occupation of his interest or liking. He has to accept the available occupation irrespective of his liking or disliking, interest or disinterest.

9.2.3 Super Vocational Choice Theory

Donald E. Super has described the theory of vocational choice in his book entitled. “The Psychology of Careers.’ Super has divided this theory into the following age-groups-

- i. **Growth:** This category is upto the age of 15 years. This category includes the following stages-
 - a) Fantasy stage-From 4 to 10 years
 - b) Interest stage-From 11 to 12 years
 - c) Capacity stage-From 13 to 14 years
- ii. **Exploration:** Exploration category ranges from 15 to 24 years. It includes the following stages-
 - a) Tentative stage-From 15 to 17 years.
 - b) Transitive stage-From 18 to 21 years.
 - c) Trial stage-From 22 to 24 years.
- iii. **Establishment:** This category ranges from 25 to 40 years. It includes the following stages-
 - a. Trial stage-25 to 30 years.
 - b. Stabilization stage-31 to 40 years.
 - Maintenance: This ranges from 45 to 64 years
 - Decline: It is the stage of +65 years.

9.2.4 Havighurst Theory of vocational Choice

Robert Havighurst has also described a vocational choice theory based on the various age-levels. The vocational developmental stages as described by Havighurst’s theory are as follows-

- i. **Identification Stage:** This stage ranges from 5 to 10 years of age. At this stage, the child establishes a contact with one of his family members. Normally this member is the father. The child observes the role of father in the family and starts imitating him.
- ii. **Acquisition Stage:** This stage ranges from 10 to 15 years of age. At this stages, the child tries to acquire all those traits and abilities on the basis of which he dreams for success. It is the stage when

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he starts feeling his responsibility. The child's own concept develops regarding various duties or jobs.

- iii. Vocational Stage: This category ranges from 15 to 25 years. At this stage, the child may take a complete and clear decision about the occupation and he starts preparation for achieving the same.
- iv. Productive Stage: The duration of productive stage ranges from 25 to 40 years. At this stage, the person touches the height of his task-efficiency. The person tries to maintain his productivity from 40 to 70 years of age. During this period, he makes trials to gain reputation in his occupation.

9.2.5 Structural Theory

The basis of this theory is the idea why a person enters a specific vocation, i.e., what are those personal traits or characteristics which inspire him to select a particular occupation. According to Anne Roe, in childhood, the experience of behavior of the parents is very important. During childhood, the experiences are related to needs and desires. The fulfillment of needs and desires during childhood motivates the person for vocational choice. According to Roe, the socio-economic status of the family and intellectual ability during childhood are very important for the ability of the person and his efficiency. In short, we can say that the structural causes associated with the person's childhood play a major role in the vocational choice.

9.3 Essential aspects of an occupation

Each occupation has various aspects or there are certain debatable facts related to them. It is very necessary to discuss those facts or aspects before making any vocational choice. It is also important for vocational guidance to know by analyzing those facts or aspects of each occupation whether a person suits these different aspects of an occupation or not? Whether a person possesses abilities according to the various aspects of the occupation? Whether a person would be able to adjust himself according to the various aspects of the occupation? Whether the various aspects of an occupation meet the criteria of a person's needs, interests and skills? Answers to all these questions are contained in the study of various aspects of an occupation. Hence, from guidance point of view, the study of various aspects of an occupation is very essential. We can also say, that the study of all the various aspects of an occupation is essential and an important part of guidance process. The following can be the various aspects of an education.

1. **Importance:** First of all, we must own the importance of the occupation.

This importance should be observed from pupil's view-point, social view point and country's conditions' view-point. The importance of the occupation means-

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- a. How many persons are working in the occupation?
- b. Is the occupation progressive?
- c. Is the occupation in developing stage?
- d. What status the occupation enjoys in the society?

2. **Nature of Job or Work:** The nature of job means what type of tasks is to be got done by the persons in a vocation.

- a. Whether field work is got done in that vocation?
- b. Is there any office duty?
- c. Is there any task of mechanical nature?
- d. Is that a clerical job?
- e. Is the work done in the sitting posture whole day?
- f. Is the work done in the standing position whole day?

Hence, it is very essential to know the nature of tasks which are got done in each occupation so that a person may select the vocation according to his capacity, interest and ability.

1. **Working Conditions:** The study of working conditions in an occupation has become very essential, because it is necessary to know for how many hours a person can be put to work. What are the working hours? What are the conditions of working places? Whether there is proper arrangement of water, electricity and air or not? If a person comes to know these working conditions beforehand, he will not commit any mistake in the vocational choice.

2. **Desirable Abilities:** For any occupation two types of abilities are tested. These are, physical and mental abilities. In some occupations physical abilities are observed mainly while mental abilities dominate in many occupations. And, in many vocations, both types of abilities are required. Sometimes, in many vocations, physical, mental and psychological abilities are observed, such as-

- a. How much emotional maturity is required?
- b. How much a person possesses stability?
- c. How much a person possesses courage and patience?
- d. What a person's personality is?

Physical abilities should include the abilities related to physique, such as-

- a. Is the work to be done by the whole body, and whether the person can do this?
- b. Is the work to be done by some of the body organs and whether the person possesses the ability to do so?
- c. Can a person tolerate physical tension and fatigue? Etc.

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Similarly, mental abilities include person's intelligence, interests, creativity, imagination, logic power, memory etc.

Entry into Occupation

All the occupations don't have similar patterns of entry into them. Hence, it is necessary to know the pattern of entry into the occupation. The entry into some vocation made through employment exchange? Is the entry into the vocation through some competition?

Is the entry into an occupation made by writing an application to the employer? It is very essential to find the answers to these questions.

In the case of self-employment, it is necessary to assess the amount required at start one's own occupation. It is necessary to know the following things before starting one's own occupation.

- i. In there any license or certificate required to start one's own vocation?
 - ii. What are the conditions and rules to obtain the license or certificate?
 - iii. How much preparation is needed to meet the norms of the employer and legalities?
 - iv. How much time is consumed to meet the above formalities?
 - v. Is any earlier experience needed for entry into an occupation?
3. **Opportunities for Promotions:** Before entry into an occupation, it is very essential to know about what the opportunities for promotions are? How supervision done in that vocation? In this aspect of an occupation, the following information and also included-
- a. How many employees working in a vocation get promotion and what would be the designation?
 - b. To know about the desirable experience, education qualifications are adventure of the occupation for the progress of any vocation.
 - c. To know about those occupations into which entry is made through promotion.
4. **Salary and Other Perks:** Before choosing any vocation, first attention goes what the salary would be? Also, what would be the perks, facilities and allowances? In addition to these, the following informations must also be known-
- i. What would be the annual increment?
 - ii. What is the net salary?
 - iii. What is the mode of salary i.e., daily, weekly or monthly?
 - iv. What is the detail of other allowances?

1. Qualifications and physical requirements
2. History of the Occupation
3. Material for working
4. Advantages or disadvantages of jobs
5. Place of posting.

9.4 VARIOUS SOURCES OF VOCATIONAL INFORMATION

It is a difficult task to collect informations regarding various occupations. Help of various sources is sought to collect such informations. In India, there are some main sources from which informations about different occupations can be collected. These sources are as follows-

1. Career Guides

Such types of books contain details of various occupations. These booklets are of 8 to 10 pages. In these books, occupations are familiarized by using direct and simple language.

2. Occupational Field Reviews

In such type of literature, description of a single occupation and occupations related to that is given. It is mainly for the use of career masters.

3. National Classification of Occupation

In this classification, all the occupations have been divided into 9 categories and these categories are further divided into 55 parts. Further, these 55 parts are divided into 300 sub-parts.

4. Hand Book on Training Facilities

Such types of books are published at the state level. In these books, a description of all the facilities for some training is given. These books contain the description of only those facilities which are available in that state.

5. Vocational Guidance Bureaux

In India, Vocational Guidance Bureaux are quite popular and proved very useful. They have also brought out many publications. In these books, mostly occupation-related opportunities, facilities and educational facilities for an occupation are given.

6. Defence Ministry Publications

Ministry of Defence, Govt. of India has also published books regarding its all the three wings. These books contain informations about various occupations relating to the three wings of Indian Army. Some popular publications of Defence Ministry are Our Police,

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India's Forest, Our Marchant Navy, etc. In addition to these publications, there are other publications too from which informations regarding various occupations related to the army can be sought.

7. Employment Exchanges

Each district headquarter has district employment exchange. Employment bureaux are also attached to these employment exchanges. From these guidance units, various vocational informations can be sought. A person has to get his name registered in the office of these employment exchanges.

8. Private Agencies

Private agencies are also a source of occupational informations from where the school and the pupil can collect information regarding various occupations.

9. Visits to Places Industrial Importance

The effective source of occupational informations is the visit to the places of industrial importance. By visiting such places, the pupils can get the knowledge regarding various aspects of that industry by removing their doubts and by getting answers to their questions on the spot.

10. Films and Film Strips

Films and Film strips can play a great role in disseminating the occupational information. From that source, much detailed information can be sought regarding any occupation.

11. Publications and Advertisements

Informations regarding various occupations can be sought from various publications such as magazines, journals, news-papers etc. Also the positive contribution of advertisement has been found in this field.

12. Work Experiences

Through work experiences too, the informations regarding various occupations can be acquired. The pupils should be allowed to work in the fields of their choice. While working the pupils gather a lot of information about that occupation.

13. Y.M.C.A. Calcutta

This organization has published a serried entitled 'Vocational Guidance Series'. This series includes the informations about various occupations. Some books of the series are-

- Careers for Accountancy

- Careers for Women.
- Careers for Science Graduates
- Careers for Medical Graduates.

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14. Rotary Club, Mumbai

Rotary club of Mumbai has also published career pamphlets. But these pamphlets are not in detail. Their language is also not clear. Mostly, these contain the informations about vocations which are restricted to Mumbai only.

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. _____ is an assistance to a person regarding some vocation.
2. What are the various theories of Vocational Choice
3. List any three essential aspects of an Occupation
4. What is meant by Vocational Guidance Bureaux?
5. Vocation term is very _____
6. Is there any difference among Vocation, Profession and Occupation? Yes/No

9.5 LET US SUM UP

In this Unit you have learnt the meaning and definition of Vocational Guidance. Various theories of Vocational Guidance are discussed in detail. The most important theories discussed in this unit are Ginzberg theory, Holland's theory, Super Vocational Choice theory, Havighurst theory of Vocational Choice and Structural theory. Essential aspects of an occupation and various sources of vocational information are also dealt in a brief manner.

9.6 UNIT END EXERCISE

1. Give the meaning of Vocational Guidance.
2. Is there any relationship between educational and vocational guidance?
3. Discuss the Various stages of Ginzberg theory.
4. Explain Holland's theory of Vocational Choice.
5. Write a brief note on Structural theory.

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6. What are the essential aspects of an Occupation
7. List the Various sources of Vocational Information.

9.7 ANSWER TO CHECK YOUR PROGRESS

1. Vocational guidance
2.
 - Ginzberg Theory
 - Holland's Theory
 - Super Vocational Choice Theory
 - Havighurst Theory of Vocational Choice
 - Structural Theory
3.
 - Nature of job or work
 - Working Conditions
 - Salary and other perks etc
4. In India, Vocational Guidance Bureaux are quite popular and proved very useful. They have also brought out many publications. In these books, mostly occupation-related opportunities, facilities and educational facilities for an occupation are given.
5. Scientific.
6. YES

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UNIT – X EDUCATIONAL GUIDANCE-I

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STRUCTURE

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Meaning of Educational Guidance
 - 10.2.1 Definition
 - 10.2.2 Characteristics
 - 10.2.3 Need
 - 10.2.4 Objectives of Educational Guidance
- 10.3 Guidance for improvement in the method of study
- 10.4 Removal of weakness in particular subjects:
- 10.5 Curricular guidance:
- 10.6 Methods of developing good study habits:
- 10.7 Recommendation of Education Commission on Educational Guidance
- 10.8 Let us sum up
- 10.9 Unit end exercise
- 10.10 Answer to check your progress
- 10.11 Suggested readings

10.0 INTRODUCTION

There has been changing emphasis in the process of education-content and teacher-centred, objective centred, child centred education etc. The Child centred education has provided the scope of 'Educational guidance' in our education system from pre-primary to college level. The basic idea behind child-centred education is that educational programmes and opportunities should be provided according to the interests, needs, abilities and scholastic aptitude of the student. Almost every system of education is based on two assumptions. The first is that every student should strive for maximum self-development and the second is that every student should take his place in the society as its useful member. These two assumptions imply that the school and community activities of a child should be based on some definite pattern. Educational guidance services must assist the child to achievement.

10.1 OBJECTIVES

After reading this unit, students will be able to:

- Give the meaning of Educational Guidance.

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- Define Educational Guidance.
- State the characteristics and objectives of Educational Guidance.
- Explain the method of developing good study habits.
- Describe Curricular Guidance
- Indicate the Recommendation of Education Commission on Educational Guidance.

10.2 MEANING OF EDUCATIONAL GUIDANCE

The term 'Educational Guidance' consists of two words – Education and Guidance. Some important meanings of this term have been enumerated and stated in the following paragraphs:

1. Education as a process of development.
2. Education as Teachers – Training.
3. Education as independent field of study or content or Subject of study.
4. Education as an investment.
5. Education as an instrument of social change and social control.
6. Education as a creature and creator of the society.
7. Education as Filter in Democracy.
8. Education is for further or futurology.

"Education is a process by which a child makes his internal and external."

– **Frobel**

"By education I mean all-round drawing the best in child and man body, mind and soul."

– **M.K. Gandhi**

10.2.1 Definition

The term 'Educational Guidance' has been defined and explained by various experts of the field of guidance. The knowledge and awareness of terms education and guidance will be helpful to understand the definitions of educational guidance.

Ruth strang has defined educational guidance as an assistance. According to him, "Educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it."

"Educational guidance may be defined as a conscious effort to assist in the intellectual growth of an individual."

– **Brewer**

10.2.2 Characteristics of Educational Guidance

The following facts regarding the nature of educational guidance have come to light after analyzing all the above mentioned definitions:

1. Educational guidance is a comprehensive process.
2. Various types of educational problems can be discussed in educational guidance such as how to study? Adjustment of school life with other activities, regular attendance in the school, to complete the given task, interview, conversation, sitting in examination, use of libraries, use of common device regarding learning, capacity of making decisions in life etc.
3. Educational guidance is a process of providing assistance to the pupils by the elements inhibiting the progress.
4. Educational guidance is a process of removing the adjustment problems facing while entering new institutions after crossing the various stages of education.
5. Educational guidance is a process of providing assistance to the pupils in case they don't show the desired progress in the educational achievements.
6. Educational guidance is a process of providing assistance for eliminating the difficulties while selecting the subjects and curricula at all levels of education.

10.2.3 Need of Educational Guidance

Human being has two forms: biological and social. In order to develop his second form, i.e., social form, the process of socialization is needed. In order to start this process, attention must be paid to the various aspects of the social development of an individual. Hence, for the social development of human being, education and educational guidance is required at each step. Continuous changes in the various social aspects are occurring, such as: social ideology, aims of education, methods of achieving these objectives, social needs, social values and traditions etc.

In addition to these changes in social aspects, there are influences of psychological researches on education, an individual and the society. And, as a result of these researches, revolutionary social and educational changes are being observed, such as, at present, education according to the pupil's aptitude, ability and interest, is being insisted. But, practically, providing such education faces many difficulties. In such conditions, the need of educational guidance can be realized. Hence, there is no single factor but varieties of factors are responsible which create the need of educational guidance. The description of these factors is given below:

1. To solve the problem of wastage and stagnation.

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2. Appropriate selection of course or subjects.
3. Making adjustment in school.
4. Information regarding future Education.
5. Providing awareness about the job opportunities.
6. Making busy in learning process.
7. Change in teaching methods and school Administration.
8. Identify the reasons for increasing percentage of delinquents.

10.2.4 Objectives of Educational Guidance:

Every type of guidance programme, there are specific objectives or functions. Educational guidance too has its own objectives or functions. Jones has described the following objectives or goals of educational guidance.

1. To help the student secure information is concerning the possibility and desirability of further schooling.
 2. To help the student to find the purpose and functions of the different types of schools.
 3. To help the student secure information regarding the offerings of the school.
 4. To help him to know the requirements for entrance into the school of his choice.
 5. To help him to adjust himself to the curriculum, the school and the school life connected with it.
 - New formation of study habits.
 - Help in subject selection.
1. To guide him in Securing Information on Competitive Examinations.
 2. To guide him in Selection of Vocations.
 3. To help him find out his tastes, aptitude and Interests.
 4. Objectives of Improving Study or Learning Methods.

These study methods possess the variations, such as:

- a. Method of memorizing.
- b. Whole and part method.
- c. Recitation method.
- d. Spaced and Unspaced method.
- e. Mode of Taking Notes.
- f. Reading method.

- g. Rote or cramming method.
- h. Method of Summarization.

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10.3 GUIDANCE FOR IMPROVEMENT IN THE METHOD OF STUDY:

The other important aspect is the improvement in the study method of the individual. The study method is comprised of such factors as mode of taking notes, mode of reading, ability to summarize, method of memorizing, proper division of time, arrangements for test, etc. It would be useful to go into a slightly detailed account of these factors.

1. Mode of taking notes.
2. Mode of reading.
3. Methods of Memorizing.
 - a. Recitation
 - b. Part and whole Methods
 - c. Spaced and Unspaced Methods
 - d. Active and Passive Methods
 - e. Route and Intelligent Methods
 - f. Methods of Summary
 - g. Division of time
 - h. Provision of Rest

10.4 REMOVAL OF WEAKNESS IN PARTICULAR SUBJECTS

Yet another problem confronts the psychologist when a student shows signs of being weak in some particular subject or subjects. English, for example, is one subject in which most students in Uttar Pradesh are lamentably weak. A major portion of college students failing is of those who fail in the English language papers. Some students evade some subjects as if they were running for the safety of their very lives. Mathematics, for example, is another subject that is something of burden for many people, equaled perhaps only by grammar for the dread it causes. Weakness in a particular subject is not due to lack of the required ability in the students, but more often because the student fails to take keen interest in subject. Through tests and observation the psychologist can locate the individual cause that is responsible for the weakness. If it is study of that subject as soon as possible, or if some ability can possibly be injected into the students, efforts should be made to create it in him. If the cause of weakness is something else, then in that case teachers, parents, the psychologist and the student can cooperate to put an end to the meaningless weakness threatening the student's progress.

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10.5 CURRICULAR GUIDANCE

The working Conference on Educational and Vocational Guidance in Multi-purpose school discussed the problem of Curricula Guidance under the following:

1. Preparing the Parents for the Students.
 - a. Parent-Teacher Association
 - b. Personal Contacts with Parents
 - c. Model Literature
 - d. Broadcasts
 - e. Group Contacts
 2. Preparation of pupils for Curricular Educational Guidance.
 - a. Orientation Talks
 - b. Extra-Curricular Activities
- **Art Club** – Drawing, Clay-modelling, Photography, Sign painting, Decorating.
 - **Music Group** – Instrumental, Dramatics, Stage-craft, Folk dancing.
 - **Wood Work** – Carving, Picture framing.
 - **Textiles** – Weaving, Costuming, Felt work.
 - **Trades** – Bookbinding, Painting, Radio, Electric Wiring.
 - **Outdoor Sports** – Camping, Fishing, Scouting, Forestry.
 - **Personal Service** – Laundry, Hair-dressing, Library.
 - **Gardening** – Flower Shows, Plant study, Farming.
 - **Cookery** – Candy making, Cooking.
 - **Animal Care** – Bee-keeping, Pigeon-raising, Small animals.
 - **Scientific Society** – Scientific Society and Cultural Society.
 - **Model Making** – Airplanes, Furniture, Papier-mache.
 - **School Publications** – School Publications and Annual Magazine.
 - **World Affairs Forum**
 - **Student Government** – Student Government or Student Union
 1. The School Broadcasting Service
 2. Permanent Guidance Centre
 3. Career Conferences
 4. Educational Visits
 5. Interview

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. _____ may be defined as a conscious effort to assist in the intellectual growth of an individual.
2. State the different types of study or learning methods
3. Write any three extracurricular activities
4. Educational guidance is a _____ of providing assistance for eliminating the difficulties while selecting the subjects and curricula at all levels of education.

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10.6 METHODS OF DEVELOPING GOOD STUDY HABITS:

The following methods are used for good study habits.

1. Telling Stories and Recitation
2. Study Material
3. Specific Periods
4. Credit for Extra-Reading
5. Dictionary and Reference Books
6. Tools
7. Declamation contests and debates
8. Essay Competitions
9. Postures
10. Class-room library
11. Note-book for summary

10.7 RECOMMENDATION OF EDUCATION COMMISSION ON EDUCATIONAL GUIDANCE

The following main recommendations of National Commission on Educational Guidances.

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1. Aim and Scope of Guidance Services

Guidance services have a much wider scope and function than merely assisting students in making educational and vocational choices. Their aims are both adjustive and developmental. Guidance is an integral part of education. It is meant for all students, not just for those who deviate from the norm in one direction or the other. It is a continuous process aimed at assisting the individual to make decisions and adjustments from time to time.

2. Guidance in Primary School

Guidance should begin from the lower class of the primary school for helping pupils to make a satisfactory transition from home to school for diagnosing difficulties in the learning of basic educational skills.

- a. Training Programme
- b. Lecturer
- c. Training School
- d. Short in-Service Courses
- e. Literature

3. Guidance in Secondary Education

The main function of guidance at the secondary level is to aid in the identification and development of the abilities and interests of adolescent pupils.

4. The Role of the Counsellor in the Education of the Talented

With his detailed knowledge of each talented student the Counsellor is in a unique position formulate a programme of enrichment for him and to suggest the necessary modifications in the curricular and extra-curricular requirements.

5. Guidance and the Education of the Backward

Guidance and counselling services have an important role to play in the education of the backward, with regard to identification of the group, diagnosis of their special defects and planning for their education and future occupation.

6. At the College Stage

A guidance and counselling programme, assisting the students in the choice of courses, indicating the lines of remedial action and helping in dealing with educational and psychological problem. It is more necessary to have adequate counsellors. A project for their training should be organized at frequent intervals.

10.8 LET US SUM UP

In this Unit we have studied the meaning, Definition, Characteristics, Need and Objectives of Educational Guidance. Educational Guidance is administered to students intended for educational selection. This makes the education Child Centred. Removal of weakness in particular subjects are dealt briefly. Curricular guidance and method of developing good study habits are discussed in this unit. Recommendation of education commission on Educational Guidance are highlighted in this unit.

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10.9 UNIT END EXERCISE

1. Define Educational Guidance.
2. Enumerate the characteristics of Educational guidance.
3. State any two objectives of Educational guidance.
4. Write a short note on Curricular guidance.
5. Highlight the salient features of Education commission on Educational Guidance

10.10 ANSWER TO CHECK YOUR PROGRESS

1. Educational guidance
2.
 - Method of memorizing.
 - Whole and part method.
 - Recitation method.
 - Spaced and Unspaced method.
 - Mode of Taking Notes.
 - Reading method.
 - Rote or cramming method.
 - Method of Summarization.
3.
 - Music
 - Gardening
 - Sports
4. process

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10.11 SUGGESTED READINGS

- Appell, M.L (1963). Self – Understanding for the Guidance Counsellor. *Personal and Guidance Journal*.
- Barclay, J. R. (1971). *Foundations of Counselling Strategies*. London: John Wiley and Sons Inc.
- Brewer, J. M. (1971). *Education as Guidance*. New York: McGraw Hill.
- Chauhan, S. S. (2008). *Principles and Techniques of Guidance*. UP: Vikas Publishing House Pvt. Ltd.
- Cirtes. (1974). *Hand Book on Vocational Guidance*. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
- Pasricha, P. (1976). *Guidance and Counselling in Indian Education*. New Delhi: NCERT.

UNIT – XI EDUCATIONAL GUIDANCE –II

NOTES

STRUCTURE

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Curricular guidance
- 11.3 Methods of developing good study habits:
- 11.4 Recommendation of Education Commission on Educational Guidance
- 11.5 Let us sum up
- 11.6 Unit end exercise
- 11.7 Answer to check your progress
- 11.8 Suggested readings

11.0 INTRODUCTION

Curricular Guidance facilitates pupil self-evaluation in response to school reports on attainments, effort and behaviour. It provides individual pupil support when self-review, target-setting and recording achievements. Moreover, it provides curricular guidance at transition points to help pupils to make appropriate choices and adjust to new courses. Further it monitors pupil progress to improve their learning and performance.

11.1 OBJECTIVES

After reading this unit, students will be able to:

- Describe Curricular Guidance.
- Explain the method of developing good study habits.
- Indicate the Recommendation of Education Commission on Educational Guidance.

11.2 CURRICULAR GUIDANCE

The working Conference on Educational and Vocational Guidance in Multi-purpose school discussed the problem of Curricula Guidance under the following:

1. Preparing the Parents for the Students.
 - f. Parent-Teacher Association
 - g. Personal Contacts with Parents

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- h. Model Literature
 - i. Broadcasts
 - j. Group Contacts
2. Preparation of pupils for Curricular Educational Guidance.
- c. Orientation Talks
 - d. Extra-Curricular Activities
- **Art Club** – Drawing, Clay-modelling, Photography, Sign painting, Decorating.
 - **Music Group** – Instrumental, Dramatics, Stage-craft, Folk dancing.
 - **Wood Work** – Carving, Picture framing.
 - **Textiles** – Weaving, Costuming, Felt work.
 - **Trades** – Bookbinding, Painting, Radio, Electric Wiring.
 - **Outdoor Sports** – Camping, Fishing, Scouting, Forestry.
 - **Personal Service** – Laundry, Hair-dressing, Library.
 - **Gardening** – Flower Shows, Plant study, Farming.
 - **Cookery** – Candy making, Cooking.
 - **Animal Care** – Bee-keeping, Pigeon-raising, Small animals.
 - **Scientific Society** – Scientific Society and Cultural Society.
 - **Model Making** – Airplanes, Furniture, Papier-mache.
 - **School Publications** – School Publications and Annual Magazine.
 - **World Affairs Forum**
 - **Student Government** – Student Government or Student Union
3. The School Broadcasting Service
4. Permanent Guidance Centre
5. Career Conferences
6. Educational Visits
7. Interview

11.3 METHODS OF DEVELOPING GOOD STUDY HABITS:

The following methods are used for good study habits.

1. Telling Stories and Recitation
2. Study Material

3. Specific Periods
4. Credit for Extra-Reading
5. Dictionary and Reference Books
6. Tools
7. Declamation contests and debates
8. Essay Competitions
9. Postures
10. Class-room library
11. Note-book for summary

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CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. Orientation Talks Prepare pupils for Curricular Educational Guidance.
True/ False.
2. State three ways in preparing pupils for Curricular Educational Guidance.
3. List any three methods of developing good study habits.

11.4 RECOMMENDATION OF EDUCATION COMMISSION ON EDUCATIONAL GUIDANCE

The following main recommendations of National Commission on Educational Guidances.

1. Aim and Scope of Guidance Services

Guidance services have a much wider scope and function than merely assisting students in making educational and vocational choices. Their aims are both adjustive and developmental. Guidance is an integral part of education. It is meant for all students, not just for those who deviate from the norm in one direction or the other. It is a continuous process aimed at assisting the individual to make decisions and adjustments from time to time.

2. Guidance in Primary School

Guidance should begin from the lower class of the primary school for helping pupils to make a satisfactory transition from home to school for diagnosing difficulties in the learning of basic educational skills.

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- i. Training Programme
- ii. Lecturer
- iii. Training School
- iv. Short in-Service Courses
- v. Literature

3. Guidance in Secondary Education

The main function of guidance at the secondary level is to aid in the identification and development of the abilities and interests of adolescent pupils.

4. The Role of the Counsellor in the Education of the Talented

With his detailed knowledge of each talented student the Counsellor is in a unique position formulate a programme of enrichment for him and to suggest the necessary modifications in the curricular and extra-curricular requirements.

5. Guidance and the Education of the Backward

Guidance and counselling services have an important role to play in the education of the backward, with regard to identification of the group, diagnosis of their special defects and planning for their education and future occupation.

6. At the College Stage

A guidance and counselling programme, assisting the students in the choice of courses, indicating the lines of remedial action and helping in dealing with educational and psychological problem. It is more necessary to have adequate counsellors. A project for their training should be organized at frequent intervals.

11.5 LET US SUM UP

In this Unit we have studied the meaning of Curricular guidance. The methods of developing good study habits are discussed in this unit. Further, recommendation of education commission on Educational Guidance is highlighted in this unit.

11.6 UNIT END EXERCISE

1. Define Curricular Guidance.
2. Enumerate the methods of developing good study habits.
3. Write a short note on Curricular guidance.
4. Highlight the salient features of Education commission on Educational Guidance

11.7 ANSWER TO CHECK YOUR PROGRESS

1. True
2.
 - Art Club
 - Music Group
 - Wood Work
3.
 - Telling Stories and Recitation
 - Study Material
 - Essay Competitions

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11.8 SUGGESTED READINGS

- Appell, M.L (1963). Self – Understanding for the Guidance Counsellor. Personal and Guidance Journal.
- Barclay, J. R. (1971). Foundations of Counselling Strategies. London: John Wiley and Sons Inc.
- Brewer, J. M. (1971). Education as Guidance. New York: McGraw Hill.
- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Cirtes. (1974). Hand Book on Vocational Guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
- Pasricha, P. (1976). Guidance and Counselling in Indian Education. New Delhi: NCERT.

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UNIT – XII GUIDANCE SERVICES IN SCHOOLS - I

STRUCTURE

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Meaning of school guidance services:
- 12.3 Significance of school guidance services:
- 12.4 Types of guidance service offered in schools:
- 12.5 Orientation service to students
 - 12.5.1 Methods of Providing orientation service
 - 12.5.2 Student Information Service
- 12.6 Let us sum up
- 12.7 Unit end exercise
- 12.8 Answer to check your progress
- 12.9 Suggested readings

12.0 INTRODUCTION

This Unit discusses about the various guidance services that could be provided in schools, organizing a guidance centre to co-ordinate and implement these services, the duties and responsibilities of members of the centre and the guidance services suitable for different stages of school education. School guidance services are used to make the students know their own abilities, interests and attitudes and also to expand and refine them.

12.1 OBJECTIVES

After reading this unit, students will be able to:

- Give the meaning of School guidance services.
- State the significance of guidance services
- Identify the different types of Guidance services offered in schools.
- List the methods of providing orientation service to students.

12.2 MEANING OF SCHOOL GUIDANCE SERVICES

In today's fast moving life, with the disintegration of the joint family system and both the parents going to work outside the home, out of sheer necessity, have subjected the children to emotional disturbances, making them undergo a lot of sufferings. In our country, industrialization doubled with globalization have expanded the

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occupations and as a consequence educational facilities and skills which are necessary have multiplied. Educational institutions which cater to the growing economy have also multiplied so also the courses they offer. Parents and close relatives are not well informed enough to help the students in their dilemmas like – which occupation to choose? In which course should I join to prepare myself for the chosen occasional career? How to face problems at home and in the school and adjust myself to them? Here, it becomes indispensable to organise an integrated guidance programme in schools to help students. In every school a guidance centre should be established under the chairmanship of the headmaster and it should have a special officer who is trained in guidance and a few enthusiastic teachers as members, to provide various guidance services. The important guidance services needed by the students are: (i) Educational guidance (ii) Vocational guidance (iii) Personal guidance and (iv) Social guidance. The major purpose of guidance is helping students to solve their problems. Counselling is the most important one among the different guidance services; in Counselling, interview plays a major role. One of the main functions of the school guidance centre is collecting pertinent information about students, and vocations properly and in full, preserve and make them available whenever necessary.

12.3 SIGNIFICANCE OF SCHOOL GUIDANCE SERVICES:

- a. School guidance services are provided by trained teachers; further, practice of guidance is based on scientific principles.
- b. As students are helped to become aware of their strengths and weaknesses and function accordingly, their school experiences become useful and pleasant.
- c. By helping the students to make suitable educational and vocational choices, they are able to get a productive future life and enjoy mental satisfaction. Students avoid becoming misfits and unfits by taking up unsuitable jobs.
- d. Students are encouraged to solve their problems efficiently and function without any mental tension so that they can use their entire energy in the task at hand.
- e. As everyone is given opportunity to work with mental satisfaction, work efficiency of students (who are the future employees) gets enhanced.
- f. School guidance services are used to make the students know their own abilities, interests and attitudes and also to expand and refine them.

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- g. School guidance services play a key role in shaping the qualities like functioning with confidence and self-reliance, selecting opportunities suitable for them independently.

12.4 TYPES OF GUIDANCE SERVICE OFFERED IN SCHOOLS:

In modern times when science and technology are fast developing day by day, it is essential to establish guidance centres in schools and offer various services. The guidance services offered by each school and their quality depend upon material resources available in the respective school, nature of personnel available and interest shown by the institution. Even so, all guidance services are interested in student-welfare; some could be given by class teachers. Some others could be provided by teachers trained in guidance services. Counselling services could be undertaken only by professionally trained guidance officers.

For examples, teachers may undertake the following aspects of guidance:

- a. Conducting special classes to students who are low achievers.
- b. Giving citizenship training.
- c. Orientation service to newly admitted students about the various services, facilities and regulations.
- d. Conducting several functions / festivals and make the students develop affinity to the School.
- e. Collecting information about the students.

Teachers who have some training in guidance may undertake the following services.

- a. Conducting psychological tests and interpreting the obtained data.
- b. Collecting information about available vocations.
- c. Disseminating information about educational and vocational opportunities to enable the students to make appropriate choices.
- d. Helping in the conduct of employment camps.

12.5 ORIENTATION SERVICE TO STUDENTS

The word orientation refers to the awareness of one's own environment, as to space, time, objects. When a student joins a school or college, the service which introduces the type of experiences he is going to have is called as 'Student's Orientation Service'. In an educational

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institution students with various backgrounds join and study viz. students from tiny hamlets, urban students, children of illiterate parents, and children coming from well to do and educated families could be found. To make all these students know about all the facilities and opportunities available in the school and help them to behave responsibly, such orientation services are undertaken. The objectives of the orientation services are:

- i. When a student shifts from one educational stage to another, when change occurs in the residential environment. When a student has to stay with friends leaving his parents at home (from home to hostel) or when joining a new institution he has to withstand such changes and acquire accommodative behaviour for which the orientation service will be highly helpful.
- ii. When new admissions are made in a school or college at the beginning of an academic year, orientation programme is given highlighting the traditions of the educational institution, its rules and regulations, teaching and non-teaching staff, library facilities available, financial help and other relevant information's to enable the students to continue their educational life without much difficulties.
- iii. By helping students to know about the various resources and facilities available in the educational institution such as library hostels, classrooms, laboratories, restrooms, play ground, auditorium, swimming pool, indoor stadium etc. and make use of them efficiently the quality of students' school /college life could be upgraded.
- iv. Educational achievement of students get enhanced by making them appraised of the various facilities available in a particular educational institution which are meant for improving their intellectual capacities and personality development [e.g. Teaching time-table, examination system, ways and means of getting remedial teaching, medical facilities that could be availed, toilets managed to protect the sanitary environment, co-operative stores which sell books and stationeries at concessional rates etc.]
- v. A Cordial and pleasant atmosphere can be created in educational institution by cultivating fellow-feeling among the students studying in them. The most important measure in this regard is to welcome the new students and make them thehonoured members of the student community.
- vi. Students are induced to understand and enjoy the pleasant atmosphere and ethos of the institution and feel proud about

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its achievements and successes and try to become worthy members of it.

- vii. Opportunity is provided for the new students, to know the faculty, and the present students to get better acquainted and develop familiar attitudes and be helpful to each other.

12.5.1 Methods of Providing orientation service

1. Fixing the orientation Day

For new students joining a school / college providing orientation services in the first week is essential. Students should be given details about the following:

Teachers and other staff working in that school / college, library and physical education facilities, courses offered, rules and regulations of the institution, available student service, medical and financial assistance, procedures in the student's hostel, working hours of the office and its procedures, recreational facilities, facilities for games and sports, laboratories, procedures to be followed in lodging their complaints; the modalities of functioning of the grievance cell and similar other details. It is desirable that every teacher presents a brief self-introduction. In big colleges and universities such orientation programmes are held department wise. In small colleges and schools the whole of the student population is gathered at one place for the orientation programme.

2. Campus Tour

For the benefit of newly admitted students to acquaint themselves directly with the institution, the physical set up and the locations of various blocks in the educational institution, a group may be formed under the leadership of a senior faculty member and four or five senior students to conduct a campus tour. Besides taking them to the auditorium, library, laboratories, classrooms for various courses, students' restroom, canteen, student hostels, administrative block and staffroom, new students should be informed about the procedures to be followed in each place, traditions and vision of the school or college, and illustrious alumni. It is essential that each student has with him a map of the campus during the campus tour.

3. Maintaining a welcome Desk at the Entrance

In the beginning of the year when admissions of students are in full swing, at the main entrance of the college / university campus a welcome desk may be set up and managed by senior students. Posters and banners welcoming the new students, location plan of the institution, students' handbook, calendars showing time schedule may also be distributed. Guidance centre may arrange a senior student to take every new student around the campus and, if necessary, to direct him to approach a particular teacher to get clarification for his doubts.

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Necessary help should be given for the new students to carry his personal luggage to his room in the hostel.

4. Arranging for Welcome Tea

On the final day of the admission in the college / University, tea may be offered by the management to all students. Those who participate will include teachers, senior students and freshers get to know each other and help to create a friendly atmosphere.

12.5.2 Student Information Service

This service has two parts.

- i. Collecting information about students.
- ii. Recording, updating and maintaining the information collected.

It is not enough if students have knowledge about the opportunities and qualifications required to make an intelligent choice among the educational courses and vocational fields; they should also know to what extent they actually possess these qualifications and qualities required to function efficiently. The content of 'Appraisal Service' is to undertake this task.

Main objectives of student information service

- i. Helping every student to know his own personality traits like abilities, interests, aspirations, attitudes, academic achievements, perseverance, will power, courage and physical strength and qualities like physical and mental health.
- ii. Recording the details about the continuous progress of the student and make it available when necessary.
- iii. Obtaining reliable information about the student's family background and take it to the notice of the guidance personnel.
- iv. Helping teachers / guidance personnel to understand the student fully.

Ways and Means of collecting reliable information about students

Information about the students should be collected not only from their parents, teachers, friends, school physician and others, but also from the students themselves. For these purpose psychological tests like intelligence tests, aptitude tests, interest inventories and attitude scales could be used. Medical test, Physical examination, observation, questionnaire and rating scales could also be used to collect information. All the data for the cumulative record should be collected and recorded by the teacher himself. Only then the teacher could understand the students very well and can use the information whenever required.

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CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. List any four guidance services needed by the students.
2. School guidance services should be provided by trained teachers. True/ False.
3. List any three roles of teachers in school guidance.
4. What are the methods of providing orientation service?

12.6 LET US SUM UP

In this Unit you had learnt the meaning of School guidance services. The different types of Guidance services offered in schools are identified. Various methods of providing orientation service to students are listed.

12.7 UNIT END EXERCISES

1. Is Guidance service essential in schools? Explain.
2. List the methods of providing orientation service to students.
3. Write short note on student information service
4. Write the meaning of School Guidance services

12.8 ANSWER TO CHECK YOUR PROGRESS

1.
 - (i) Educational guidance
 - (ii) Vocational guidance
 - (iii) Personal guidance and
 - (iv) Social guidance
2. True
3.
 - a. Conducting psychological tests and interpreting the obtained data.
 - b. Collecting information about available vocations.

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c. Disseminating information about educational and vocational opportunities to enable the students to make appropriate choices.

4.

- Fixing the orientation Day
- Campus Tour
- Maintaining a welcome Desk at the Entrance
- Arranging for Welcome Tea

12.9 SUGGESTED READINGS

- Aggarwal, J. C. (2004). *Psychology of Learning and Development*, Shipra Publishers, Delhi.
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UNIT – XIII GUIDANCE SERVICES IN SCHOOLS-II

STRUCTURE

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Orientation service to students
 - 13.2.1 Counselling Service
 - 13.2.2 Placement services:
 - 13.2.3 Follow-up services
- 13.3 Persons working in school guidance
 - 13.3.1 Roles of Headmaster in School Guidance Service
 - 13.3.2 Role of a Class teacher in School Guidance Service
 - 13.3.3 Role of School Counsellor in School Guidance Service:
 - 13.3.4 Role of School Doctor in School Guidance Service
- 13.4 Planning of guidance service
 - 13.4.1 Activities at primary school level:
 - 13.4.2 Activities at Middle school Level
 - 13.4.3 Activities at Secondary Level and Higher Secondary level
- 13.5 Let us sum up
- 13.6 Unit end exercise
- 13.7 Answer to check your progress
- 13.8 Suggested readings

13.0 INTRODUCTION

This Unit discusses about the various orientation services to students such as counselling service, placement service and Follow up service. The role of headmaster, class teachers, School counselor and school doctor in providing school guidance will be discussed in detail. In this unit you will be familiarized with the planning of guidance services at primary, middle, secondary and higher secondary level. School guidance services are used to make the students know their own abilities, interests and attitudes and also to expand and refine them.

13.1 OBJECTIVES

After reading this unit, students will be able to:

- List the methods of providing orientation service to students.

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- Define Counselling, Placement and Follow up services.
- Explain the various persons working in school guidance.
- State the role of persons working in school guidance.
- Enlist the planning of guidance activities.

13.2 ORIENTATION SERVICE TO STUDENTS

The word orientation refers to the awareness of one's own environment, as to space, time, objects. When a student joins a school or college, the service which introduces the type of experiences he is going to have is called as 'Student's Orientation Service'. In an educational institution students with various backgrounds join and study viz. students from tiny hamlets, urban students, children of illiterate parents, and children coming from well to do and educated families could be found. To make all these students know about all the facilities and opportunities available in the school and help them to behave responsibly, such orientation services are undertaken.

13.2.1 Counselling Service

This is a service provided by a psychologist trained in counselling, individually to a student adopting the interview technique. Such an interview should be conducted in privacy in a cordial atmosphere. Those who are subjected to mental stress because of inability to make a correct decision, those who are having behavioural problems and maladjusted students are helped to solve their problems through counselling service.

The major functions involved in counselling are:

- i. To make the student know what he can do and what he should do
- ii. To help the student develop skill in assessing the choices before him i.e. helping him to understand clearly about the choices available to him, understand his qualifications and competencies and take decisions accordingly.
- iii. To help the student to handle difficult situations intelligently and to strengthen his good qualities and abilities.
- iv. To encourage the student to understand his strengths and weaknesses and take appropriate decisions, to implement the decisions so taken and take responsibilities for all his decisions.

The counsellor should know very well the strengths and weaknesses and also the path he can choose in a particular environment. For this purpose the counsellor should engage himself in one or more interview sessions, conduct several psychological tests and gather necessary information.

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13.2.2 Placement services

It has two parts. One is choosing the correct course of study to suit one's needs and abilities; the other one is choosing a suitable vocation. By utilizing this service an individual can choose a suitable course of study either in the institution he is studying at present or joining another institution for receiving higher education.

Likewise, students in the final year in an institution may avail of this service for choosing a suitable vocation suited to their ability and potential. It is to be done by the teachers with the cooperation of the officers of the employment exchange through the campus selection programme conducted in school / college premises. At present such services are carried out in Indian Institute of Technologies, Engineering Colleges and Self-financing Colleges.

If the placement service is helpful to dropouts in studies, it would be commendable. To make this service effective several minimum needs are noted by **Ericson**. They are:

- i. General employment information service should become a part of school / College. In it all the details of the students should be maintained.
- ii. Students should be permitted to undertake fulltime / part time jobs during their vacation.
- iii. Students who are unable to continue their studies should be helped to choose a job.
- iv. News about vocation and employment opportunities should be put up on the noticeboard. This should be made compulsory for all institutions.
- v. Educational institutions should maintain continuous contact with leading employers.
- vi. When recommending a person for a particular job, his qualifications and qualities should be borne in mind.
- vii. A record showing the details of the students should be maintained in the school / colleges guidance centre. In this record student's physical and mental characteristics, special abilities, standards of achievement in education, family environment, socio-economic status and other relevant information should find a place.
- viii. Students should be helped to become aware of various labour welfare laws which outlines the welfare and rights of workers.

- ix. Every year employment camps should be conducted involving several institutions.
- x. Information about the following should be provided to the students.

Job opportunities, formalities in taking up a job, functioning efficiently in one's own job and procedures to be followed when switching over from one job to another.

13.2.3 Follow-up services

In the school and after school life, students' progress and success in life should be frequently reviewed. By doing this, it could be found out how far the students are satisfied in school, college, training institution and industry and to what extent they adjust themselves with studies, curricular activities, co-curricular activities and occupation, and function effectively.

The problems before taking up a job are of one type; after getting a job the problems faced are of a different type. Students may face certain problems which cannot be solved without the help of others. To solve such problems the follow up service provided in educational institutions will be very helpful. Students should be made to feel that they can come to the school and get guidance. As all the details about the students are available in schools, real guidance could be given only by the schools. So, helping the old students should also be considered as one of their important duties.

Follow-up service is also called as 'evaluation service' and 'research service'. Follow up service helps in studying the improvements to be effected in the activities of the school and carryout research about the functioning of guidance service.

13.3 PERSONS WORKING IN SCHOOL GUIDANCE

As it has already been made clear that the guidance job is a specific task. To run this programme in schools, a specific category of staff members and officers is required. In the school guidance services organization, the participation of the following persons is mainly involved-

- Head master
- Class teacher
- School psychologist
- Counsellor
- School Doctor
- School social worker
- Child welfare worker

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- School Activities coordinator
- Placement Officer
- School psychoanalyst

13.3.1 Roles of Headmaster in School Guidance Service

In any school, the place of the headmaster or principal is main. He is head of the institute. The whole working of the school or a teaching institute depends on the abilities, insight and administrative capacity of the headmaster. Since the guidance has been considered as a part of education, the headmaster should also be loaded with the responsibility of guidance programme. In this field too, the headmaster should be assigned leaders. It is essential for the headmaster to take over the administration of the guidance service along with that of school. To share this burden, he can seek the help of one of his competent teachers, but he cannot delegate his own powers. In this way, we see that there are certain special responsibilities of the headmaster which are as follows:

- i. The responsibility of providing leadership to the guidance programme lies with the headmaster. In this connection, his role can be very important.
- ii. The headmaster can help at least the teachers of his own school regarding the guidance programme and in understanding various problems.
- iii. It is the important responsibility of the headmaster to distribute the duties to the guidance workers according to their abilities and capacities and depute them needfully.
- iv. The supervision of guidance process is the first step towards the success of guidance process.
- v. The headmaster should spare sufficient time for the guidance work. Only then this programme will gain success. Once a week guidance programme is not sufficient. This may reduce confidence of the pupils towards guidance programme.
- vi. The headmaster has financial powers. Hence, it is his responsibility to make financial provisions for guidance programme.
- vii. It is also the duty of the headmaster to arrange proper building for the Counselling service.
 - The headmaster should help the pupils by evaluating the effects or results of the guidance programme with the help of his fellow teachers.
 - It is the main part of teacher's role to make the guardians and parents of the pupils familiar with the guidance programme.

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- It is the duty of the teacher to constitute a guidance committee in the school. He should be the head the committee. All the members of the committee decide the guidance activities. The selection of the members of the committee should be made very carefully.

13.3.2 Role of a Class teacher in School Guidance Service

It has been said about the responsibilities of class-teacher regarding guidance programmes that if the accepts these responsibilities, it is not possible to differentiate between his teaching work and guidance responsibilities.

The great contribution of the teacher in the guidance programme is that he helps the pupils in understanding their abilities and in evaluating their progress.

The closeness of class-teacher and guidance programme leads to the success of guidance programme. The teacher observes the activities of the pupils in different situations. Hence, we see that the teacher plays very important and effective role in the school guidance programme. The role of the teacher in the guidance programme can be clarified through the following headings:

- a. Developing the personality of the students
- b. Providing Occupational Information
- c. Understanding the students
- d. Counselling
 - Collecting Information
 - Providing Assistance in Moral Development
 - Developing Interests and Aptitudes

13.3.3 Role of School Counsellor in School Guidance Service

Basically, a Counsellor is an expert from the field of education. It is more expected from the Counsellor to run the guidance activities smoothly as compared to the other staff members. In Indian conditions, the Counsellor can be full-time Counsellor, teacher-Counsellor, visiting school Counsellor.

The following specific functions can be included in the responsibilities of a Counsellor as a guidance worker-

- a. Diagnostic
- b. Therapeutic
- c. Evaluation and Research.

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Normally, a Counsellor runs various activities. The various functions of a school Counsellor can be described under the following headings-

- Orientation of pupils
- Pupil Appraisal
- Educational and Vocational Information Service
- Holding counselling Interview
- Placement
- Research and Evaluation

13.3.4 Role of School Doctor in School Guidance Service

In the school guidance programme, the doctor also plays an important role. He performs the following functions in this programme

- i. The doctor manages medical examination of the pupils after a proper gap of time. The school doctor informs the parents or guardians of the pupils about the physical defects or diseases.
- ii. The responsibility of maintaining the complete record of the children lies with the school doctor.
- iii. It is the duty of the school doctor to prepare a programme to improve the physical health of the pupils.
- iv. It is very important for the school doctor to perform the follow-up task so that he may know the effects and results of his medical service.

13.4 PLANNING OF GUIDANCE SERVICE

Kothari commission (1964-66) has recommended that the guidance should be considered as an integral part of education. It should be started right from primary level. In accordance with such recommendations guidance programme should be planned keeping in mind the needs of the children and their development stages so that they may get well-adjusted in intellectual, social, emotional and vocational fields. From this point of view, the objectives of guidance programmes are decided according to the various developmental stages and various school levels. List of activities at different levels are summed below.

13.4.1 Activities at primary school level

Educational guidance

Children's education begins in primary school and lasts for five years. At this stage the following could be mentioned as the uses of educational guidance.

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- i. Making the pupils aware of the merits of education and encourage them to involve themselves with interest in education.
- ii. Increasing the learning skills of students by following activity approach in teaching.
- iii. Rectifying the mistakes found in pupils in speaking, writing etc. with the help of the parents. Example improving handwriting, fluency in speaking etc.
- iv. Preparing students for middle school education.

Vocational guidance

At the primary school level, children start developing habits, likes and dislikes. If they want to choose a profession like teacher, doctor, police officer, etc. they start assuming if they like the profession and play the role. Such role playing is the unplanned manifestations of their imaginations. Children develop interest depending upon their home environment, occupational functions of parents and close relatives and the socio economic status of the family, and shape their imagination about the vocations. So, through primary education, information about the various occupations existing in the society and the tools used in them could be provided to students, so as to develop a broad vocational awareness among them.

Personal guidance

- i. Helping to form good habits.
- ii. Encouraging to take up good hobbies.
- iii. Helping to work in co-operation with others.
- iv. Helping to overcome problems (if any) related to physical growth.
- v. Emphasizing the need for personal cleanliness.

13.4.2 Activities at Middle school Level

Educational guidance

During this period, student's rate of physical growth slows down a bit. However growth will continue. Among children of this age group, physical and mental abilities will be high. They will be active and always doing something. During this period of growth, there will be a keen desire to know about many things and work with tools. In this stage, 'we feeling' develops to maturity.

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Educational guidance that could be provided at middle school stage are:

1. Giving various types of assignments to make the students develop interest and ability in using the library.
2. Engaging them in handicrafts, gardening etc.
3. Using the project method to a large extent in teaching, which promotes knowledge and skills simultaneously.
4. Making students express their likes and dislikes in accordance with social ethics; to promote group cohesion and socialization, opportunities are to be provided to students to involve themselves in scout movement, camp life as part of citizenship training etc.
5. Helping students to select activities related to their subject of study on the basis of their abilities and interest.

Vocational guidance

At the middle school stage students develop habits, skills and attitudes. Approximately 80% of the students continue their studies further. Vocational guidance is needed for the rest of the students at this stage itself. Vocational attitudes are to be developed through curricular and co-curricular activities. Students should be trained to do any work entrusted to them with involvement, grace and perfection. Science, mathematics, social science and vocational subjects in the curriculum as well as co-curricular activities could be used to develop favorable vocational attitude among students. Providing information to the students about the various occupations available in the society and the people who are engaged in them will be helpful in developing vocational disposition among students. This is the object of vocational guidance at the middle school stage.

Personal guidance

The following activities could be used to refine the personal life of students at the middle school stage.

- i. Social adjustment
- ii. Behaving in tune with one's home environment.
- iii. Utilising leisure time productively.
- iv. Start planning for the future
- v. Upgrading personality traits.

- vi. Improving physical health.

CHECK YOUR PROGRESS

Notes: a. Write your answers in the space given below
b. Compare your answers with those given at the end of the unit.

1. List out the three major service of a guidance programme.
2. _____ makes an effort to help those students, secure employment who are either in school or those after they leave the school.
3. Write whether the following statements are True/False
 - i) Counselling is not only restricted to normal students but to any student who is either retarded or handicapped
 - ii) The purpose of Counselling service is not to assist the student in the process of all round development
 - iii) Counselling Service is not a part of guidance service
4. Counselling activities are conducted to develop one_____
5. _____ is to provide the students information about the educational opportunities and occupations available.

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13.4.3 Activities at Secondary Level and Higher Secondary level

Educational guidance

At this stage, students will be adolescents. They may be subjected to stress and strain that are unique to that stage and be perplexed by physical changes. The major problem faced by them are worrying about their personal appearance, upsurge of sex instinct, craving for independence, peer group influence, emotional swings etc. Which depict them as rebellious and unhappy. Deciding about one's own future study also arises only at this stage. Guidance given at this stage is tailored to meet their future needs. Aims of educational guidance programmed at this stage are:

- i. Choosing a vocation suitable for one's own interest and ability.
- ii. Helping to choose a vocational branch / professional course in accordance with one's vocational choice.
- iii. Helping to understand the objectives of higher education and graduate courses and take appropriate decisions.
- iv. Helping students to know about the entrance tests for professional courses and prepare for them.

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- v. Providing information about jobs available in various fields, courses to be completed to take up those jobs, places where they are available and financial assistance available in society etc. so as to help the students to plan well their future.

Vocational Guidance

At the high school stage, guidance services should be made available for the following

- i. School guidance centre should help the students to become aware of their own interests, abilities, aptitudes and other personality characteristics.
- ii. By making the students understand the relationship between the school subjects and vocational areas, they can be helped to choose the appropriate subject streams to suit their vocational aspirations. Students should be made to realize that mathematics and physics are highly helpful in engineering courses; similarly biology and chemistry in agricultural and medical courses and commerce and accountancy in business management courses are very useful.
- iii. Though guidance students can learn about the special skills, aptitudes and attitudes needed for each and every vocation. This will enable them to fine tune themselves when they take up a job in the field of their vocational choice and ultimately succeed in it.
- iv. Guidance may also help to get specialized training to enter the vocational branch of their choice and to undertake preparatory efforts to develop special skills needed.

Personal guidance

- i. Helping students to behave amicably at home and in the school.
- ii. Clarifying doubts regarding physical growth during adolescence.
- iii. Helping students to achieve all round social development and behave in an exemplary manner.
- iv. Helping the development of leadership qualities.
- v. Making students aware of the opportunities for getting higher secondary / higher education.
- vi. Developing a favourable attitude towards serving humanity.
- vii. Making students to spend their leisure time usefully.
- viii. Helping students to choose their career wisely.

13.5 LET US SUM UP

In this Unit you had learnt how to impart orientation service to students. Counselling, Placement and Follow up services are explained in

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brief. Various persons working in school guidance are dealt in an elaborate way. Further the role of persons working in school guidance is explained in a nutshell.

13.6 UNIT END EXERCISES

1. Write short note on
 - Counselling Service
 - Placement Service
 - Follow up service
2. Explain the role of Headmaster in offering Guidance service.
3. State any three important role of a school Counsellor.
4. List out the various activities of guidance services provided at higher secondary level.

13.7 ANSWER TO CHECK YOUR PROGRESS

1.
 - Counselling Service
 - Placement Service
 - Follow up service
2. Placement service
3.
 - True
 - False
 - False
4. Self
5. Occupational Information service

13.8 SUGGESTED READINGS

- Aggarwal, J. C. (2004). *Psychology of Learning and Development*, Shipra Publishers, Delhi.
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UNIT – XIV GUIDANCE FOR EXCEPTIONAL CHILDREN

STRUCTURE

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Guidance for exceptional children
 - 14.3.1 Meaning
 - 14.3.2 Types
- 14.4 Guidance for Gifted
- 14.5 Backward
- 14.6 Mentally retarded
- 14.7 Orthopedically handicapped
- 14.8 Visually impaired
- 14.9 Deaf and dumb
- 14.10 Problematic children
- 14.11 Let us sum up
- 14.12 Unit end exercise
- 14.13 Answer to check your progress
- 14.14 Suggested readings

14.1 INTRODUCTION

No one should think that educational and Vocational guidance is meant for normal children, who form the major section of the student population. In fact, guidance is required more for the exceptional children. In the present day world, making available guidance services to the exceptional children is considered as the foremost duty of educational institutions. In this unit, the meaning and definition of exceptional children, the method of categorizing them, identifying the gifted, backward, mentally retarded and the physically handicapped and providing them with appropriate guidance programmes are taken up for detailed discussion.

14.2 OBJECTIVES

After reading this unit, students will be able to:

- Give the meaning of Exceptional Children.
 - State the different types of Exceptional children.
 - Describe the guidance programme for gifted children.
 - List out the guidance programme for backward children.

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- Identify the guidance programme of mentally retarded children.
- Describe the guidance programme for Orthopaedically Handicapped, Visually Impaired, deaf & dumb and problematic children.

14.3 MEANING OF ‘EXCEPTIONAL CHILDREN’

A teacher in his professional task, has to handle students of different kinds and help everyone develop educationally to his/ her maximum potential. Though, majority of the pupils in his class may be at average level in their abilities, some may be highly gifted, some others may be less intelligent, few may have physical disabilities and one or two may exhibit problem-behaviour undermining the classroom discipline. It is the duty of the teacher to identify such students in his class who deviate significantly from the normal children in their skills, intellectual abilities and adjustment behavior and help them to get special programmes, services, facilities or materials fulfilling their special needs.

14.3.1 Definition of ‘Exceptional Children’

1. Samuel A Kirk defines, an exceptional child as “one who deviates from the average or normal child in mental, physical, or social characteristics to such an extent that he requires a modification of school practices or special educational services, in order to develop to his maximum capacity”.
2. According to William M.Cruickshank, “Exceptional children are those who deviate significantly in their physical, mental, emotional and social development from the normal children and are not benefitted much from the usual school practices as they require special and modified instructional techniques, facilities or materials.

14.3.2 Types of Exceptional Children

It is really a difficult task to classify or categorize exceptional children, because if strictly considered, each exceptional child will form a different group.

Recognizing the need to respect human dignity, the term ‘handicapped’ is now replaced with “Differently abled”. Among them the three categories viz. (i) Physically handicapped are important. Children with impaired vision, impaired hearing, impaired speech and crippled are included under the physically handicapped.

Among the children with marked learning deficiencies, ‘Slow learners’ (with I.Q. ranging from 70 to 80), the Mentally retarded (those with I.Q ranging from 50 to 70) and the ‘Mentally deficient’ (those with I.Q. below 50) are the important groups.

14.4 GUIDANCE PROGRAMME FOR GIFTED CHILDREN

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4. Helping the Child Aware of his Assets and Limitations

Apart from conducting intelligence tests, the teacher should also administer aptitude tests and interest inventories to know the mental ability, aptitude and interest pattern. Information about the child can also be collected by the Counsellor from the parents, teachers and peers and recorded in the cumulative record. Analyzing the data obtained from intelligence tests in the background of information contained in the cumulative record will enable the Counsellor to help the child identify the field in which he has to pursue advanced training or education.

5. Helping the Child in Planning and Decision-making

The gifted child should be helped in planning his career well. He should be helped in making important decisions like choosing subjects of study, getting specialized training, selecting the occupation of his choice etc. The pupil should be guided to prepare his/her own plan and make decisions accordingly i.e. there should be encouragement of do things independently.

6. Providing Enriched Curricular Experiences

It is good to provide enriched programmes for the full flowering of the talents of gifted children. They may be provided with (i) advanced assignments and special projects involving laboratory work, extensive reading, collection of data independently, pertinent field work etc., (ii) enriched daily life experiences and social work for liberal outlook and for later professional preparations. (iii) more verbal descriptions and generalizations, less of repetition (iv) study beyond that required for average learners.

7. Helping the Gifted in Vocational Development

The Counsellor can organize a vocational guidance programme for gifted to fulfill the following purposes:

- i. Helping the gifted child to participate in the 'Career Talk', 'Career Exhibition' and 'Career Conference' which may be arranged in the school/College along with his/her parents so as to achieve optimum vocation development.
- ii. Helping the gifted child to learn effective decision- making skills i.e. making appropriate decisions in the light of knowledge of one's own assets and limitations.
- iii. Encouraging the child to act with a sense of social responsibility in all what he/she does.
- iv. When the pupils is ready, helping him/her select maturedly and objectively, a vocation that suits his /her abilities and interests.

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8. Helping the Gifted Achieve Optimum Growth

A gifted child should be led in the way that he should attain optimum growth, in the sense, he would be a worthy being to the society through his exposition of abilities, instead of preparing him in the only point of view concerning examinations and other mean achievements.

7. Helping the Gifted of Strive for Excellence

Even though gifted children, by nature have qualities like fast learning, achieving higher positions in the class etc. they should be motivated not only to excel and beat others but to compete with their own best performance in the past and beat it. They should be encouraged to see the problems and obstacles as challenges to be met and tackled to prove their capabilities. For cultivating this attitude, reading of the life histories of the eminent people of the past may prove to be helpful. The gifted are also to learn work quietly with self-involvement in the midst of praise or blame, success or failure.

8. Helping Gifted Children to Exhibit Leadership Qualities

Gifted Children should be entrusted with the responsibility to lead group of students in carrying out group work in co-curricular activities. This will provide opportunities for them to raise the work efficiency of the group under their care through their leadership qualities like motivating the group members to improve their performance, to work for the cause of the team, to get along well with others etc.

14.5 GUIDANCE PROGRAMMES FOR BACKWARD CHILDREN

Backward Children require guidance in physical, academic, emotional and social aspects. They are to be guided educationally and vocational choices are to be made for them. They should be helped to resolve their personal difficulties of adjustment at home as well as in the school and community. The following activities generally find place in the guidance programme for the backward children.

1. Conducting Special Classes

Since backward children lack in reading skill, and mathematical ability, they require individualized instruction and individual attention of teachers. This could be best achieved by arranging special classes in normal schools.

In teaching the slow learners, use of A.V. aids, models charts and demonstrations are to be excessively used to concretise instruction. Adequate drill and practice every day after teaching a concept should be ensured so as to reinforce what is being learnt. Physical defects if any found in slow learners are to be removed with medical assistance.

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2. Helping the Slow Learners in Getting Adjusted to School Environment

Educationally backward children could be helped to get adjusted to the school environment by continuous encouragement and activities that build self-confidence through success. For example, they may be given simpler and easier pieces of work on which they may succeed. Once they begin to feel that they can succeed, much headway is made. Nothing succeeds like success. By encouraging them to take part in group activities like games, cultural programmes etc., it is possible to promote self-confidence and social adjustment in them.

3. Providing Vocational Guidance

Backward children should be provided proper vocational Counselling, enabling them to select a simple job for making a living (like food preparation and distribution, clerical assistants in offices, gardening, horticulture, preparing stationery materials like office-covers, files, needle work etc.) which do not demand higher cognitive abilities and huge efforts. Special classes could be arranged to help them acquire basic skills for the chosen vocation.

The job of the Counsellor becomes great and effortful, since backward children require constant and continuous help. He has to keep in touch with them constantly throughout their school life and even after that. Backward children require guidance in almost all aspects of life like job selection, spending leisure time in proper recreations, selecting a suitable marriage partner etc. such children become useful and worthy members of the society by proper guidance and counsels.

14.6 GUIDANCE FOR THE MENTALLY RETARDED CHILDREN

The mentally retarded have to be identified and categorized according to the level of disability and guidance for them includes the following.

1. Early identification and Diagnosis

Mentally retarded children are to be identified at the earliest by collecting relevant data through observation, intelligence tests, achievement tests, getting pertinent information and reports from parents, friends, psychologists and psychiatrist. Proper diagnosis go a long way in arranging for early intervention programmes to rehabilitate the mentally retarded.

2. Educating the Parents

The parents of the mentally retarded children should be educated about the mental caliber of their children. The Counsellor can, apart from providing the parents the necessary information like the special schools available in the neighbourhood, medical and rehabilitational

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facilities available etc. educate them about the need to be patient and sympathetic so as to make available a stimulating environment at home. Parents are also to be counseled to undertake as a follow-up at home of what are being taught at the special school.

3. Arranging Special Classes for Education M.R.Children

Education M.R. Children spotted in elementary schools (who are few in number) could be helped by arranging special classes for them so as to bestow individual attention on each one of them. In case, if that is not possible, parents may be counseled to admit their children in a nearby special school.

4. Planning and Implementing Various Activities to Promote Self-Confidence in M.R. Children

Generally M.R. Children lack self-confidence and have no aims in life. Activities such as special group games, cultural programmes etc. which promote self-confidence in M.R.Children by making them focus their attention at immediate goals are to be undertaken at frequent intervals.

5. Special Schools, Clinics and Rehabilitation Centres

The Counsellor should possess information regarding location of special schools, institutions offering special education/rehabilitation services, mental hospitals/clinics etc. so that he can help the parents to get the appropriate services for their M.R. Children. 'Special Education Centre's should have the following for providing effective rehabilitation services.

i. Teachers of Special Education

Special education schools/Rehabilitation schools have specially trained teachers to educate the M.R.Children. special education teachers, along with the visiting psychiatrist and psychologist function as a team to plan the rehabilitational measures for every individual child. They should have sympathetic attitude towards M.R.Children and serve with a service mind. Maximum adjustment could be brought out in M.R.Children, only by securing their co-operation through continuous stimulation of interest. For this, simple goals are to be set for them and their every small effort should be praised and rewarded. Every child should be individually attended while providing instruction and practice. They require continuous motivation and feedback.

ii. Special Type of Curriculum

The curriculum for the M.R. Children should be different from the general and have special aspects in it according to their activities. Sensory training, physical activities and practical work for vocational training should be given significant place in the curriculum, besides imparting training in reading, writing, activities of daily life like brushing

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the teeth, bathing, toileting, dressing, eating etc. and playing simple games.

However, those who are of very low I.Q. should be trained only in those activities which are essential for their survival needs like physical care or protection, eating and dressing.

iii. Special Methods of Teaching

In teaching the M.R. Children concrete objects and models, audio-visual aids etc. are to be excessively used Classroom teaching should primarily centre around activity-based learning. Psychological techniques like praising/ rewarding every correct response, providing immediate feed back at the end of each response, setting simple short-term goals, adequate drill and practice after learning a concept, offering rewards at frequent intervals etc. are to be employed in teaching the M.R.Children. The teacher should make use of love, affection, sympathy, patience, repetition and simple language while imparting instruction and training to M.R.Children.

iv. Special Time-table

While constructing the time-table, the special needs and nature of these children should be kept in mind. As they are not able to function with sustained concentration for a long-time, the duration of each should be short, not exceeding 30 minutes. There should be frequent rest intervals. The time-table should be flexible enough to accommodate different kinds of activities, giving importance for play/physical activities over developing cognitive skills.

v. Encouraging the Active Role of Parents

The parents of M.R.Children, particularly the mothers should be encouraged and motivated to help in the rehabilitation of their wards by assisting them to complete their home assignments, practice the activities of daily life like bathing, dressing, eating, toileting etc.

14.7 GUIDANCE FOR ORTHOPAEDICALLY HANDICAPPED CHILDREN

There are many specific problems of adjustment experienced by Orthopaedically handicapped children. They suffer from many fears, loss of ability to make a living, the necessity of changes for accustomed work to an occupation in which he is less competent, inferiority complex etc. He needs a Counsellor in whom he has confidence, to whom he can express freely his emotionalized attitudes. The physically handicapped persons should be trained in a way that he/she develops confidence in order to adjust himself/herself with the environment. The focus of any rehabilitative programme for the physically handicapped should be on the following:

- Sensory training to enhance their mobility

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- Development of vocational skills to gain economic independence.
- Training in skills to carry out the activities of daily life so that they may not become a burden for others or a parasite for survival.
- Learning to assume family, social and citizenship responsibilities.

14.8 GUIDANCE PROGRAMMES FOR THE VISUALLY IMPAIRED CHILDREN

Guidance Programmes for the Blind

- i. The special school for the blind, with residential facilities, not only helps the pupils learn through Braille system upto secondary education level but also develops effective social adjustment in them.
- ii. Providing facilities in the class for the students to learn more through hearing and touching.
- iii. Brail books, materials and devices required for 'braille' writing, volunteers serving as scribes to read and record for the blind, audio-tapes etc. are to be extensively used.
- iv. Training in swimming and running helps to enhance the physical mobility of the blind.
- v. As musical aptitude is found to be high in the blind children, they could be given special training in music.
- vi. Vocational training should be imparted in simple jobs like weaving, candle-making, book-binding, basket-making etc. so as to make them economically independent.

14.9 GUIDANCE FOR DEAF AND DUMB CHILDREN

The school Counsellors have to notice the nature of hearing impaired children, see that they are adequately diagnosed and given whatever, medical treatment is necessary and provide an appropriate educational guidance programme. Though the educational guidance programme is not the same for all cases of helping hearing impaired children who, despite the handicap, can make some use of authority stimuli.

The deaf people need a provision of part-time specialized or trained teacher Counsellor to help them individually or in small groups for an hour or half a day. This help would consist of:

1. Training in the use of hearing aids
2. Auditory training
3. Lip reading
4. Speech correction

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Guidance programme

The speech correctionist can be helped by the Counsellor in the manner below:

- a. The Counsellor can furnish a background information to the speech correctionist.
- b. The implementation of the referral to physicians and psychologists must often be provided by the school counsellors.

Auditorily Handicapped Children

One who loses his hearing capacity after he has acquired speech is known as 'hard of hearing'. Those who are born with less capacity of hearing or those who lost their hearing capacity in the childhood before acquiring the ability to speak are known as 'deaf'. Generally 'deaf' will be 'dumb' also. Heredity factors are responsible for 50% cases of deafness and other 50% are due to various physiological ailments. Extent of loss of hearing could be assessed at an early age by an 'audiometer'.

Children with Speech-Disorders

Speaking not only requires pronouncing word with proper modulation of sound but serves as a tool to express one's thoughts, ideas and feelings. Therefore speech disorders hinder the natural development in children. Children with speech disability can be put into two categories-(i) Dumb (ii) Those Producing 'Defective Speech'.

Dumb children, generally are deaf from birth. Such children are to be given training in speaking, after improving their hearing ability with medical assistance. Dumb children are to be sent to schools for the deaf and dumb and provided with special education.

Some children, though have the speaking ability, yet may exhibit speech disorders like stuttering, stammering etc. Such children are to be referred to a speech therapist for improving oral communication. The speech therapist must have, concentrate attention in the areas of improving oral skills and bringing out certain attitudes and adjustments. Through the improvement of skills of articulation, fluency improve the intelligibility of the speech, improve social and personal adjustment and to reduce the distractibility of the speech.

The school Counsellor can help the speech correctionist in the following ways.

- The Counsellor can furnish the background information about the child referred for speech correction.
- The implementation of the referral to appropriate specialists/experts (like E.N.T. Specialist, Speech therapist,

psychologist etc.) must often be provided by the school Counsellors.

CHECK YOUR PROGRESS

- Notes
- a. Write your answers in the space given below
 - b. Compare your answers with those given at the end of the unit.

1. _____ are those who deviate significantly in their physical, mental, emotional and social development from the normal children.
2. Brailbooks, materials and devices are used for _____
3. Name the two factors for Problematic children.
4. Give any one definition of Problematic children.
5. State any three methods of educating the gifted.

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14.10 GUIDANCE FOR PROBLEMATIC CHILDREN

Problem children are children whose behavior is not normal and it results in some or the other problem of adjustment being caused. In the words of Valentine, "Problem children are generally used to describe children whose behaviour or personality in something is seriously abnormal." In this manner the class of problem children includes all those juveniles whose character or personality shows some signs of abnormality. Some behavioural abnormalities that seem to indicate this condition are- Stealing, lying, annoying children weaker and younger than themselves, not doing home assignments, running away from school or arriving late at school.

Causes of Problematic Behaviour

Problematic behavior can have two kinds of cases – (1) hereditary, and (2) environment. Hereditary causes include physical, emotional or nervous defects but sometimes o may also be the result of weakness. The environmental factors are the following –

Atmosphere of home

One major cause of problematic behavior is the contaminated behavior that exists in many homes. A large majority of problem children come from broken families of divorced persons.

1. **Bad Company:** Besides the family another agency that plays an important role in developing signs of abnormal behaviour in the

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child is his companionship. Falling into bad company the best of children learn stealing, smoking, physical outrage, cruelty or sex habits of a bad nature.

2. **Atmosphere of College:** Another important cause of problematic behavior is the defective and contaminated atmosphere of the college. It is only natural for children to show signs of abnormal behavior when they are compelled to study in colleges or schools in which the teachers present improper and immoral ideas before them, the method of teaching is disgusting or uninteresting, and where there is absence of wholesome recreation etc.

Treatment of Problematic children

1. Measures Concerning the family

- Discipline should not take the form of pressure or fear but should aim at ultimate Self- control in the child.
- The behavior of parents should be benevolent.
- Discipline and rules should be relative
- The child should never be allowed to feel that he is not loved by anyone.

2. Good Company

3. Methods adopted by schools

- Presentation of high ideals by teacher
- Interesting method of education
- Arrangement of extra-curricular programmes
- Self- discipline
- Synthesis between family and school
- Guidance.
- Means of healthy recreation

14.11 LET US SUM UP

In this Unit you had learnt the meaning of Exceptional Children. Different types of Exceptional children are dealt in an elaborate way. Guidance programme for Gifted children, backward children, mentally retarded children, Orthopaedically Handicapped, Visually Impaired, deaf & dumb children are discussed in a nutshell. In addition meaning, Causes and treatment of Problematic children are briefed in this unit.

14.12 UNIT END EXERCISE

1. Define Exceptional Children.
2. Mention the different categories of Exceptional Children.

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3. How can the Gifted children be identified?
4. Explain the Guidance Service for Gifted children.
5. State the Guidance Services for the Orthopaedically handicapped.
6. Write a short note on Problematic children.

14.13 ANSWER TO CHECK YOUR PROGRESS

1. Exceptional children
2. Visually Impaired Children
3. Hereditary and Environment.
4. “Problem children are generally used to describe children whose behaviour or personality in something is seriously abnormal.”
-Valentine
5.
 - Rapid Promotion or Double Promotion
 - Homogenous Grouping
 - Special Schools/Summer Schools

14.14 SUGGESTED READINGS

- Aggarwal,R(2006) Educational,Vocational Guidance and Counselling, NewDelhi, Sipra Publication
- Bhatnagar,A & Gupta,N(1999).Guidance and Counselling:A theoretical Approach(Ed),New Delhi, Vikash Publishing House
- Jones, A.J.(1951).Principles of Guidance and Pupil Personnel work, NewYork,MiGraw Hill
- Kochhar, S.K., (1985): Educational and Vocational Guidance in Secondary Schools, NewDelhi, Sterling Publisher

MODEL QUESTION PAPER
Paper -70132
GUIDANCE AND COUNSELLING

Time: Three hours

Maximum: 75 marks

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PART-A

(10X 2=20 MARKS)

Answer ALL Questions

1. Define Guidance.
2. What is Directive Counselling?
3. Mention any two advantages of Group Counselling.
4. Who are the Gifted students?
5. State the meaning of Sociometry.
6. What is Cumulative record?
7. List any two advantages of case study.
8. Write short note on Placement Service.
9. Define Group counselling.
10. Give the meaning of Exceptional Children.

PART- B (5X5=25 MARKS)

Answer any FIVE Questions

11. What are the qualities of a good Counsellor?
12. State the difference between Guidance & Counselling.
13. Describe the present position of guidance Service.
14. Write the merits and limitations of Eclectic counselling.
15. What type of guidance can be provided for the deaf and dumb children?
16. Briefly explain the essential aspects of an occupation.
17. Mention the Objectives of Educational Guidance.
18. Write a note on types of guidance services offered in schools.

PART - C (2X15=30 MARKS)

Answer any TWO questions

19. a. Explain the types of guidance with suitable examples
(Or)
b. What are the functions of a Counsellor.
20. a. Explain Holland's theory of Vocational Choice.
(Or)
b. Discuss the different testing devices in Guidance.