GUIDANCE AND COUNSELLING

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Guidance and Counselling

Paper XX

Contents

B.Ed. 2nd Year
Paper XX
GUIDANCE AND COUNSELLING

Course objectives: **Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Understand the meaning, objectives, need, scope and principles of guidance.

2. Acquaint with various types of guidance.

3. Develop skills in administering and interpreting, testing and non-testing tools of data collection.

4. Develop Counselling skills.

5. Organize guidance programme in the secondary schools.

6. Develop the skills to prepare case study, to diagnose and identify problems, prepare report and provide guidance accordingly.

7.

Unit –I: Concept of Guidance

1. Guidance: Meaning, need and scope; Role of school and Teacher in Guidance program.

2. Objectives, principles, procedures, issues and problems of Guidance.

3. Types of Guidance: Educational, Vocational and Personal.

4. Testing Techniques (Intelligence, Aptitude, Personality, Inventory and Achievement Test) and Non-testing Techniques (Observation, Interview, Case Study and Cumulative Record)

Unit –II: Counselling

1. Meaning, Objectives, Principles and Types of Counselling.

2. Approaches of Counselling: Directive, Non-directive and Eclectic.

3. Techniques of Counselling.

4. Organization of Counselling in Schools and Role of counsellor.

Activities (any one of the following)

1. Interview of a school counsellor.

2. Visit to a guidance or counselling centre and write a report.

3. Administration of individual test and preparing a report.

4. To prepare a case study.

5. Conduct a survey of the problems that are most prevalent in school which need immediate attention of a guidance counsellor and prepare a brief report.

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INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Unit- 1

Meaning, Need and Scope of Guidance

STRUCTURE

1.0   Introduction

Dear Learner, it is now widely recognized that guidance is an essential part of the learning process. The guidance service in Indian governmental schools is not well established, so not offers significant support to students in making important choices which will have lifelong implications for them. Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to make choices (personal and social, educational and career) about their lives and to make transitions consequent on these choices.

Guidance is not a new concept. It is as old as civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance either unorganized or informal, in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business, medicine and education etc. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very

complex. Head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counselling to our youths. Hence, there is a need for specialized guidance services. In this lesson, we will try to interact with you regarding the meaning, need and scope of guidance.

1.1 Learning Objectives

After completing this unit, you will be able to:

- Define guidance.
- Explain the objectives and goals of guidance programs in schools.
- Identify the reasons why guidance is essential in schools.
- Outline the various aspects covered under guidance programs.
- Understand how schools create a supportive environment for guidance.
- Discuss the organizational structures and resources required for effective guidance implementation.
- Define the teacher's role as a mentor and counsellor in student guidance.

1.2   Meaning of Guidance

A small fraction of the population can handle their problems independently without needing others' cooperation and guidance. Most people lack either the confidence or insight to resolve their issues. Historically, people have often needed occasional help from older or more experienced individuals with their daily life problems.

In traditional Indian society, family or community leaders were expected to provide necessary guidance and advice whenever required by any family or community member. However, informal advice given without a clear understanding of the problem could be harmful and misleading. Over time, significant changes have occurred in all aspects of life. The diverse range of jobs, high aspirations, and vocational specialization has made providing guidance increasingly challenging. Family or community leaders, with limited knowledge of new conditions like globalization, liberalization, and consumerism, cannot adequately guide today's youth.

In the past two decades, the guidance movement has rapidly spread globally, generating enthusiasm among parents, teachers, and social workers. They have dedicated time to exploring its feasibility and benefits for the general population, including school-going adolescents. There is a strong consensus that proper guidance services should be provided to children at different ages to ensure their harmonious personal development, benefiting both society and the individual.

What does guidance precisely mean?

Let us first see what it does not mean. Crow and Crow in *"An Introduction to Guidance", have aptly stated that "Guidance is not giving directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life".*

If guidance is not all these, then what is it really?

To quote them again:

"Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden".

    ✓ **Ordinary Meaning**

There are numerous terms that can be used to refer to guidance, for example, to lead, to steer or to direct. However, many of these terms suggest compulsion, indoctrination, and direction. Guidance, on the other hand, implies personal assistance rather than steering, directing, regulating, or conducting. The emphasis of guidance is on the individual rather than the problem, with the aim of fostering personal growth for self-direction. In essence, guidance means offering help, support, and recommendations to facilitate progress and show the way. In that sense guidance is a lifelong process. Man needs guidance throughout his life. He needs it even from his infancy. When a child is born, the world appears as a vast, overwhelming, and chaotic place, and the child knows nothing. He learns everything from the society. He learns to become self-sufficient from his mother, gains guidance in navigation from his father, and acquires a passion for seeking knowledge and education from his teacher, all learning takes place through guidance. Society assists individuals in learning and adapting to their physical and social surroundings. In essence, guidance refers to the support provided by society to help individuals adjust to their environment and address life's challenges.

    ✓ **Specific Meaning**

Guidance in India is a relatively recent field within the broader realm of education, with a specific technical meaning. It encompasses all aspects of education, spanning from early childhood to adulthood. This comprehensive definition includes formal, non-formal, informal, and vocational education, all aimed at effectively integrating individuals into their environments. The term "guidance" typically carries three main connotations:

1. Specialized Guidance Service: This focuses on individuals, helping them solve problems and make informed decisions at critical junctures in their lives.
2. General Guidance Service: Often used interchangeably with education itself, this perspective views guidance as an integral part of educational processes.
3. Educational Sub-Process: Here, guidance is seen as a component within education that addresses the developmental needs of learners as its core focus

Now let us look at some selected definitions of the term guidance:

The term guidance embodies a concept that is complex and not easily understood, influenced by the intricacies of human nature, individual differences, personal and social challenges, evolving environmental conditions, and cultural traditions.

According to Crow and Crow"Guidance is not giving direction; it is not the imposition of one person's point of view upon another person. It is not making decision for an individual which he should make for himself. It is not carrying the burden of another life".

Crow and Crow describe guidance as support provided by a trained individual to help another manage their activities, form their own perspectives, and make decisions independently. When a qualified person aids someone in areas like knowledge, emotional well-being, mental agility, and social integration, it enhances the individual's capacity to think independently and take initiative.

Emery Stoops defines guidance as an ongoing process aimed at assisting individuals in developing to their fullest potential in ways that benefit both themselves and society.

According to Jones, "The focus of guidance is the individual not his problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self-realisation and self-direction is the key-note of guidance."

Downing points out towards a common problem in defining guidance that is one of keeping the definition short and sufficiently broad to be informative.He has articulated this by defining guidance operationally in two aspects:

(i) Guidance constitutes a structured array of specialized services integrated into the school environment, intended to foster students' development and support them in achieving balanced, productive adjustment and realizing their full potential in alignment with their individualities.

(ii) Guidance embodies a perspective that emphasizes a positive outlook towards children, recognizing its role in complementing, reinforcing, and enriching all other aspects of a young person's education.

Ruth Strang defines guidance as the process of assisting each individual, through their own efforts, to uncover and cultivate their abilities for personal happiness and societal contribution.

Mathewson defines guidance as the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to better align with social expectations and opportunities in accordance with ethical and societal norms.

Jones believes that guidance involves one person assisting another in decision-making, adaptation, and problem-solving.

Traxler considers guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and to relate the life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order.

Shepherd stated that (1) the immediate objective in guidance is to help each pupil meet and solve his problems as they arise; and (2) the ultimate objective of all guidance is self-guidance.

According to the Secondary Education Commission (1964-66), "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 mastered about themselves and about the world in which they are to live and work."

If we analyse the above definitions of guidance, we will find the following elements in it:

➢ *The guidance program is structured, with a defined system and personnel.*
➢ *It is an integral part of the school system.*
➢ *It consists of specialised services of testing, counselling, educational and vocational information, placement and follow-up scheme.*
➢ *Its major aim is the promotion of student development.*
➢ *It aids children in enhancing their capacity to handle personal challenges.*
➢ *It facilitates the recognition and cultivation of talents and potentials*
➢ *The intangible aspects of guidance are acknowledged as a perspective or an attitude.*

1.2.1 Nature of Guidance

By now, you have grasped that guidance is a supportive service. It is inherently self-oriented, problem-solving, and multifaceted. It involves two key understandings: First, a comprehension of one's own abilities, aptitudes, interests, motives, behaviour patterns, skills, achievements, and social, cultural, and economic background. Second, an understanding of the true nature of one's environment and the educational and vocational opportunities it offers, including their specific

requirements of abilities and achievements. Guidance can be seen as a process of connecting these two understandings, thereby giving them new significance in an individual's life. Mohein has very lucidly put the nature of guidance in these words:

"Guidance seeks to create within the child the need and power to explore and understand himself in order to prepare a balance-sheet of his assets and liabilities so that he is able to plan out his future growth and activities in a manner that offers maximum likelihood of success and satisfaction."

An analysis of this definition indicates that the concept of guidance includes several significant characteristics. Some important characteristics are as under:

- **Guidance is education itself**
  Guidance seeks to educate individuals to understand themselves and maximize their potential, ultimately helping them become well-adjusted and practical members of the community. Thus, guidance is a vital educational process and, in essence, is education itself.
- **Guidance is a process**
  Guidance is a process that helps individuals discover themselves in the most fulfilling and positive way. It offers direction to help individuals harness their potential, abilities, interests, and aptitudes.

- **Guidance is a continuous process**
  Guidance is a continuous and dynamic process. Through this process, an individual gains self-understanding, learns to fully utilize their capacities, interests, and abilities, and continually strives to adjust to various situations. It also helps in developing their decision-making skills.
- **Guidance is related with life**
  Guidance is connected to life's problems and challenges and teaches how to confront them. These problems and challenges shape our personality. Guidance aids individuals in leading a balanced, tension-free life, achieving full satisfaction despite their circumstances
- **Guidance is self-direction**
  The essence of guidance is not to impose itself on an individual or make decisions for them. Its ultimate purpose is to help individuals steer themselves in the right direction, make their own choices, set their own life goals, and manage their own responsibilities.

- **Guidance is individual-centred**
  Whether provided individually or in groups, the focus of all guidance programs is the individual, who must manage themselves for a joyful present and a happy future by aligning personal desires and aspirations with socially desirable goals.

- **Guidance is a qualified and complex and organised service**
  Guidance is provided by qualified and trained professionals, making it a skill-based process. The diverse and intricate nature of human life influences guidance programs, which encompass a wide range of experiences. Guidance relies on prior study of the individual, including their assessment, initial counselling, interviews, case studies, and various other related activities, highlighting its complexity.

- **Guidance is based on individual differences**

  Individual differences, or the significant variations among people, form the foundation of guidance. If everyone were the same, there would be no need for guidance. People differ not only in appearance but also in their mental and intellectual abilities, desires, aspirations, and aptitudes.

- **Universality of guidance**

  Guidance is essential for everyone, at all stages of life, from childhood to old age. Individuals need guidance to solve problems and to adjust within both family and society.

- **Guidance is making potential actual**
  Research suggests that every individual is born with greater potential than they typically realize. Guidance programs assist individuals in uncovering and utilizing their hidden talents for their personal benefit as well as for the benefit of the community. Therefore, guidance programs serve as a tool to identify talent and harness it for the advancement of the nation.

- **Preparation for future**
  The guidance process is beneficial in preparing individuals for their future endeavors. It aids in making career choices, selecting life partners, and instilling confidence as one move forward in life.
  Modification of Behaviour
  Guidance assists individuals in adapting to various situations and in modifying their behavior. Skillful guidance and counselling have been effective in transforming negative personality traits. According to Carter V. Good, "Guidance is a process of dynamic interpersonal relationship designed to influence the attitudes and subsequent behaviour of a person."

Self-Check Exercise- 1

1. Who said, "Guidance is not giving direction; it is not the imposition of one person's point of view upon another person. It is not making decision for an individual which he should make for himself. It is not carrying the burden of another life".

(a) Crow and Crow
(b) Mathewson
(c) Shepherd
(d) Ruth Strang

1.3 Need of Guidance

The necessity for guidance has always been present throughout history. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or other way. "There is hardly any individual who does not need help". Jones has rightly said, "Everyone needs assistance at some time in his life. Some will need constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in meeting problem situation." But there is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalisation, liberalisation, the need for outstanding leadership, a shift in standards of morality and integrity, people's high aspirations etc. all contribute to the need for guidance programme in the schools. The student life is getting complex day by day . Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situations. Need analysis of the students in the schools shows the need of Guidance services, in the education, profession, vocation, social, health, moral, personal, and marital areas. Guidance programme needs to be introduced in our colleges and universities to meet the varied needs of the educational system, administration, and students.

We shall discuss the need for guidance in India under four heads:

(a) Educational Needs
Guidance is needed from educational point of view because of the following reasons:

i) **Increase in the range of individual differences among school going children**

Before independence, boys and girls in our country came to school only from the more privileged section of the society. The admission in the schools was selective. Since independence, there has been recognition of the Constitutional Directive to provide free and compulsory education up to the age of 14, aiming for education accessibility for all and promoting mass education. Consequently, our schools have seen a surge in enrolment from diverse societal backgrounds. This has led to overcrowded classrooms and a significant rise in the number of schools. As a result, there is now a broader spectrum of individual differences in students' abilities, aspirations, and achievements. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible

unfoldment of the student's potentialities. This is possible only through the introduction of guidance services in our school programmes.

ii) Guidance as an Instrument for the Qualitative Improvement of Education

There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to some extent in the fall of educational standards. Therefore, there is a significant demand for offering guidance services in schools to enhance the quality of education.

iii) Knowledge Explosion or the increase in the types of courses offered in the schools.

The realm of knowledge is vast. This expanding knowledge is gradually finding its way into our textbooks. It's impractical for every student to absorb all the information available in every field. The outdated notion of a uniform education path for everyone is no longer viable. At the secondary stage, the courses of studies have been diversified to include several optional groups. Hence, there is a pressing need for a specialized service in our schools that will aid individual students in selecting courses that align with their needs and abilities. This service will also help school authorities in appropriately assigning diverse courses to students.

iv) Expanding Educational Objectives

Today, there is widespread discussion about fostering the comprehensive development of children through education. We seek an educational approach that supports the holistic development of every child. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counsellor and availability of appropriate guidance services.

v) Solution of Educational Problems

We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc. These problems require the need of proper guidance services in the school. Specialized guidance services are necessary for gifted, disadvantaged, handicapped, and delinquent children as well.

vi) Solving Discipline problems

The issue of discipline is increasingly becoming more severe in educational institutions. Even at higher stage of education it has taken a serious turn. Student strikes and agitation have become a common scene of the day. Problems of discipline can be solved with the help of guidance programme.

vii) Optimum Achievement of the Students

Most of the students secure third division in the examinations due to the fact that they have not developed the proper study habits and learning styles. The reason for the poor achievement in the schools is because students do not make use of educational facilities available in the school. Therefore, there is a great need to develop study habits among the students. Proper guidance services can help in this

direction.

(b) Vocational Needs

In our country, natural resources are underutilized due to the absence of adequate guidance services. The following vocational needs underscore the necessity of introducing a guidance program in schools:

i) **Vocationalisation of Education and Guidance**

Enhancing vocational proficiency is a key goal of education. The Secondary Education Commission has stressed the importance of introducing crafts and diversifying courses at the secondary level. This initiative aims to encourage a greater number of students to pursue agricultural, technical, commercial, or other practical courses, preparing them for vocational careers. This underscores the necessity of implementing effective guidance services in schools.

ii) **Guidance as an Instrument of National Development**

Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Therefore, it is essential to establish a strong connection between education and the country's manpower requirements. A well-designed guidance program can systematically facilitate the achievement of this objective.

iii) **Expanding Complexity of the World of Work**

The growth of industrialization and mechanization has led to a significant expansion in the range of job opportunities, resulting in a challenge of choice for individuals. It is crucial to introduce secondary school students to this diversity of jobs and their specific demands. This can only be achieved through structured guidance services within our country's school system.

iv) **Increasing Need for Man-power Planning and Utilization**

In a nation like ours, strategic development requires the conservation of human resources and meticulous manpower planning. It is essential to carefully align the educational and training programs with the manpower requirements. To meet the increasing demand for personnel across various developmental projects, the younger generation must be methodically guided into training courses that prepare them for critical national needs.

v) **Occupational Awareness**

A well-organized guidance programme is crucial for fostering occupational awareness among students nationwide. It is important for students to understand the range of job opportunities available in the employment market, enabling them to select appropriate courses during the secondary stage. Therefore, support must be provided to help students make informed choices about their courses at this stage.

vi) **Changes in the Conditions of Industry and Labour**

Rapid changes are occurring in today's industrial and labor conditions. Specialization has become a key feature of the current era. Additionally, there has been a proliferation of professions, making it challenging for an average person to make an informed career choice. Hence it has become essential to get help of guidance services in the school.

vii)   Changed Economic Pattern of the Country

Our country is currently in an era of economic planning, necessitating scientists, industrialists, software engineers, bankers, and more to meet the increasing demands of a progressive nation. The obsession with white-collar jobs needs to be re-evaluated. Without the introduction of a comprehensive guidance program at the secondary stage for choosing studies and careers, the nation will stagnate economically, and our youth will face ongoing frustration and disillusionment.

(c)   Personal/Psychological Needs

Today our youth is facing various types of personal problems at home and in the school. Psychologically no two individuals are alike. They differ in various aspects on account of the following three kinds of differences:

– Different stages of development

– Differences among persons

– Differences in opportunities made available to various persons.

It shows that all persons cannot be fit for the same profession. Therefore, there is a requirement for a guidance program within the school system. The following are the personal and psychological justifications for this need:

i)   Guidance is the Basic Need of Man

Psychologically, every person on Earth relies on some form of assistance from others to solve their problems and lead a fulfilling life.

ii)   Educational and Social Aspirations

In the present age of competition, the aspirations of the parents are very high. They aspire for their children to succeed in every aspect of life. They provide various resources and support to ensure their children can secure good employment opportunities. To meet the high aspirations of the parents, a well-organized guidance programme is needed to make them aware of the potentialities of their children so that they take up right decision at the right time.

iii)   From the Point of View of the Developmental Needs

Throughout life, individuals progress through various stages of development such as infancy, childhood, adolescence, and adulthood. Each stage requires different forms of assistance to adjust effectively. Adolescence, in particular, presents numerous developmental challenges where proper guidance is

crucial for students to make informed decisions about their future.

iv) Psychological Problems

Many students encounter emotional challenges stemming from frustrations, conflicts, tensions, and other stresses. It is crucial to offer guidance to young people to help them resolve these personal issues.

v) Satisfactory Adjustment

Guidance is essential to assist students in achieving satisfactory psychological adjustment to their environment. Poor adjustment can negatively impact their physical and mental well-being.

vi) Proper Development of Personality

Education aims for the comprehensive development of personality, and a well-organised guidance programme is crucial for achieving this goal.

(d) Social Needs

Following points highlight the Social Needs of Guidance: –

i) Complex Nature of Society

The current era emphasizes industrialization, urbanization, and modernization. These societal changes bring about increased complexity and demands, leading individuals into ongoing social and emotional stresses. Thus, schools should provide specialized services to address the emotional and social needs of students.

ii) Changed Family Contexts

The traditional joint family system is rapidly disappearing, leading to fragmented homes and a rise in personal issues among children. A proper school guidance program is essential to address these challenges.

iii) Explosion of Population & Expansion in Human Resources

Our population has been increasing rapidly. This calls for intensive and extensive guidance in the technique of planning.

iv) Political Change and Extension of Democracy

Global political democratization has transformed education into a child-centered approach. Equal opportunities in professions and promotions require guidance services for appropriate educational and occupational choices.

v) Change in the Concept of Education

Modern education demands continuous guidance aligned with students' interests, aptitudes, and capabilities at every educational stage.

vi) Proper utilization of Leisure Time

Technological advancements have led to universal leisure time availability. Guidance is crucial to help individuals make productive use of their leisure time.

vii) Lack of Guidance at Home

Previously, homes provided significant education and training in family occupations, but specialization and diverse job opportunities now require occupational information services in schools.

From the above discussion we can conclude that complex social, economic, political and educational system has made the guidance programme a necessity.

Self-Check Exercise-2

1. Why we need educational guidance?

1.4 Scope of Guidance

The scope of guidance is extensive and continuously expanding in the context of modernization and industrialization. With life becoming increasingly complex, the demand for expert assistance in addressing various problems is growing rapidly. Guidance now encompasses a wide range of social issues, occupational prestige, and broader trends in social and economic development.

The Kothari Commission has emphasized the necessity of guidance services in schools to meet these evolving needs. Regarding scope of guidance, Commission was of the view. "Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental: it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home. Guidance, therefore, should be regarded as an integral part of education."

Mathewson while discussing the focus and scope of guidance programme has very aptly stated that the focus of guidance is improving the capability of the individuals to understand and deal with self-situational relations in the light of social and moral values. The scope of guidance operation in school is to deal with:

– personal and social relations of the individual in school
– relation of the individual to the school curriculum, and
– relation of the individual to the educational and vocational requirements and opportunities.

The scope of guidance is too wide. In the words of Crow and Crow, "Guidance touches every aspect of an individual's personality- physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities." Any needy person can be guided. This can include the persons of different age, different interests, various characteristics and persons of different nature. Hence, we cannot draw boundaries around the process of guidance.

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

> ### Complex nature of personality

Industrialization introduces tensions such as adjusting to jobs, workplaces, physical and social environments, and technological advancements. Guidance is crucial for coping with these challenges, broadening its scope to encompass nearly all aspects of life adjustment.

> ### Complexity of Occupation

Industrialization, automation, and cybernetics create new occupations while older ones fade. In the USA, individuals change careers an average of seven times in their lives. This trend necessitates sophisticated occupations requiring higher education and intensive training, thereby increasing the role of guidance.

> ### Complexity of Training

New jobs demand new training methods, courses, and skills to prepare for employment in a rapidly changing world. Guidance plays pivotal roles in ensuring individuals are suited to the right job roles.

> ### Increasing Areas

As society becomes more complex, scholars like Brewer identify ten areas of guidance including educational, vocational, religious, family relationships, citizenship, leisure, personal well-being, ethical behavior, cooperation, and cultural participation. The complexity of society directly correlates with the need for comprehensive guidance services.

> ### Migration

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

➢ **The Expansion of Education**
Education is no longer limited to a privileged few; it is now a national asset requiring proper guidance for effective placement and utilization.

➢ **Areas of guidance**
Guidance covers various domains including educational, vocational, personal, social, and health guidance, addressing the multifaceted needs of individuals in modern society.

Crow and Crow have rightly quoted, "As now interpreted, guidance touches every aspect of an individual's personality-physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities." Thus, guidance is a continuous, complex, dynamic and comprehensive process. Guidance is concerned with educational, vocational and other problems along with personal problems. Guidance work can occur anywhere and can be provided even through magazines, books and correspondence.

Self-Check Exercise-3

1. List the factors responsible for the expansion of the scope of guidance.

1.5   Role of School and Teacher in Guidance

School plays an important role in providing various types of guidance i.e. academic guidance, career guidance, personal and social guidance to their students. The role of school in guidance programmes consists of the following points:

– To provide students with essential guidance services such as career advice, vocational information, schools need to set up a professional guidance cell or centre.

– Schools should appoint qualified and trained guidance personnel or staff, such as school counsellors, career advisors, and psychologists, who are equipped with the skills and knowledge to provide comprehensive guidance and support to students.

– Schools should regularly organize seminars, workshops, and orientation courses to educate teachers about the nature and importance of guidance. These programs should aim to equip teachers with the skills to assist and evaluate students' needs and problems, and to develop effective strategies to address them.

– Schools offer individual and group counselling to address various personal, social, and emotional problems and needs of their students.

– The guidance counsellors in schools must help students to choose courses that align with their academic strengths, interests, and future aspirations.

Role of School teachers in guidance:

The guidance functionsofschoolteachers are:

- Knowandusethebasicprinciplesofhumanbehaviour.
- Develop skills in observing and analyzing student behaviour in order to ascertainwhen an incident issignificant,and,alsotobesurethatitwillnotbereportedout ofcontext.
- Provide the studentwith facts abouthimselfand hisenvironmentas a basicframeworkfor thinking logically abouthisgoalsandthenrelatingthemto hisabilities.
- Place emphasis on self-understanding, self-direction, utilizationofpotentials, andacceptance of responsibilitiesforactionsbythe student.
- Express to the principal the need for an organized programme ofguidanceservices.
- Cooperate with the principal to assess current guidance services and compile a list of staff competencies relevant to the guidance service
- Accept the opportunity to participate in the planninganddevelopmentstagesoftheprogramme.
- Acknowledge the necessity for specialized guidance personnel and grasp the essential relationships between guidance personnel and classroom teachers
- Assistinprovidingdataforthestudents'cumulativerecord folderandutilizethesedatainaprofessionalmanner.
- Integrate occupational, educational, and personal-social informationintotherespectivesubjects.
- Review constantlycourse content and curricular offerings tomeet studentneeds.
- Assist studentswheneverpossibleandreferthosewhoseneedsare beyondtheircompetencies.

Self-Check Exercise-4

1. Mention any five points reflecting the role of school teachers in guidance.

1.6 Summary

Guidance is a systematic process that assists individuals in understanding themselves and their environment, enabling them to make informed decisions about their personal, educational, and vocational lives. The need for guidance arises from the complexities of modern society, where individuals often face challenges that require expert advice and support to navigate effectively. The scope of guidance encompasses a wide range of services, including educational guidance to help students make academic

and career choices, personal guidance to address emotional and social issues, and vocational guidance to aid in career development and job placement. Ultimately, guidance aims to promote holistic development, empowering individuals to achieve their full potential and lead fulfilling lives.

1.7 Glossary

Guidance: Guidance is a process of providing support and advice to someone in need.

Educational Guidance: It is assisting students in making right decisions about their education, selecting courses, and planning for higher education.

Vocational Guidance: It is a type of guidance where we helpindividuals to choose careers that match their interests, skills, and abilities.

1.8 Answers to self-check exercises

Self-Check Exercise- 1

Crow and Crow

Self-Check Exercise- 2

Following points highlight the need of guidance from the educational point of view:

a. Increase in the range of individual differences among school going children

b. For the qualitative improvement of education.

c. Knowledge explosion

d. Expanding educational objectives

e. Solution of educational problems

Self-Check Exercise- 3

1. Factors responsible for the expansion of the scope of guidance are:

a. Complex nature of personality

b. Complexity of occupation

c. Complexity of training

d. Migration

e. Expansion of education

Self-Check Exercise- 4

1. Following points highlight the role played by school teachers in guidance:

- Know and use the basic principles of human behaviour.
- Place emphasis on self-understanding self-direction, utilization of potentials, and acceptance of responsibilities for actions by the student.
- Provide the student with facts about himself and his environment as a basic framework for thinking logically about his goals and then relating them to his abilities.
- Integrate occupational, educational, and personal-social information in to the respective subjects.
- Develop home and classroom activity materials.

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1.10 Terminal Questions

1.   What do you mean by guidance? Describe its characteristics.
2.   Why we need guidance at various stages of life? Explain.
3.   What is the scope of guidance? Explain.
4.   Explain the roles of the teacher in guidance.

Unit- 2
Objectives, Issues and Problems of Guidance

STRUCTURE

2.0   Introduction

2.1   Learning Objectives

2.2   Objectives of Guidance

    Self-Check Exercise- 1

2.3   Principles of Guidance

    Self-Check Exercise- 2

2.4   Procedures/ Steps in Guidance

    Self-Check Exercise- 3

2.5   Various Issues in Guidance

    Self-Check Exercise- 4

2.6   Problems in the Implementation of Guidance Programmes

    Self-Check Exercise- 5

2.7   Summary

2.8   Glossary

2.9   Answers to self-check exercises

2.10   References/Suggested Readings

2.11   Terminal Questions

2.0   Introduction

In a wide variety of settings--schools, college, agencies, business and industry-- involving a range from talented elementary children to reflective post-retirement adults, new programs and practices are being developed to respond to the diverse calls for guidance. As guidance workers encounter needs for assistance, they face numerous challenges and issues--whether to respond and how, what priorities to give to their services, and how to sort out the important from the urgent. What methods they use and the decisions they make will reflect their central values and will initiate a response trajectory which will illuminate the paths that guidance workers will follow for the near future. It has now been recognized that 'guidance' is critical at all stages in life, if people are to cope successfully with the many challenges they have to face. Whether it be in the education/lifelong learning area,

the employment/training area or the personal/social decisions people have to make, organizations, agencies and individuals who provide 'guidance related services', have a key role.

2.1 Learning Objectives

After reading this unit, you should be able to:

− Define the primary objectives of guidance in educational and developmental contexts.
− Explain why guidance is essential in addressing academic, career, and personal-social needs.
− Describe foundational principles that guide effective counselling and guidance practices.
− Outline the sequential steps involved in the guidance process (e.g., assessment, goal setting, intervention, evaluation).
− Analyze various issues addressed through guidance programs
− Identify common challenges and barriers hindering the successful implementation of guidance programs.

2.2 Objectives of Guidance

The goals of guidance align closely with those of education in a democratic society. Similar to education, guidance services uphold the principle that individuals are pivotal within educational institutions. From the individual's perspective, the objectives of guidance can be summarized as follows:

1. Assist individuals in realizing their potential and making significant contributions to society through their own efforts.
2. Support individuals in identifying and resolving their own problems, and in making appropriate choices and adjustments.
3. Establish a solid foundation for sustained and mature adjustment.
4. Promote a well-rounded life encompassing physical, mental, emotional, and social aspects.

From the point of view of the institution the aims of guidance can be stated as follows:

(i) Motivating and enhancing teachers' teaching effectiveness.

 (ii) Helping teachers better understand their students.

(iii) Offering systematic technical support and professional development through in-service training.

(iv) Facilitating harmonious interactions between students and the school environment.

(v) Providing a mechanism for teachers to refer students as needed.

The Kothari Education Commission (1964-66) has given the following objectives of guidance at the secondary school stage:

o   To help the adolescent pupils to know and develop their abilities and interests.
o   To help pupils to understand their strengths and limitations and to do scholastic work at the level of their abilities.
o   To help pupils to make realistic educational and vocational choices.
o   To provide information of educational opportunities.
o   To help the pupils in personal and social adjustment.
o   To help the school to understand their student.

2.3.1   Objectives of Educational Guidance

According to Crow and Crow the objectives of educational guidance at the high school level are to :

(i)   Select the curriculum that best fits his abilities, interests and future needs.

(ii) Develop work and study habits that enable him to achieve satisfactory success in his studies.

(iii) Gain some experiences in learning areas outside the particular field of his special interests and talents.

(iv) Understand the purpose and the function of the school in relation to his needs.

(v)   Discover all that his school has to offer and plan a programme of studies accordingly.

(vi) Learn about the purpose and function of the school that he may wish to attend later.

(vii) Select try out courses in order to gain insight into learning areas that still

lie ahead.

(viii) Participate in out-of-class activities in which he can develop potential leadership qualities-

(ix) Appraise his fitness for continued study in a college or other school or in a particular vocation.

(x) Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.

2.3.2   Objectives of Vocational Guidance

According to **Jones**, the objectives of vocational guidance are the following:

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupation within which his choice will probably lie as he may need for intelligent choice.

2. To enable students to find what general and specific abilities skills etc., are required for the group of occupations under consideration and what are the qualifications of age, preparation, sex, etc.. for entering them.

3. To give opportunities for experiences in school and out of school, this will provide information about condition of work. It will assist the individual to discover his own abilities and help him in the development of his interests.

4. To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are
(a) the peculiar service that the individual can render to the society, (b) personal satisfaction in the occupation, and (c) aptitude for the work required.

5. To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.

6. To assist him secure such information about himself, his abilities. –general and specific, his interests, and his powers, as he may need for choice.

7.   To assist economically handicapped children to pursue their occupational choices.

8.   To assist the students to secure knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the cost of attendance etc,

9.   To help the worker to adjust himself to occupation in which he is engaged; to assist him to understand his relationship with workers in his own and related occupation and to society as a whole.

10.   To enable the students to secure reliable information about the danger of alluring shortcut to fortune through short training courses and selling propositions of such unscientific methods.

2.3.3 Objectives of Personal Guidance

The nature and purpose of personal guidance will be clearly understood when we take into consideration the different stages of child education.

Objectives of Personal Guidance at Elementary Stage

Personal guidance during the elementary stage focuses on meeting the fundamental needs of children. This period of childhood is crucial for growth and development, laying the groundwork for physical, intellectual, emotional, and social development. The objectives of personal guidance at this stage include:

- Assisting children in forming positive attitudes towards themselves, their parents, teachers, classmates, and others, using sympathy and affection as tools.
- Supporting students in developing a healthy physique, including regular medical check-ups.
- Facilitating emotional adjustments.
- Promoting the development of self-discipline

Objectives of Personal Guidance at Secondary Stage

Personal guidance at the secondary stage addresses the fundamental needs and interests of secondary school students, which is crucial during this pivotal stage of

development. It's a period characterized by stress, emotional turmoil, heightened sensitivity, anxieties, conflicts, and challenges. The objectives of personal guidance at this stage include:

(i)   Assisting students in addressing physical health issues.

(ii)   Helping students navigate challenges related to sexuality, emotions, and mental health.

(iii)   Supporting adolescents in making adjustments within their families.

(iv)   Facilitating social adjustment, including adaptation to school life.

(v)   Organizing enriching recreational activities within the school.

(vi)   Providing opportunities for community service.

Objectives of Personal Guidance at College and University Stage

Personal guidance at the college and university level builds upon the foundations set during secondary education but expands its scope to foster in young adults a sense of social service, responsibility, patriotism, and tolerance. Students at this stage require personal guidance to achieve satisfactory personal and social adjustment in their new environments. The objectives of personal guidance at this stage include:

(a)   Assisting students in resolving emotional, sexual, and other personal issues.

(b)   Helping students adapt to new environments, including changes in college and societal settings.

(c)   Supporting students in developing positive ideologies and constructing a new philosophy of life.

(d)   Encouraging student participation in social activities and community service.

(e)   Facilitating ethical and moral development, and instilling appropriate values.

(f)   Promoting mutual respect and appreciation among students from diverse backgrounds.

(g)   Guiding young adults to understand the significance of religious and moral values in life

Self-Check Exercise- 1

1. Write down the objectives of guidance given by Kothari Education Commission (1964-66).

2.3 Principles of Guidance

The community's guidance and counselling programs encompass a variety of methods for delivering services. These services are developed and implemented based on specific underlying assumptions and fundamental principles.

Author J. Jones highlighted following six basic assumptions as under:

– *Race, colour and sex have little as no relation to aptitude and abilities.*

– *Many crises cannot be successfully met by student without assistance.*

– *The school is in a strategic position to give the assistance needed.*

– *Guidance is not prescriptive instead at progressive ability for self-guidance.*

– *Variations within the individual are significant.*

– *Abilities already existing in individual are not usually specialized.*

There are many underlying assumptions in guidance programme many of them are closely related to the principles of guidance. The first principle is that it is essential that there should be a number of persons and also a good number of alternatives available to them. The right man is to go in for the right alternatives. If this condition is fulfilled, only then guidance will take place. For example, in the vocational guidance situation there are a good number of people and a good number of vocations are available to them. The right occupation is to be chosen by the right man. Some other principles in brief are as follows:

- Guidance is primarily dedicated to implementing the essential concern of democracy for the dignity and worth of individual. It can take place only in democratic set up.
- Guidance seeks to assist the individual in becoming progressive so to guide himself. It is self-directing and it involves self-directing activity. The difference between individual's, native capacities, abilities and interests are of greater significance. Native abilities are not usually specialized.
- Guidance deals with the whole person. However, but any aspect of guidance may serve as avenue of approach for the means of developing rapport.
- Guidance is not possible in the absence of reliable data.
- Guidance workers need special preparation, training and skill.

- Guidance activities are of two kinds, i.e. group and individual. All guidance workers are not equally competent in both the fields.
- The guidance workers should become thoroughly acquainted with all available guiding agencies and their activities.
- Guidance is a lifelong process.
- Education and guidance are like two sides of the same coin and they should never be separated from each other.
- Many important personal problems cannot be solved by young people without assistance.
- The school is in a strategic position to provide the assistance needed by students.
- Guidance aims at progressive ability for self-guidance.

Self-Check Exercise- 2

1. Guidance is a lifelong process. (True/False)

2. Education and guidance are like two sides of the same coin and they need to be separated from each other. (True/False)

2.4 Procedures/ Steps in Guidance

Guidance is recognised as fundamental to lifelong learning that supports the development of human potential, social inclusion, employability and economic prosperity. Guidance refers to the process of facilitating individuals or groups at any point throughout their lives to develop their capacity for the self-management of their personal, social, educational, training, occupational and life choices in order to grow towards their potential and thereby to contribute to the development of a better society. Different steps in guidance are:

– **Observe a pattern of mistaken behavior**

The teacher observes a consistent behavior pattern that may suggest difficulties in a child's life. While occasional conflicts are normal for any child, a sustained pattern of unusual, extreme, or inappropriate behavior over several days could indicate significant unmet physical or emotional needs.

– **Build the relationship**

A child dealing with life challenges requires a supportive bond with a teacher. Recognize the child's endeavors, accomplishments, and difficulties. Take opportunities outside of conflicts to engage with the child personally. Investing time in establishing a "good morning" routine with each child can help prevent conflicts throughout the day. It's also important to cultivate relationships with the child's family right from the start of their enrollment in the program.

Building a rapport with family members facilitates addressing any significant conflicts that may arise more effectively.

- **Use consistent guidance intervention techniques**

The teacher addresses mistaken behavior with a balanced approach that is both firm and friendly. Interventions such as guidance discussions, conflict resolution, and crisis management techniques (primarily for calming purposes) are utilized. In classrooms with multiple teachers, one teacher may be assigned as the primary contact for each child to maintain consistent interventions and predictable boundaries.

- **Obtain additional information**

  The teacher aims to gain a deeper understanding of the child and their behavior. They document instances of misbehavior, noting the days of the week, times of day, and events during the daily schedule. Strategies for gathering more information include conversing with the child, making anecdotal observations, sharing findings with colleagues, and communicating with the family to exchange information about the child's activities, experiences, behavior, and progress. The teacher incorporates this new information while continuing steps 1 to 3 for a reasonable period or until a meeting with the child occurs. Subsequently, the teacher reassesses the situation.

- **Hold an Individual Guidance Plan (IGP) meeting**
  If steps 1 to 4, conducted over the specified period, do not lead to a reduction in both frequency and severity of conflicts, it is advisable to convene a meeting with the Individual Guidance Plan (IGP) team. Refer to Part Two: Guidelines for Conducting Individual Guidance Plan Meetings for guidance on preparing for and conducting the meeting. The team typically includes family members, teaching staff, and other relevant adults. During the development of the IGP, the team may utilize or customize information from Part Three: Individual Guidance Plan Worksheet. Once finalized, the team shares the plan with the child.

- **Implement the Individual Guidance Plan**
  The team collaborates to implement the IGP. Essential components typically include ongoing efforts by staff to strengthen relationships with both the child and the family. Another critical aspect involves adjusting the educational program to provide the child with more opportunities for success, thereby reducing conflicts. The plan may also involve recommending assessments by special education or other professionals. (If special education services are deemed necessary, an Individualized Education Program [IEP] process may take precedence over the IGP.) Counselling or other professional services may also be integrated into the plan.

– **Monitor the Individual Guidance Plan.**
Staff evaluate the effectiveness of the IGP, maintain communication with the family, and make adjustments if the current approach fails to facilitate the child's acquisition of new behaviors. If needed, the team schedules a follow-up IGP meeting.

Self-Check Exercise- 3

1. Mention the steps involved in the process of guidance.

2.5 Various Issues in Guidance

➢ **Professional title**
The title itself needs a wide understanding of its role and the tasks assigned to an individual as guidance personnel.

➢ **Prevention versus remediation**
Guidance involves not simply making decisions for the student, but enabling them to potentially arrive at wise decisions on their own. Many students yearn for someone to confide in and share their burdens. Effective guidance personnel possess the art of listening, which involves dedicating quality rather than quantity time to assist students in redirecting their lives onto the right path. The school, community and families are requesting assistance in preventing students from being involve in many difficulties, such as:

➢ **Gangs**
Often, students seek acceptance from individuals who embrace them for who they are. Gangs offer a sense of camaraderie, excitement, and sometimes present challenges. People involved in the gang maybe good and positive behaviour intervention support is much needed. Involve parents in a behaviour support team.

➢ **Dropouts**
Dropouts are a prevalent issue in public schools. Various stressors, such as family conflicts, parental separation, financial instability, and similar challenges, contribute to an increase in dropout rates among students. These stressors often lead students to make the decision to discontinue their education.

➢ **Substance Abuse**
Some students indulge themselves in illegal drugs. The guidance personnel perhaps need to provide a seminar and testimonies from the people who had bad experiences with respect to the abuse of illegal drugs. The government agencies and centre for rehabilitations for youths are of great help.

➢ **School Violence**

As educators we have been experiencing a lot of misbehaviors from our students with problems. Some of our students are attention seekers. Bullying, fighting, disruption of class is just some of the problems in the campus which sometimes lead to school violence. School administrators, teachers, and staff must implement positive behavior interventions and supports.

➢ **Child Abuse**

Some students in our community are vulnerable to abuse by figures of authority, such as teachers, parents, and staff. It is inevitable for them to suffer and experience pain. Emotionally they are not balance and mentally they are weak. As a result of this abuse, the academic performance of the students is also inadequate.

➢ **Awareness of one's own culture**

Perhaps, it is necessary for us to understand our own culture in order to have a clear grasp of our values, beliefs, and collective behavior.

➢ **Awareness of Individual Difference**

Everyone was made to believe that we differ from one another yet when you belong to a certain group of people with the same system in belief and value us, and then turn out to be the same as they are.

➢ **Awareness of other culture**

It's important to recognize that we have diverse cultures, practices, and traditions. Encountering different languages and ideas helps us understand our identity, our essence, and our future.

Self-Check Exercise- 4

(i)   Enlist the problems that lead to school violence.

(ii)   Child abuse can negatively affect a student's emotional and mental well-being. (True/False)

2.6 Problems in the Implementation of Guidance Programmes

There are a number of problems in the implementation of Guidance programme in Schools. The details are discussed below:

(i)   *The major problems in the implementation of Guidance programmes in Schools are the inability of school authorities to allocate funds for Guidance units to facilitate the work of coordinators.* As a result, coordinator is not motivated enough to carry out their assigned duties effectively. Sometimes, coordinators find themselves in situations where they have to use their

personal funds to buy supplies like books, files, pens, etc. There are also instances where coordinators need money to go for more information that will help in finding solutions to certain problems. Their efforts are usually failed up if the school cannot afford to fund such trips.

(ii)   *Another problem confronting the implementation of guidance in Schools is lack of office accommodation for the coordinators to carry out their work.* It must be noted that private and confidential matters are often compromised to the public when guidance is done in obscure places. In such places, coordinators find it difficult to elicit the much-needed information from students.

(i)   *There is usually lack of collaboration by staff members to support the efforts of coordinator.* Some staff members in school for one reason or the other deliberately refuse to attend Guidance sessions. This makes it very difficult for the coordinators because sometimes the technical competence of such tutors may be needed to solve or clarify certain issues

(iv)   *There is also lack of cooperation on the part of some parents to honour invitations by coordinators.* These parents do not honour invitations due to ignorance about the implication of guidance in the education of their children. Some become heavily occupied with their work schedules and are unable to attend. The absence of parents to volunteer vital information to coordinators leaves a lot of problems at crossroads. At the end, students are left to make wrong choices that will undoubtedly have a telling effect on their lives. In such a situation the coordinator takes up the challenge to solve the problem alone. Information is the life blood of any meaningful decision process as such; parents are in the best position to show the strengths and weaknesses of their children.

(iii)   *Lack of professional training on the part of coordinators* and may have negative impact on students at the receiving end of such services since coordinators do not know the essential elements and core conditions of guidance, they cannot guide effectively.

(iv)   *Coordinators encounter difficulties in dealing with exceptional students -* students who are visually impaired, hearing impaired, mentally retarded and sometimes the exceptionally good ones. These categories of students are difficult to handle. Students with such exceptional problems may not be understood by coordinator and the vice versa. A majority of coordinator may even lack the expertise in special education and the requisite resources to handle them.

Self-Check Exercise- 5

1. Mention the problems faced during the implementation of guidance programme in schools.

2.7 Summary

The objectives of guidance include helping individuals understand themselves better, make informed decisions, develop problem-solving skills, and achieve personal, educational, and career goals. It aims to foster self-awareness, self-direction, and self-improvement. However, the field of guidance faces several issues and problems, such as a lack of trained counselors, insufficient resources, and limited awareness of the importance of guidance services. Additionally, cultural and societal barriers can hinder the effective implementation of guidance programs. These challenges necessitate a concerted effort to enhance the infrastructure, training, and awareness surrounding guidance to ensure it effectively supports individuals in their personal and professional development.

2.8 Glossary

Individual Guidance Plan: It is a personalized, structured plan designed to help an individual achieve their educational, career, and personal development goals.

Substance Abuse: It is also known as drug abuse. It is the excessive or addictive use of drugs in a way that is harmful to the user.

2.9 Answers to self-check exercises

Self-Check Exercise- 1

The Kothari Education Commission (1964-66) has given the following objectives of guidance at the secondary school stage:

(a) To help the adolescent pupils to know and develop their abilities and interests.
(b) To help pupils to understand their strengths and limitations and to do scholastic work at the level of their abilities.
(c) To help pupils to make realistic educational and vocational choices.
(d) To provide information of educational opportunities.
(e) To help the pupils in personal and social adjustment.
(f) To help the school to understand their student.

Self-Check Exercise- 2

(i)   True

(ii)   False

Self-Check Exercise- 3

The following are the steps involved in the process of guidance:

(a)   Observe a pattern of mistaken behaviour.

(b)   Build the relationship

(c)   Use consistent guidance intervention techniques

(d)   Obtain additional information

(e)   Hold an Individual Guidance Plan (IGP) meeting

(f)   Implement the Individual Guidance Plan

(g)   Monitor the Individual Guidance Plan

Self-Check Exercise- 4

(i)   Bullying, fighting, disruption of class is just some of the problems in the campus which sometimes lead to school violence.

(ii)   True

Self-Check Exercise- 5

Following are some of the problems faced during the implementation of guidance programme include:

−   Inability of school authorities to allocate funds for Guidance units to facilitate the work of coordinators.
−   Lack of office accommodation for the coordinators to carry out their work.
−   Lack of collaboration by staff members to support the efforts of coordinator.
−   Lack of cooperation on the part of some parents to honour invitations by coordinators.

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2.11 Terminal Questions

1. What are the objectives of different types of guidance?
2. What are the various steps in organizing guidance programme?
3. Explain various issues in guidance and the problems associated with the implementation of guidance programmes.
4. What are the guiding principles of guidance?

Unit-3

Types of Guidance- Educational, Vocational and Personal

STRUCTURE

3.0 Introduction

Dear students, in the previous unit you have studied the conceptual framework of Guidance, its meaning, need and scope of guidance movement in India. There are mainly three types of Guidance i.e. educational guidance which is concerned with helping the individual to plan wisely his educational programme; vocational guidance is a long continuing process, organized assistance for choosing appropriate occupation in life and personal Guidance which deals with all aspects of life. In the present Lesson we will discuss these three types of guidance in detail.

3.1 Learning Objectives

After reading this unit you should be able to:

- Understand the different types of guidance: educational, vocational, and personal.
- Define educational guidance and its role in supporting students' academic development.
- Define vocational guidance and its importance in career development.
- Define personal guidance and its significance in addressing individual emotional and social needs.

3.2 Types of Guidance

Guidance involves one person assisting another in making decisions, adjustments, and solving problems. It plays a role in various contexts such as education, career, and personal matters. Consequently, there are different types of guidance programs tailored to specific issues. Interestingly, educators and guidance professionals have varied perspectives on categorizing and defining these types of guidance, with disagreement over their number and classifications.

Presto described six types of guidance

- Educational Guidance
- Vocational Guidance
- Guidance is Social and Civic activities
- Guidance in Health and Physical activities
- Guidance in worthy use of leisure time
- Guidance in character building.

Paterson has grouped them into five types:

- Educational Guidance
- Vocational Guidance
- Personal guidance
- Health Guidance
- Economic Guidance

If we examine the classification of all the psychologists a common thread passes through mainly three types of guidance, these are,

- Educational Guidance
- Vocational Guidance
- Personal Guidance

Self-Check Exercise- 1

1. Mention the types of guidance given by Paterson.

3.2.1 Educational Guidance

According to Arthur Jones, "Educational Guidance is concerned with assistance given to pupils in their choices and adjustment with relation to schools, curriculum, courses, and school life."

It means that educational guidance is mainly concerned with such problems of education as are faced by students engaged in the study of different subjects for their vocational preparation. Brewer discusses several educational guidance issues in his book titled "Educational Guidance."Brewer is of the view that educational guidance is concerned strictly with the pupil's success in his educational career. Keeping this in view, he stated a number of problems pertaining to educational guidance. A primary challenge in educational guidance is assisting individuals in achieving positive advancement in their academic careers. Educational career is obviously "the path of learning, which has to be followed by a pupil".

Educational Guidance: Nature and Concept

For any guidance activity to be considered as such in scientific terms, it must involve a specific type of scenario. Without this scenario, the activity may be categorized as education, vocational training, or support, but not as guidance. Essential to any guidance activity are two distinct sets of characteristics. Different types of individual and a number of choices open to make any combination suitable to them.

For the first time the term, educational guidance was noticed in the Reader's guidance in 1912. In the field of educational guidance, this becomes feasible when there is a group of individuals, each possessing unique personality traits i.e. intelligence, attitudes, aptitudes interest, personality patterns, physical make-up etc. Among these characteristics, the individual who emerges should possess a distinct personality, fundamentally different from other human personalities. Secondly, there should be a variety of educational activities i.e. school subjects, streams and combinations. The individual who is to be unique embodiment is to decide about his choices in education. He is to decide it for himself with the help or guidance of some other persons, may be a teacher, counsellor, parents, headmaster or a guidance worker who is to assist him in deciding things for himself. Once these diverse elements are in place, a guidance activity can then be recognized.

Educational guidance can be described as the process of helping a student identify and comprehend their own abilities, talents, interests, opportunities, needs, challenges, and limitations. This process enables them to study effectively, adapt to their surroundings, contribute meaningfully to society, and lead a fulfilling life.This type of guidance will have to be related as a functional part of the school programme and is definitely related to the school curriculum.

In order to explain educational guidance activities, Ruth Strong says that it must include the following:

- Helping a student to adjust his academic load to his ability
- Substituting a more suitable course for one in which the student has failed, instead of requiring him to repeat the subject
- Adopting methods of teaching to the individual in a class
- Scheduling opportunities for counselling students as an intrinsic part of their curriculum
- Placing the responsibility for learning with the students
- Re-organizing student's real interest and providing opportunities for each student's participation in the student activities, which unless carried to access seem to have a benefit effect on scholarship.

One notable aspect of educational guidance is its frequent association with vocational guidance. Just as there are diverse academic programs tailored to various professions, individuals also vary widely in their abilities and capacities, making certain courses more suitable for different people. This alignment often leads educational guidance to emphasize vocational considerations. Sometimes, career paths are influenced by academic achievements, limiting educational guidance primarily to supporting vocational decision-making. However, this isn't always the case.

Kothari Commission is of the view that "One of the main functions of guidance at Secondary level is to aid in the identification and development of the abilities and interests of adolescent pupil. It helps these pupils to understand their own strength and limitation and to do scholastic work at the level of their ability, to gain information about educational and vocational choices and plans "based on the consideration of all relevant factors; and to find solution to their problem of personal and social adjustment in the school and at home."

Self-Check Exercise- 2

For the first time the term, educational guidance was noticed in the Reader's guidance in 1912. (True/false)

3.2.2 Vocational Guidance

The term "Guidance" first gained prominence with the addition of the adjective "Vocational." However, there is no universal consensus on its definition. Scholars have variously interpreted it: some view it as securing employment for individuals, others see it as ensuring happiness in one's job, and still others perceive it as

matching the occupation to the individual's abilities. The National Vocational Guidance Association of USA in 1924 defined it: "The process of assisting the individual` to choose an occupation, prepare for it, enter upon it and make a progress in it." In accordance with this definition, the vocational guidance counsellor or the vocational guidance officer is to do everything for the pupil. This contradicts the essence of guidance services, where the goal is to assist the student in making their own decisions rather than having decisions made for them by someone else. Keeping all this in view the Association revised the definition in 1937 and said, "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enters upon it and progress in it." It focuses primarily with helping individuals in making decisions and choices related to planning for their future and establishing satisfactory career adjustments.

Like all forms of guidance, vocational guidance relies on two distinct sets of characteristics. One set is embodied in the individuals who possess different levels of intelligence, physical characteristics, aptitudes, attitudes, interests, personality traits, and academic attainments. On the other hand, there are different vocations requiring different types of theoretical and practical qualifications and a good number of vocations with different requirements and opportunities. In essence, the role of the vocational guidance worker is to help individuals, considering their strengths and weaknesses choose a suitable career from the multitude of options available. The vocation thus selected should be the one. "This is regarded to be the most suitable and appropriate for the pupil". Keeping in view his intelligence, interests, attitudes, aptitudes etc., and the vocational guidance worker should help the individual to prepare himself for it. enter into it. and last of all to prepare in it.

Vocational Guidance and Vocational Education

Although closely related, these terms are not exactly synonymous. Vocational Education means the actual preparation, through education and training, for the future occupation, which has already been selected. Vocational guidance involves helping individuals choose a career and developing a plan for training or preparation in that career. Some scholars suggest that vocational guidance is integral to vocational education, just as educational guidance is a component of education as a whole. That is why even Myers has said, "Vocational guidance is an integral part of an organized educational programme and not as something apart from education that is being wished upon the schools by a group of enthusiasts because there is no other agency to handle it"

Place of Occupational Information in Guidance

The goal of vocational guidance is to benefit both the individual and society. For the individual, the objectives are to prevent unfortunate consequences arising from maladjustment an occupation and to contribute to his total well-being and

happiness. Maladjustment-may lead to undesirable consequences to various kinds ranging from mild job dissatisfaction to serious mental and physical illness. From a more positive point of view, vocational guidance serves to enhance the overall welfare of the individual.

Specifically, through information service a guidance worker may help his client to select a suitable vocational goal, informing him about the training he will need to reach that goal. Certain basic objectives can be laid down for the information service in vocational guidance programme of a school. These objectives are as follows :

- to convey to pupils the importance of an occupational choice and the necessity of a sensible and realistic approach
- to develop a broad and realistic view of opportunities in life and problems at all levels of training
- to create an awareness of the need and an active desire for accurate and valid occupational, educational and personal social information
- to help a pupil in proper self-appraisal and development of his interests and personality
- to offer career orientation and insight into the realm of employment and associated tasks
- to help in acquiring skills for gathering and interpreting information to foster self-directed progress
- to provide assistance in narrowing down choices progressively to specific activities which are appropriate to aptitudes

Under the new pattern of education (10 + 2 + 3), the information service is very essential for helping the students make successful curricular and vocational choices at the end of the period of general education at class X level. They are to be provided with information about the various vocational possibilities through career conferences, occupational information exhibitions, and career corner in schools.

Self-Check Exercise- 3

1. Define Vocational guidance.

3.2.3 Personal Guidance

Personal guidance aims to offer support for issues that fall outside the scope of educational and vocational guidance. It begins in early childhood and extends throughout an individual's life. Personal social guidance has become increasingly important given current challenges and conditions. These days individuals are facing emotional problems, mental ill- health, attitudes towards social evils, changing values towards social system and superstition. These issues highlight the significance of personal guidance. Personal guidance is more important in modern India as new Indians may still talk proudly of their spiritual heritage and sucker their lips at our materialism and too rapid tempo of life. Yet the same champions of Indian

timelessness are in a hurry, a terrible hurry, to develop and catch. They are hankering after the material progress of the west and determined that in India and in Asia it will be shared more broadly among men.

Thus, we observe that the term personal guidance is quite inclusive and spans the entire lifespan of an individual. It may include guidance pertaining to social and civic activities. It may provide for recreational guidance, social and moral guidance, health guidance, community service guidance etc. another important point in regard to personal guidance is that we consider the term personal as one side of the coin whose other side is social. Individuals are the units of society and society is made of individuals. In all social engagements, individuals bring their unique personalities and differences into play. Therefore, personal guidance focuses on addressing the specific needs and interests of each individual within society.

Personal guidance may be defined as the assistance offered to the individual to solve his emotional, social, ethical, and moral as well as health problems. Hence, personal guidance addresses individual and social issues that typically fall outside the scope of educational and vocational guidance.

The goal of personal guidance is to assist individuals in their physical, emotional, social, moral, and spiritual development and adaptation. As regards physical development; play activities of the children have to be properly organized likewise for emotional development; children have to be provided with opportunities for self-expression. In matters of social development; children have to plan to get along with others.

Self-Check Exercise- 4

1. Explain the term personal guidance.

3.3 Summary

Guidance is typically categorized into three main types: educational, vocational, and personal. Educational guidance helps students make informed decisions about their academic paths, including course selection, study habits, and educational opportunities. It aims to enhance academic performance and ensure students' alignment with their educational goals. Vocational guidance assists individuals in understanding their career interests and aptitudes, exploring job opportunities, and making career-related decisions. It provides support in areas such as resume writing, job search strategies, and career planning. Personal guidance addresses emotional, social, and psychological issues, helping individuals cope with personal challenges, build self-esteem, and develop interpersonal skills. Each type of guidance is essential in promoting overall well-being and success in various aspects of life.

3.4 Glossary

Personal Guidance: It is the process of helping individuals to solve their personal and social issues.

Health Guidance: It refers to the guidance and support provided to individuals on how to improve their physical and mental health.

3.5 Answers to self-check exercises

Self-Check Exercise- 1

Following are the types of guidance given by Paterson:

a. Educational Guidance
b. Vocational Guidance
c. Personal guidance
d. Health Guidance
e. Economic Guidance

Self-Check Exercise- 2

True

Self-Check Exercise- 3

The National Vocational Guidance Association of USA in 1924 defined vocational guidance as "The process of assisting the individual` to choose an occupation, prepare for it, enter upon it and make a progress in it."

Self-Check Exercise- 4

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

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3.7 Terminal Questions

1. Describe the nature of Educational Guidance.

2. Explain the place of occupational information in guidance.

3. Discuss the various types of behavioral problems among the students at school stage.

STRUCTURE

4.0 Introduction

In the guidance program, various methods are used to gather information about individuals from different sources. Psychological tests are one such method employed to collect information. These tests consist of standardized stimuli designed to elicit responses that reveal specific characteristics of the testee. The information obtained from tests primarily aims to enhance understanding of individuals and their needs. Testing services have specific objectives they aim to achieve through standardized tests, including:

- Assessing individual pupil achievement and progress

- Providing diagnostic data
- Identifying aptitudes
- Facilitating personal identification
- Enhancing instructional methods
- Evaluating self-concept, attitudes, and personality traits
- Assessing social adjustment
- Identifying both under-achievers and over-achievers

The overarching goal of guidance is to assist individuals, which begins with understanding them. Understanding an individual requires comprehensive and accurate information about them. Therefore, the initial task for guidance workers is to gather reliable and significant information to better comprehend and effectively guide the individual. Thorough exploration of the individual can be achieved through various testing and non-testing methods, which will be discussed in this lesson on the use of tests in guidance programs.

4.1 Learning Objectives

After studying this unit, you will be able to:

- Define the purpose and importance of testing techniques in guidance.
- Identify various testing methods used in guidance programs.
- Describe the role of psychological tests in assessing individual characteristics.
- Define intelligence tests and their purpose in measuring cognitive abilities.
- Explain how intelligence test results are interpreted and used in educational and vocational guidance.
- Define personality tests and their role in understanding individual differences.
- Identify different types of aptitude tests commonly used in educational and career guidance.

4.2 Testing Techniques in Guidance

The psychological traits of an individual can be categorized into five broad groups, each of which can be assessed using a test or a series of tests. Therefore, we need to utilize tests from these five categories:

- Tests of Intelligence
- Test of abilities
- Tests of interests
- Tests of personality, and
- Tests of achievement

Regardless of its type or method of measurement, a test can only be chosen as a guidance tool if it is known to possess three specific characteristics:
(a)   Validity (b) Reliability (c) Practically or Usability

A test must be valid. The validity of a test lies in the fact that it measures what it intends to measure. Reliability speaks about the consistency and accuracy of the measurement. In other words, a reliable test should consistently measure what it measures-A good test is one that can be easily administered and scored and is neither very costly nor very time-consuming.

4.2.1 Uses of the Test-Techniques

The data gathered through this method can be utilized in the following ways:

*   Educational guidance: Understanding their strengths and weaknesses helps students in planning their academic programs.
*   Vocational planning: Knowing their abilities and limitations enables students to make informed career choices.
*   Parent conferences: Objective factual data from tests can assist counsellors in discussions with parents to help them comprehend and appreciate their child's abilities, achievements, and interests.

Tests are recommended in guidance programs due to the following advantages compared to other techniques:

*   They are convenient and cost-effective for gathering information.
*   They require less time.
*   They provide objective results.
*   They offer meaningful ways to compare individuals

4.2.2 Role of Testing Techniques in Guidance

Cronbach gives the following four purposes of psychological tests:

*   **Prediction:** Various tests are administered to individuals to establish a reliable foundation for decision-making. These decisions involve predicting how well individuals will perform in the future. It is assumed that predictions based on quantitative data are more accurate and less influenced by subjective biases.
*   **Selection:** Tests are also employed in selecting candidates for admission, jobs, or training programs.

- **Classification:** Tests serve the purpose of categorizing students into groups based on specific criteria such as aptitude, interests, and cognitive abilities.

- **Evaluation:** Tests are used to assess and evaluate programs, methods, treatments, and similar interventions.

Self-Check Exercise- 1

1. Enlist the purposes of psychological tests given by Cronbach.

4.3 Psychological Tests

A psychological test has been defined in varied ways.

According to Anastasi, it "is essentially an objective and standardized measure of a sample of behaviour."

Freeman writes, "A psychological test is a standardized instrument designed to measure objectively one or more aspects of a total personality by means of samples of verbal or non-verbal response, or by means of other behaviour."

Psychologists believe that a psychological test is a structured set of stimuli chosen to evoke responses that reveal specific psychological characteristics in the individual taking the test.

The observation in a psychological test is made upon a small but carefully chosen sample of an individual's behaviour. In this regard, the psychologist follows a similar approach to that of a chemist testing water quality using one or multiple samples. For example, the psychologist who wishes to test the extent of a student's mechanical comprehension examines his performance with a representative set of problems.

It is obvious that a psychological test is the quantitative measurement of the various aspects of behaviour of the individual for making generalized statements about the total performance and behaviour. The diagnostic or predictive effectiveness of a psychological test hinges on its ability to serve as an indicator of a wide and significant range of behaviors.

A good psychological test must possess the following essential characteristics:–

– Validity
– Reliability
– Objectivity
– Standardization
– Norms
– Simplicity

- Economy
- Interesting

4.3.1 Use of Psychological Tests for Guidance

The guidance worker can utilize tests for the following purposes:

- Obtain accurate and reliable information about each student's abilities, interests, and adjustment issues to provide effective guidance.
- Use test results to enhance prediction capabilities regarding success in future activities where performance can be measured.
- Assist students in making crucial decisions related to their educational and vocational paths.
- Diagnose student problems such as social adjustment, developmental issues, or academic deficiencies, and develop plans for improvement.
- Evaluate the effectiveness of guidance interventions and plan additional remedial programs.

The effectiveness of psychological tests depends on their proper implementation, including careful selection, administration, objective scoring, and sensible interpretation.

Self-Check Exercise- 2

1. Mention the characteristics of a good psychological test.

4.4 Intelligence Tests

It is acknowledged by all teachers that one of the most important single variables, which affect the schooling, is the quality of behaviour called intelligence. Intelligence, the dictionary says, is: "the capacity to acquire and apply knowledge". Weschler has given comprehensive definition. According to him, "Intelligence *is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal with his environment effectively.*"

Earlier attempts to measure intelligence concerned the measurement of the side of the head, facial feature, and beauty of the face. People with bigger heads, broader foreheads and with sharp feature were considered more intelligent. Scientific measurement began in 1905 when Simon and Binet two French persons published their first test of measuring intelligence. They prepared questions for each age group from 3 to 15 year and also gave the concept of mental age. By 1911, the tests prepared by them began to be used all over the world. The Simon-Binet scale was first modified by the authors and in 1911; they produced a good test of intelligence.

Goddard revised the scale and produced an English Version. In 1916 Tel-man of Stanford University (America) produced American Version, called the Standford Binet Test. In 1960, came the Stanford-Binet revised scale. After 1960, intelligence testing became a world phenomenon and a large number of intelligence tests were prepared. At present, there are tests of different types and for different age levels.

There are two types of Intelligence tests:

(i) **Individual Tests:** Individual Tests may be verbal, Non-Verbal, Performance-based and mixed.

(ii) **Group Tests:** Group-tests may be verbal. Non-verbal, performance-based and mixed

These tests may be power and speed tests.

4.4.1 Examples of Intelligence Tests

Verbal Individual Tests

(a)   Standard Binet 1960 Scale
(b)   Standard Hindustani Revision
(c)   Allahabad Intelligence tests(11+)

Non-Verbal Individual Tests

(a)   Meril-Palmer Scale
(b)   Gessal Development Schedule

Performance Tests

(i)   Pinter Paterson Performance Scale
(ii)   Good enough Draw a Man test
(iii)   Form Board tests
(iv)   Heavy picture completion test
(v)   Koh's Block Design Test
(vi)   Alexander's Pass Along test

Verbal Group Tests

(i)   Pinter Paterson Performance scale
(ii)   Army Alpha tests
(iii)   Army General Classification tests
(iv)   Ottis Mental Ability Test
(v)   Hundel Mental Ability Test
(vi)   Tandon/Jalota General Ability test

Non-Verbal Group Tests

(a)   Army Beta Test
(b)   Reven's Progressive Matrices
(c)   Cartels Culture Free Test

Mixed Test

Weschler (WAIS) scale consists of 11 sub-tests which are grouped into two scales. The Verbal scale has 6 sub-scale. The second scale called performance scale consists 5 tests.

Test Battery

C.M.Bhatia's Battery of performance tests. It consists of 5 tests:

-     Kobs Block Design Test
-     Alexander Pass along Test
-     Pattern Drawing Test
-     Immediate Memory Test, and
-     Picture construction Test.

4.4.2 USES OF INTELLIGENCE TESTS FOR GUIDANCE

In the words of Prof. Taneja, *"Measurement of Intelligence tells us differences among-individuals and those differences have practical importance in life, as they are predictors of success in school, college and occupation. Test results are used for educational and vocational guidance. Students can select the courses/subjects and the institutions in the light of their I.Q. They can choose the different stream of education like medicine, engineering, law, teaching etc. depending upon their I.Q likewise vocational choices can also be done on the basis of test results".* To be specific following are the uses of Intelligence tests:

(i) Students can be assigned to different courses based on their IQ scores.

 (ii) Students can be selected for admission to schools in various grades.

 (iii) Students can be classified as bright, superior, average, or dull based on intelligence tests.

 (iv) Scholarships, honors, medals, etc., can be awarded based on test performance.

(v) Promotion of students to higher classes can be determined using test results.

 (vi) Academic success can be predicted using test scores.

(vii) Psychological tests can aid in understanding the causes of backwardness, delinquency, and problematic behavior.

(viii) Tests can be used for selection into the Army, Police, Civil Services, etc.

(ix) Tests are valuable for educational and vocational guidance purposes. (x) Tests are utilized in research studies.

(xi) Tests can identify underachievers, slow learners, etc.

Self-Check Exercise- 3
1. Give the examples of different types of performance tests.

4.5 Personality Testing

Personality comprises both innate biological traits and acquired characteristics. It is a composite of mental abilities, interests, thoughts, feelings and behaviour. As a dynamic entity, personality refers to the consistent patterns of behavior, emotions, motivations, thoughts, and attitudes through which an individual interacts with their environment. Allport writes, "Personality is a dynamic organization within the individual of those psycho-physical systems that determine the unique adjustment to his environment."

4.5.1 Purpose of Personality Testing

In our everyday interactions, we often informally assess people's personalities. Personality testing serves several purposes:

1. Assisting students in making informed decisions about their education and careers.
2. Helping individuals in resolving their emotional conflicts.
3. Supporting teachers and counsellors in their roles.
4. Facilitating employers in making effective personnel selections.
5. Assisting clinical psychologists in determining the most suitable therapy for their patients.

4.5.2 Techniques of Testing Personality

The following techniques are used for testing personality:

1.   The Interview: An interview is a conversation during which an interviewer

seeks to elicit information about another person and to evaluate him in general terms. Both types of interviews, structured and unstructured, are utilized in personality testing. The structured interview has certain advantages:

(a)   it ensures that essential topics will be covered and thus lessens the probability that an unskillful interviewer will ignore many important areas of inquiry.

(b)   It is easier to compare interviews when all interviewers have covered the same topics.

2.   Observation: Observation is considered one of the most effective methods for assessing personality. Direct observation as a technique of personality testing is useful in many ways:

(i)   The observer sees the person's behaviour at first hand and does not have to rely on the person's own description.

(ii)   If multiple impartial observers provide objective and detailed accounts of a person's behavior over an extended period, the combined image of the individual's personality can be highly accurate.

3.   Self-ratings and Personality Inventories

An individual has written account of the past behaviour, feelings and wishes can be a good source of information about his personality. Self-ratings can be conducted using personality inventories and paper-and-pencil tests, both of which provide a solid foundation for subsequent interviews.

Some important Personality Inventories

The following are some personality inventories which are used for the appraisal of the individual:

(i)   The ascendance-submission reaction study by W .Allport and Floyd H. Allport
(ii)   Bemreuter personality inventory by Bemreuter and Hindi version by D.U.Mirchandant
(iii)   Bell's Adjustment Inventory
(iv)   Boyd's Personality Questionnaire
(v)   Minnesota Multiphasic Personality Inventory by Starke R. Hathaway and J. Chamley Mckinley
(vi)   Comrey Personality Scales
(vii)   California Psychological Inventory
(viii)   Self-Analysis Form by R-B.Cattell
(ix)   Self-disclosure Inventory for Adolescents by Verindra Sinha
(x)   H.J.Eysenk's Maudsley Personality Inventory by S. Jalota and S. D. Kapoor

(xi)   Dimensions of temperament by Robert L. Thomdike
(xii)   Cattels Sixteen Personality Factor Questionnaire
(xiii)   Study of values by Gordon W. Allport
(xiv)   Security -Insecurity Inventory by G.Tiwari and H.M. Singh
(xv)   D.I. Inventory by Pratibha Deo and S.K.Bhalla
(xvi)   Dutt Personality Inventory by N.K.Dutt
(xvii)   Aligarh Adjustment Inventory by A.J.Qadri
(xviii) Adjustment Inventory by H.S.Asthana
(xix)   Vyaktitva Parakh Prashnavali (Hindi) by M.S.L. Saxena
(xx)   Kundu's Neurotic Personality Inventory by Rama Nath Kundu

4.   Checklists

In a checklist the subject has to check items which are applicable to him given below are some Checklists:

(i)   Student's Problem Checklist
(ii)   Money Problem Checklist

5.   Rating Scales

Rating involves capturing the 'perceived image' of an individual as assessed by raters such as counsellors, teachers, parents, or others. A rater assesses another person or themselves based on predefined traits using a scale or device, typically ranging from 0 to 5 or from very poor to excellent. It is less detailed and more subjective compared to personality tests, often encompassing a broader spectrum of natural behavior. One significant advantage is its applicability without requiring the subjects' direct involvement or awareness.

 A number of rating techniques are available:

(i)   Ranking and Paired Comparisons
(ii)   Numerical Ratings
(iii)   Man-to-man Scales
(iv)   Graphic Rating Scales

Few examples of Rating Scales used frequently are mentioned as below:

(a)   Personality Rating Scale by G.P.Sherry and K.L.Pannar
(b)   Social Maturity Scale by P.H.Ravat
(c)   Primary School Pupils Personality Traits Rating Scale by M.T.Ranji, P.Das Gupta and N.P.Rastogi
(d)   Sharma Manifest Anxiety Scale by Sagar Sharma
(e)   Anxiety Scale by S.D.Kapoor
(f)   Self-Concept Scale for Children by H.M.Singh and S.Singh
(g)   Personality Word List by Pratibha Deo

6. Projective Techniques

Projective techniques enable a subject to project his internal feelings-attitudes, needs, values, or wishes to an external object. They focus on delving into the essence rather than the superficial aspects of the personality structure, dealing with complex mental processes and presenting a comprehensive view of the individual's personality.

The following are some of the major projective techniques:

1.   Free word association
2.   Word Connection
3.   Completion Test
4.   Rozenweig picture-frustration study
5.   Drawing Painting and Sculpture
6.   Play
7.   Rorschach Ink-blot test
8.   Thematic Apperception Test (TAT)
9.   The Children Apperception Test (CAT)

7.   Situational or Behavioural Tests

This test involves assessing the individual's behavior through observation by judges or peers, or by presenting situations relevant to their life. In response, the individual expresses feelings towards others, revealing certain personality traits through their preferences for or against interactions and their spontaneous approaches to life's challenges.

8.   Anecdotal Records

This is also a promising approach to the investigation of pupil personality. An anecdotal record involves teachers, counsellors, or administrators making frequent, brief, and concrete observations of a student's behavior and personality. When these observations are chronologically summarized, they provide a comprehensive picture of the student's personality across various situations. This approach captures dynamic aspects of the student's behavior and is effective for assessing personality.

9.   Autobiography

It is a detailed and personal record of an individual, valuable for understanding their personality dynamics rather than factual details about their external life. Interpreting an autobiography provides insight into the individual's personality.

10.   The Daily Diary

The personal diary maintained by students can also be a valuable tool for assessing personality. Since diaries are highly personal, they contain records of significant events, thoughts, and emotions for the student. If maintained well and shared confidentially with a counsellor, the diary can shed light on various aspects of the

individual's personality.

4.5.3 Difficulties in Personality Testing

The challenges in personality testing arise from the reluctance of individuals to disclose sensitive information. Personality reflects habitual behavior and consistent reactions to surroundings. When assessing personality, the goal is to understand typical behavior in everyday situations, not just the individual's best behavior. People may alter their behavior during illness, personal difficulties, or family problems, and often strive to present themselves positively. Consequently, individuals undergoing personality assessments may withhold information that could portray them unfavorably. Therefore, any evaluation of personality must consider the possibility that the person being assessed may not exhibit their typical behavior.

Self-Check Exercise- 4

1. Mention the different techniques used for testing personality.

4.6 Aptitude Tests

It is usually asserted that next to intelligence, aptitudes are related to professional and vocational success of an individual. They can fairly predict success in the course of study or career. By testing aptitude, we are able to know to a great extent whether an individual will become a good leader, a good musician or a good teacher. To minimize the likelihood of potential failures among students entering schools and colleges, authorities should base their selection process on aptitude tests along with other measures or tests.

4.6.1 Definition of Aptitude

*Aptitude has been defined as a measure of the probability of the success of an individual, with training, in a certain type of situation - a job, in school, or in such activities as playing the violin or learning a language.***(**Jones)

According to Traxler, *"Aptitude is a present condition which is indicative of an individual's potentialities for the future."*

In the words of Bingham**,** *"Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some usually specified knowledge, skill or set of responses, such as the ability to speak language, to produce music".*

4.6.2 Characteristics of an Aptitude

Super thinks an aptitude in terms of four characteristics:

- Specificity
- Unitary composition
- Facilitation of learning activity or type of activity
- Constancy

4.6.3 Assumptions regarding Concept of Aptitude

Bingham states that the concept of aptitude rests upon three assumptions:

- An individual's potentialities are not equally strong
- Individuals differ from one another in their potentialities
- Many of these differences are stable

4.6.4 Nature of Aptitudes

- An aptitude is a distinct combination of abilities and personality traits that predisposes a person to excel in a particular type of work and increases the likelihood of success in that field.
- Therefore, an aptitude is not a single trait of human personality. For instance, an aptitude for science includes basic intellectual qualities like logical reasoning, abstract reasoning, and arithmetic reasoning, temperamental qualities such as interest in experimentation and initiative for invention, and personality traits like persistence and hard work.
- An aptitude is primarily acquired, although it often has an innate basis.

Measuring aptitudes for specific vocational pursuits is complex due to the vast number of occupations.

4.6.5 Specific Areas of Aptitude Tests

Among the tests available, the following category of tests is often used:

- Art Aptitude Test
- Clerical Aptitude Test
- Manual Aptitude Test
- Mechanical Aptitude Test
- Medical Aptitude Test
- Musical Aptitude Test
- Scholarly Aptitude Test
- Scientific Aptitude Test
- Teachers Aptitude Test

4.6.6 Use of Aptitude Tests in Guidance

- These are used for purpose of guidance in selecting subjects for studying, for use to help the students to select the profession or occupation of his choice.
- Employers can use it for selecting their employees.
- Different aptitude tests can be used in admitting candidates for different professional trainings such as Law, Medicine, Engineering etc.

Self-Check Exercise- 5

1. Mention the different categories of aptitude test.

4.7 Summary

Testing techniques in guidance involve the use of various assessments to understand individuals' abilities, interests, personalities, and aptitudes. These techniques include standardized tests, aptitude tests, interest inventories, personality assessments, and intelligence tests. Standardized tests provide a uniform measure of academic abilities and achievements, while aptitude tests evaluate specific skills and potentials. Interest inventories help identify areas of vocational or educational interest, guiding individuals toward suitable career paths. Personality assessments explore traits and behaviors, aiding in personal and social development. Intelligence tests measure cognitive abilities and intellectual potential. These testing techniques are crucial in providing objective data, helping counselors offer tailored guidance and support to individuals in making informed decisions about their educational, vocational, and personal lives.

4.8 Glossary

Psychological test: A psychological test is a standardised assessment tool used by psychologists to measure various aspects of an individual's mental abilities, personality traits, emotional states, or other psychological characteristics.

Intelligence test: An intelligence test is a standardized assessment tool that is designed to measure a person's mental abilities and intellectual attitude.

4.9 Answers to self-check exercises

Self-Check Exercise- 1

Cronbach has given the following four purposes of psychological tests:

- Prediction
- Selection
- Classification

- Evaluation

Self-Check Exercise- 2

Following are the characteristics of a good psychological test:

- Validity
- Reliability
- Objectivity
- Standardization
- Norms
- Simplicity
- Economy
- Interesting

Self-Check Exercise- 3

Examples of different types of performance tests are:

- Pinter Paterson Performance Scale
- Good enough Draw a Man test
- Form Board tests
- Heavy picture completion test
- Koh's Block Design Test
- Alexander's Pass Along test

Self-Check Exercise- 4

Different techniques used for testing personality are:

- Interview
- Observation
- Rating Scales
- Personality Inventories
- Checklists
- Projective Techniques
- Anecdotal Records

Self-Check Exercise- 5

Following are the different categories of aptitude test:

- Art Aptitude Test
- Clerical Aptitude Test
- Manual Aptitude Test

- Mechanical Aptitude Test
- Medical Aptitude Test
- Musical Aptitude Test
- Scholarly Aptitude Test
- Scientific Aptitude Test
- Teachers Aptitude Test

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4.11 Terminal Questions

1. Make a comprehensive list of testing techniques for studying and appraising an Individual.
2. State the need and importance of different testing techniques in guidance.
3. Discuss the Intelligence testing and its uses in Guidance?
4. Describe the appraisal of Personality Testing in Guidance.
5. Describe Aptitude Tests used in Guidance.

Unit-5
Non-Testing Techniques in Guidance

STRUCTURE

5.0 Introduction

Dear Learners, in the previous unit we have acquainted you with the concept of testing devices used in the guidance process. The aim of guidance is to help the individual. It can be done by understanding him. We cannot understand a person unless, we know him. Therefore, the first thing guidance workers must do is to get to know the individual. If he has reliable, accurate, significant, and comprehensive information regarding the individual, he can understand him better and guide him effectively. The better the exploration of the individual, the more effective the guidance, and complete exploration of the individual can be achieved by various non-testing devices also. In the present lesson we will take up non-testing techniques used in guidance i.e. interview, observation, case Study, cumulative records and socio-metric techniques in detail.

5.1 Learning Objectives

After going through this unit, the students will be able to :

– Define non-testing techniques used in guidance.

- Describe the purpose and types of interviews used in guidance.
- Define the role of observation in assessing behavior and interactions.
- Identify techniques for conducting systematic observations in various settings.
- Define case studies and their application in guidance.
- Explain the purpose and components of cumulative records in guidance.

5.2 Non-testing Techniques in Guidance

Jones emphasises, *"Assistance in making choices should be based on as through an understanding as is possible of the individuals, his basic needs and the real circumstances surrounding the decisions."*Thus, an important purpose of appraisal service is to gather information about student that will aid them in understanding himself or herself and make meaningful decisions about their future career. In studying and appraising the individual, data and information pertaining to all aspects of life are required. A number of techniques are used for this purpose. These techniques are developed by psychologists. *They can be classified into (i) Testing Techniques and (ii) Non-Testing Techniques*

Non-Testing techniques are also known as non-standardized techniques. *Non-testing techniques for studying and appraising an individual are:*

(i) Interview (ii) Observation (iii) Case Study (iv) Cumulative Record

(v) Socio-metric Techniques (vi) Questionnaire (vii) Rating Scales

(viii) Anecdotal Record (ix) Autobiography

Self-Check Exercise- 1

1. Non-testing techniques are also known as ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

2. Socio-metric techniques come under non-testing techniques. (True/False)

5.3 Interview

Interviews are a crucial method for gathering information in the fields of guidance and counselling. Often described as a "conversation with a purpose," this technique involves a direct, face-to-face interaction between the interviewer and the interviewee. There are several types of interviews, each serving a specific purpose to understand the individual better:

- **Diagnostic Interview:** This type aims to gather detailed information about the individual.
- **Administrative Interview:** Used in situations like when a student misbehaves

and is called in by the principal for a discussion. The goals here are to prompt self-explanation, issue warnings, administer punishment, or encourage behavior modification.

- **Employment Interview:** Here the purpose is to determine the fitness of candidate for a particular job.
- **Admission Interview:** Here, the focus is on assessing a candidate's suitability for a particular course.
- **Informative Interview:** The primary purpose is to provide the interviewee with specific information.
- **Research Interview:** Conducted to uncover facts and data necessary for research purposes.
- **Counselling Interview:** Here the purpose is to help the individual (counselee) to solve the problems.

Here in this lesson, we are concerned with the Counselling Interview.

5.3.1 The counselling interview

It is a face-to face situation involving two persons, in which counsellor helps the counselee in gaining insight into his problems and assists him in solving the same. Ruth Strang describes the interview as the heart of counselling process in which other techniques are contributory. In the words of Erickson, "A counselling interview is a person-to-person relationship in which one individual with problems and needs turns to another person for assistance." The essential feature of the interview is a dynamic face-to-face relationship in which the counselee is helped to develop insights that lead to self-realization. It is a type of person-to-person relationship and communication to explore the problem of the client.

Before conducting an interview, it is crucial for the interviewer to have a clear understanding of the interviewee, including their background, environment, strengths, and weaknesses. He should be clear in his mind about the technique and purpose of the interview. He should choose an appropriate location and setting for the interview, ensuring that privacy is maintained. The interviewee needs to be properly motivated. It is essential that interviewee should have come voluntarily of his own and without any compulsion.

➢ **Functions of Counselling Interview**
- To engage in direct, face-to-face interaction with the interviewee and provide assistance
- To collect information from the interviewee
- To impart information to the interviewee
- To motivate the interviewee and enable him to take interest in himself
- To help the interviewee in solving educational, vocational and psychological problems and making adjustment.

➢ **Steps in Counselling Interview**

In order to make the interview meaningful and effective, the following steps are followed:

- Preparation and establishment of rapport
- Unfolding the problem
- Joint working on the Problem
- Closing of the Interview
- Evaluation and
- Follow up

- **Preparation and the Establishment of the Rapport**

It includes:

(i) Schedule of Interview programme: The interview should be scheduled ahead of time. The date and time of interview of each pupil in the class should be notified.

(ii) Physical Setting: An essential preparation for an effective interview is the proper physical setting and environment. It should take place in a private, quiet room free from noise and other distractions. The room should be well-lit, have a comfortable temperature, and provide a comfortable seat for the interviewee.

(iii) Organised Material: The materials needed for the interview should be carefully planned and organised in advance. Even the opening sentence must be thought of

(iv) Pre-Interview Conversation: A pre-interview conversation is important when the interviewee is shy or reserved. Suitable discussion topics for this phase include hobbies or school events.

(v) Establishing Rapport: Rapport should be established. Rapport is characterized by mutual respect, cooperation, friendliness, sincerity and mutual confidence.

- **Unfolding the Problem**

Unfolding the problem means to arrive at the problem. Methods of unfolding the problems are:

(i) Observation: Two things should be observed.
(a) Physical reaction of the client - it may be in the form of bodily tension, excitement or blushing
(b) Observation of clues for understanding the problem
(ii) Listening: Interviewer should ask important, suitable and limited questions. Questions should be well worded.
(iii) Talking: Problem can also be unfolded with the help of talking or mutual conversation between the counsellor and the counselee

- **Joint working on the Problem**

Here the counselee is taken into confidence, pros and cons are explained to

him and the situation is arrived at through joint efforts. The counsellor should increase rapport with the help of the following techniques:

(i) **Sympathy:** Show sympathy to the client or interviewee

(ii) **Assurance:** Give assurance to the counselee that the problem will besolved.

(iii) **Humour:** Make use of humour in order to remove the tension to illustratehis point of view.

(iv) **Personal References:** Provide personal references to illustrate the client's point of view.

(v) **Non-Personal References:** Offer references about others who have faced similar problems.

(vi) **Reference to Counselee's words:** Sometime start new topic for discussion by referring to the statement made by the counselee.

(vii) **Threat:** Sometimes, it is important to illustrate to the interviewee the serious consequences that may occur if they choose the wrong course of action.

(viii) **Approval:** Temporary approval of the action of the counselee should be given in order to encourage the feelings.

- **Closing the Interview**

  Interview should not be closed abruptly. See that the client is satisfied and summarise the whole issue in a few sentences. Schedule another interview if necessary. Interviewer should see that he has recorded all the necessary facts so that he can prepare a report.

- **Evaluation**

  Interview may be evaluated under the following four headings and the points of merits given above be kept in view:

  (i) Regarding the setting of the interview
  (ii) Regarding the interviewer
  (iii) Regarding the Interviewee
  (iv) Regarding the outcome of the interview

- **Follow Up**

  Follow-up should be conducted to ensure that the counselee's issue has been resolved and that they are progressing in the right direction. It is also essential for the improvement of the interview process on the basis of the results shown by it. This should be a continuous process.

➤ **Subject Matter covered during the Interview**

The following subject matter should be covered during the interview:

- The problem or reason for coming for interview
- Previous work history
- Educational history
- Hobbies, vocational and background
- Interests
- Family situation and background

- Social Activities
- Physical conditions
- Self-evaluation of appearance, abilities and personality

Advantages of Interview

The following are the advantages of the interview:

- It is the most flexible and dynamic way of understanding the individual as a whole
- It is natural like conversation
- It serves various purposes
- It aids the counselee in self-understanding and problem-solving.
- It can be practiced on illiterate persons
- Interview is relatively easy to conduct.

Limitations of Interview

The following are the limitations of the Counselling Interview;

- It is subjective.
- It can be time consuming.
- It requires expertise that may not always be readily available.
- It occurs in an artificial setting.
- It may induce anxiety in clients, affecting the outcomes.
- Sometimes it is difficult to interpret the results of the interview.

In conclusion, while the interview is essential in the counselling process, its limitations suggest the need for supplementing it with other techniques.

Self-Check Exercise- 2

1. Write down the functions of a counselling interview.

5.4 Observation

Observation is one of the important techniques of collecting information about the individual. In guidance and counselling, observation is the most commonly employed of all individual techniques. Rousseuu wrote,*"Watch nature long and observe your pupil carefully before you say a word to him."*

Behaviour is a reflection of personality. It must be observed very carefully, intelligently and scientifically as observation of behaviour has been recognized as basic to other techniques. For reliable and dependable observation, however, observation must be organized or planned, directed, specific, systematic, scientific, objective, reliable, qualitative, and quantitative.

5.4.1 Types of Observation

Two important types of observation are:

(i)   Natural Observation: In natural observation, we observe the specific

behavioural characteristics of children or adults in natural setting. Subjects do not become conscious of the fact that someone is observing their behaviour. The teacher can observe the behaviour of the students on the playground or in any other social situation when students may not become conscious of his presence. In child clinic, one way screen is used to observe the behaviour of deviant children, the observer can observe the behaviour of children but they cannot see the observer.

(ii) **Participant Observation:** It is that type of observation in which the observer becomes the part of the group which he wants to observe. He establishes perfect rapport with the group of children or adolescents so that they may not become conscious of his presence and may not hide their actual behaviour.

5.4.2 Requisites of Good Observation

Observation should have four characteristics:

(i) **Proper Planning:** Specific activities or units of behaviour i.e. single or group to be observed must be clearly defined. The time of each observation period, number of observations and interval between periods should be decided. The instruments to be used for recording should be decided. Proper tools for recording observation should be obtained and used.

(ii) **Proper Execution:** an expert execution demands cultivated skills and resourcefulness on the part of the investigators. The proper physical position for observing involves focusing attention on the units of behaviour specific activities, observing discreetly the length area, number of periods and intervals decided upon, and proper handling of the recording instrument used for observation.

(iii) **Recording of Observation:** It can be done in either of the two methods
  (a) The first method is to record the observation simultaneously. It avoids time gap, but makes the students conscious and are also difficult at times.
  (b) Facts may be recorded soon after the observation is over. It may not be accurate due to time gap while it has the merit of not distracting the mind of the student. As it is difficult to record the minute details so check lists, or rating scales or score cards, blank form of tallying frequencies are generally used.

(iv) **Interpretation:** Results should be interpreted cautiously and judiciously after taking into account various limitations of planning, sampling or procedure.

5.4.3 Merits of Systematic Observation

Observational studies are particularly very important and yield significant results on developmental characteristics of children. It has the following advantages:

– Being a record of actual behaviour of the child, it is more reliable, valid,

objective and scientific.

– It is economical as it needs no laboratory and costly apparatus.

– It is flexible and can be used in gathering data in many situations.

– It can be applied to observe the behaviour of children of all ages. Of course, the younger the child, the easier it is to observe him. This method has been found very useful with shy children.

– It can be applied to observe the behaviour of individuals as well as of a group.

– This method can be used with little training and almost all teachers can use it for understanding the behaviour of problem children, backward children, delinquent children, gifted children and other types of children.

– It is not restricted to a test situation but it is applied to the naturally occurring situations of life.

Hence, the method of observation has wide applications for studying individuals in normal non-testing situations. No doubt, observation is a scientific technique of collecting data whose results can be verified and relied upon to locate behavioural problems of different types but it suffers from the following limitations:

5.4.4 Limitations of Observation

– It is very difficult to get trained observers. Untrained observers may gather superfluous and irrelevant data.

– It is subjective. Observer may become lenient i.e., he may give concessions and allowances at one time and may be strict at another time.

– Sometimes artificiality comes in the behaviour e.g. crocodile tears or behaviour of Hippocrates.

– Sometimes we have to wait for long time for the occurrence of events. For example, for observing the behaviour of an angry child, we have to wait when he will become angry.

– Some personal problems and experiences cannot be observed i.e. sex experiences.

– With the help of observation, we can observe the external behaviour of the individual. Internal behaviour of the individual cannot be studied.

– Record may not be written with hundred per cent accuracy as the observation is recorded after the actions of the observer. There is some time lag.

– Observation is subject to two kinds of errors, sampling error and observer's error. The first error occurs because of inadequacies of selecting situation to be observed. The observer's error may be due to the knowledge and background of the situation to be observed.

Sometimes the observer is not familiar with the total situation and hence he may commit error.

Self-Check Exercise- 3

1. Mention the advantages of Observation.

5.5 Case Study

The case study is an old method, which has been re-discovered and adapted to the complex process of modern counselling. Case study means systematic, complete and intensive study of the pupil - his family background, his physical, social, emotional and intellectual environment. In the words of Ruth Strang "The case study or history is a synthesis and interpretation of information about a person and his relationship to his environment collected by means of many techniques. The case study method was originally used in medicine to examine the patient, his previous development, his health and physical state from the beginning and many other factors in the past, besides making a case study of the patient's present conditions and symptoms. Freud used case study method to assist his subjects to solve his personality problems. A case study contains interpretations, recommendations and reports in follow up work.

The method is specifically followed in learning difficulties, emotional disturbances, delinquency and other behaviour problems. This technique has been borrowed from medical science in social sciences. The psychologist or the teacher as the case may be collect detailed information on the problem of a maladjusted or deviant case and analyses and interprets the data to find out the causes of the problem. The complete information of past history and present condition is collected. The developmental history is reconstructed from the memories of the case (individual), his family and friends. The preparation of a case study is not the work of a single individual but the combined venture of social worker, teacher, parents, medical man and psychologist.

In preparing a case study the information is collected from the following sources:

(1) **Preliminary Information:** Name, age, sex, parent's age, education, occupation, income, number of children, social status etc.
(**2**) **Past History:** Condition of mother during pregnancy, any incident, child's development after birth, physical, mental, emotional, social- illness, relation between parents and other members of the family, achievement of the child, parents' death, birth order etc.

(4) **Present Condition:** The information may be collected under the following heads:
– **Physical:** Results of medical examination of any diseases.
– **Medical:** I.Q., special abilities, general intelligence.
– **Social:** House environment, friends and their types, social environment in

school, home and neighbourhood.

– **Emotional:** Anxiety, fear, temperament, attitude etc.
– **Interest:** Personal, social, vocational and special aptitude.
– **School Achievement:** Position in school, failure, special achievement etc.

We have given above a tentative list of various sources from which information may be collected to prepare a case study. The sources of information can vary in individual cases depending upon the type of behaviour problems of the case. Briefly, we can summarize that case study method helps to understand the root causes of maladjustment and is a very valuable method in suggesting remedial measures for the rehabilitation of maladjusted cases.

5.5.1 Steps involved in Case Study

The following steps are followed in case study:

– Location of the case
– Formulation of hypotheses
– Collection of data from pupils, parents, friends, teachers, headmaster and community at large.
– Analysis of data i.e. identification of causal factors as a basis for remedial treatment
– Removing the causes i.e. application of remedial or adjustment measures
– Follow up of the case to determine the effectiveness of remedial or adjustmental measure applied.

5.5.2 Types of Cases

(i)   Problem children
(ii)   Delinquent children
(iii) Backward Children or slow learner
(iv)   Maladjusted children
(v)   Gifted Children
(vi)   Children with exceptional talent in a particular skill,
(vii) Children with educational difficulty
(viii) Children with vocational difficulty

5.5.3 Characteristics of a Good Case Study

The following are the characteristics of a good case study:

(i)   Completeness of data
(ii)   Continuity of data
(iii) Validity of data
(iv)   Confidential recording of data

(v)   Scientific synthesis and analysis of data

5.5.4 Advantages of Case Study

The following are the uses of case study:

−   **Bases for diagnosis and treatment:** case study clarifies diagnostic relationships, removes points of discussion, thinking without reasoning and faulty information and helps in knowing the differences in practical and organic difficulties.
−   **Useful research technique:** Case study is a very useful research technique of assessing the personality of an individual. It supplies data about an individual and his general and specific characteristics are also known.
−   **Suitable Adjustments:** Case study is used as a method for specifically giving assistance to students for making adequate adjustments.
−   **For Social Workers:** Case studies are specially prepared and used for training social workers.

5.5.5 Limitations of Case Study

The following are the limitations of Case Study

•   It is a subjective technique. A person who prepares case history may project his own problems, plans, ideas, attitudes, values and the like into the report.
•   It is very time-consuming technique.
•   It is difficult to prepare case history. Parents and teachers etc. may not cooperate.
•   We need experts and trained persons preparing case history. Experts are generally not available.
•   It is very difficult to interpret the results objectively.

    In spite of these limitations case study is an important and useful technique for collection of data in guidance programme.

Self-Check Exercise- 4

1. Write down the steps involved in a case study.

5.6 Cumulative Record

The cumulative record is a device for recording information about the student, which is collected from different sources over a period of time. These informations are essential to the guidance and counselling of the students. The cumulative records

serve as a well-arranged store-house of all the information regarding the students. Since it contains all information about the student's past and present, the cumulative record helps the counsellor in understanding the needs and aspirations, problems, and frustrations of the students through the analysis of the data provided by the cumulative record. Ruth Strang *has suggested the following uses of cumulative records for the guidance programme:*

(i)   Holding conferences with parents about the student's progress
(ii)   Adapting instruction in the classroom, students' needs, abilities and interests.
(iii) Helping students to make important choices or decisions such as:
–   Choice of courses
–   Change of courses
–   Choice of vocational field
–   Decision to leave school
–   Helping students in solving their problems of adjustment in the school, home or society
–   Supplying information to the youth employment service regarding student's suitability for certain type of jobs.

5.6.1 Contents of Cumulative Record

Generally, cumulative records have sections for the following information:

(i)   Personal Data: name. address and other related information
(ii)   Family data
(iii) Health data
(iv)   School History and Achievement
(v)   Mental and achievement test data
(vi)   Special activities and co-curricular activities
(vii) Interests and talents
(viii) Educational plans
(ix)   Vocational plans, and
(x)   Records of counselling

Hahn and Maclean *have very aptly listed five principles of preparing cumulative records:*

(a)   It should demand a minimum of clerical time
(b)   It should be designed to suit the institutional needs
(c)   It should contain only those items used frequently enough to justify their inclusion

(d) Summarizing forms should be supplemented by other records valuable to counsellors

(e) These records in schools and colleges should be built and maintained within reasonable limits for students

5.6.2 A few points of caution for filling the Record

At the time of entering the information counsellors should remember the following points:

(i) Information which presents a child in an unfavourable situation and is likely to prejudice other persons against him such as isolated instances of bad behaviour of one, teacher's poor opinion of the child, should, as a rule, not be entered on the record card. If any confidential material has to be maintained, it should be kept in a separate file.

(ii) While filling in information about a particular child they should be careful to use that their judgement about the child is not distorted due to the halo effect.

(iii) No doubtful information should be entered on the cumulative record card. It is better to leave certain entries blank if objective and reliable information is not available, than to fill them in with unreliable data.

(iv) During the first year after cards are introduced, the task of recording will be easier if it is done for small groups of pupils at different settings rather than the entire lot at one setting. However, once the system of maintaining cards has been established, it would be advisable to have certain factual information such as identifying data, home backgrounds, school marks, etc. recorded for all pupils within the first few days after the school reopens.

5.6.3 Use and interpretation of Records

The cumulative record should be used as a unified account of the child's personality. The different items of information are not to be read and interpreted in isolation. Taking together, they should aid in understanding and interpreting any particular aspect of the child's behaviour and personality make-up. While dealing with an individual case, gaps in information have to be filled through further questionnaires, observations, interviews, testing and home visits, if necessary, the main aim should always be to understand the pupil and promote his development.

5.6.4 Problems in the Maintenance and Use of Cumulative Records

The following problems are encountered while maintaining the cumulative records:

(i) Who should maintain the record? Subject teacher or Class teacher
(ii) Where to keep Cumulative Record Cards?
(iii) When to fill up Cumulative Record Cards?

(iv) How to check the maintenance of the Cumulative Records?
(v) What should be the design of records?
(vi) Problem of new admissions and migrations
(vii) Problem of teachers in discharging the function: *Teachers should be helped in discharging their function by the following ways:*
    – Providing training
    – Providing model forms
    – Providing adequate time
    – Providing provisions of safe custody
    – Adequate inspection

The Secondary Education Commission feels that with training and certain amount of practice and with an occasional check-up by the Head of the institution and by the Inspectors, the teachers will be able to discharge their duties to the satisfaction of all. It should be noted that in his responsibility, the average Indian teacher does not yield to any teacher in any other country, what he needs is clear direction, encouragement, and sympathy.

Self-Check Exercise- 5

1. Mention the problems encountered while maintaining the cumulative records.

5.7 Summary

Non-testing techniques in guidance encompass a range of qualitative methods used to understand and support individuals without formal assessments. These techniques include interviews, observations, case studies, and group discussions. Interviews provide in-depth insights into an individual's experiences, goals, and challenges, fostering a personal connection and tailored guidance. Observations allow counselors to assess behaviors and interactions in natural settings, offering a real-world context for understanding issues. Case studies involve a detailed examination of an individual's background and experiences, helping to identify patterns and solutions. Group discussions facilitate peer support and collective problem-solving, promoting shared learning and growth. These non-testing techniques are essential for creating a comprehensive and nuanced understanding of individuals, enabling effective and personalized guidance.

5.8 Glossary

Non-testing techniques: They are also referred to as non-testing techniques. These are the techniques that are used to gather detailed personal as well as professional information about individuals in order to assist them to make decision about their career and personal lives.

Interview: A direct face to face conversation between two or more than two persons.

Case study: An in-depth analysis of an individual, group of people, institutions, etc.

5.9 Answers to self-check exercises

Self-Check Exercise- 1

(i)   Non-standardized techniques

(ii)   True

Self-Check Exercise- 2

Following are the functions of a counselling interview:

−   To have a face-to-face contact with the interviewee and to assist him
−   To collect information from the interviewee
−   To impart information to the interviewee
−   To motivate the interviewee and enable him to take interest in himself
−   To help the interviewee in solving educational, vocational and psychological problems and making adjustments

Self-Check Exercise- 3

Advantages of Observation:

−   Being a record of actual behaviour of the child, it is more reliable, valid, objective and scientific.
−   It is economical as it needs no laboratory and costly apparatus.
−   It is flexible and can be used in gathering data in many situations.
−   It can be applied to observe the behaviour of children of all ages. Of course, the younger the child, the easier it is to observe him. This method has been found very useful with shy children.
−   It can be applied to observe the behaviour of individuals as well as of a group.
−   This method can be used with little training and almost all teachers can use it for understanding the behaviour of problem children, backward children, delinquent children, gifted children and other types of children.
−   It is not restricted to a test situation but it is applied to the naturally occurring situations of life.

Self-Check Exercise- 4

The following steps are followed in case study:

−   Location of the case
−   Formulation of hypotheses
−   Collection of data from pupils, parents, friends, teachers, headmaster and

community at large.

- Analysis of data i.e. identification of causal factors as a basis for remedial treatment
- Removing the causes i.e. application of remedial or adjustment measures
- Follow up of the case to determine the effectiveness of remedial or adjustmental measure applied.

Self-Check Exercise- 5

The following problems are encountered while maintaining the cumulative records:

   a) Who should maintain the record? Subject teacher or Class teacher
   b) Where to keep Cumulative Record Cards?
   c) When to fill up Cumulative Record Cards?
   d) How to check the maintenance of the Cumulative Records?
   e) What should be the design of records?
   f) Problem of new admissions and migrations

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5.11 Terminal Questions

1. Describe the interview technique. Discuss its procedure, advantages and limitations.
2. How observation technique is useful in appraising the individual? Discuss in detail by giving its advantages and limitations.
3. Describe the Case Study method.
4. What do you understand by cumulative record? Describe its advantages.

Unit-6

Meaning, Objectives, Principles and Types of Counseling

STRUCTURE

6.0   Introduction

6.1   Learning Objectives

6.2   Meaning of counseling

    6.2.1   Self-Check Exercise-1

6.3   Objectives of counseling

    6.3.1   Self-Check Exercise-1

6.4   Principles of counseling

    6.4.1   Self-Check Exercise-3

6.5   Types of counseling

    6.5.1   Self-Check Exercise-4

6.6   Summary

6.7   Glossary

6.8   Answers to self-check Exercises

6.9   References/ Suggested Readings

6.10 Terminal Questions

6.0   Introduction

Counseling is a profound process that touches upon the very essence of human interaction and support. Rooted in empathy and understanding, it serves as a guiding light for individuals navigating the complexities of life's challenges. This unit delves into the fundamental aspects of counseling, aiming to unravel its meaning, elucidate its objectives, illuminate its guiding principles, and explore its diverse types. Understanding the essence of counseling begins with grasping its fundamental meaning: a collaborative partnership between a counselor and a client, aimed at fostering personal growth, emotional well-being, and problem-solving skills. Through this interaction, counselors provide a safe space for clients to explore their thoughts, emotions, and behaviors, ultimately empowering them to make informed decisions and lead fulfilling lives. Furthermore, the objectives of counseling are multifaceted, ranging from alleviating emotional distress and enhancing self-awareness to promoting mental health and facilitating behavioral change. At its core, counseling strives to empower individuals to overcome obstacles, develop coping strategies, and achieve their full potential. Guided by a set of principles grounded in ethics, confidentiality, and respect for autonomy, counseling embodies a commitment to

upholding the dignity and rights of every individual. These principles form the bedrock of trust and confidentiality, essential for establishing a supportive and non-judgmental therapeutic environment. Moreover, the types of counseling encompass a diverse array of approaches tailored to meet the unique needs of clients across various contexts. From cognitive-behavioral therapy (CBT) focusing on thought patterns and behaviors to person-centered therapy emphasizing empathy and unconditional positive regard, each type of counseling offers distinct methodologies aimed at fostering personal growth and emotional resilience.

In essence, this unit embarks on a journey to uncover the transformative power of counseling, shedding light on its profound meaning, overarching objectives, guiding principles, and diverse types. Through this exploration, we aim to deepen our understanding of how counseling serves as a beacon of hope and support in the lives of individuals seeking to navigate life's challenges with resilience and clarity.

6.1 Learning Objectives

After going through this lesson, you should be able to:

➢ Explain the meaning of counseling
➢ List down the principles of counseling
➢ Discuss the types of counseling

6.2 Meaning of counseling

Counseling means Support process in which a counselor holds face to face talks with another person to help him or her solve a personal problem, or help improve that person's attitude, behavior, or character. counseling as provision of advice or guidance in decision-making, in particularly in emotionally significant situations. *Counselors* help their *clients* by counseling them. Counselors also help clients explore and understand their worlds and so discover better ways of thinking and living.

According to wren, "Counseling is a dynamic and purposeful relational ship between two person who approach a mutually defined problems with mutual consideration of each other to the end that the younger or less mature, or more troubled to the two is aided to self-determined resolution to his probe**."**

The scholars have exhibited variations in their point of view regarding degfining the term counseling. One more cause of these variations is- occurrence of development changes in the perceptions of the persons. In spite of this there was a lot of variations in the philosophy of experts.

According to Glen F. Smith, "counseling is essentially a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan or adjustment which he needs to make."

View of Hahu and Maclean, "Counseling is a process which takes place in a one to one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties."

From above we can saw about counseling is:-

- The process that occurs when a client and counselor set aside time in order to explore difficulties which may include the stressful or emotional feelings of the client.
- The act of helping the client to see things more clearly, possibly from a different view-point. This can enable the client to focus on feelings, experiences or behavior, with a goal to facilitating positive change.

6.2.1 Self-Check Exercise-1

Q. 1 What is the primary goal of counseling?

A. Providing financial advice
B. Helping clients improve their attitudes and behaviors
C. Conducting research studies
D. Promoting physical fitness

Q.2 What is a key aspect of counseling?

A. Selling products to clients
B. Conducting legal investigations
C. Conducting physical exercises with clients
D. Exploring difficulties and emotional feelings with a client

6.3   Objectives of counseling

Counseling aims at helping the clients understand and accept themselves "as they are", and counseling is to help the student to help himself. The main objective of counseling is to bring about a voluntary change in the client. For this purpose the counselor provides facilities to help achieve the desired change or make the suitable choice.

According to Duns moor and miller, the purpose of student counseling are:-

1. To give the student information on matters important to success.

1. To get information about student which will be of help in solving his problems?

3. To establish a feeling of mutual understanding between student and teacher.

4. To help the student work out a plan for solving his difficulties.

5. To help the student know himself better-his interests, abilities, aptitudes, and opportunities.

6. To encourage and develop special abilities and right attitudes.

7. To inspire successful endeavor toward attainment.

8. To assist the student in planning for educational and vocational choices.

6.3.1 Self-Check Exercise-1

Q.1   What does counseling aim to develop in clients?

A. Physical strength

B. Emotional intelligence and self-awareness

C. Financial investments

D. Social media skills

Q.2   What is emphasized as crucial in student counseling according to the passage?

A. Establishing mutual understanding between students and teachers

B. Providing students with financial aid

C. Giving students physical training

D. Conducting business transactions

6.4   Principles of counseling

According to Mc Daniel and shuffle the counseling process is based on some basic principles:-

a) Principle of acceptance:

According this principle, each client must be accepted as an individual and dealt with as such. The counselor should give due regard to the rights of the client.

b) Principle of Permissiveness:

Counseling is such a relationship which develops optimism and the environment shapes according to the person. All the thoughts accept the relative relationship of counseling.

(c) Principle of Respect for the Individual:

All the schools of thoughts of counseling advocate for the respect of the individual i.e., respecting an individual's feelings must be an integral part of counseling process.

(d) Principle of Thinking with the Individual:

Counseling emphasizes thinking with the individual. It is essential to differentiate think for whom? And 'why to think'? It is the role of the counselor the think about all the forces around the client to join client's thought process and to work collectively with the client regarding his problem.

(e) Principle of Learning:

All the assumptions of counseling accept the presence of learning-elements in the counseling process.

(f) Principle of Consistency with Ideals of Democracy:

All the principles are associated with ideals of democracy. The ideals of democracy desire to accept a person and want to respect the rights of others.

6.4.1 Self-Check Exercise-3

Q.1 Which principle suggests that counseling environments should be adaptable to individual needs?

A. Principle of Permissiveness

B. Principle of Discipline

C. Principle of Exclusion

D. Principle of Conformity

Q.2 Which principle aligns counseling with ideals of democracy, emphasizing acceptance and respect for all individuals?

A. Principle of Exclusion

B. Principle of Authoritarianism

C. Principle of Consistency with Ideals of Democracy

D. Principle of Inequality

6.5 Types of counseling
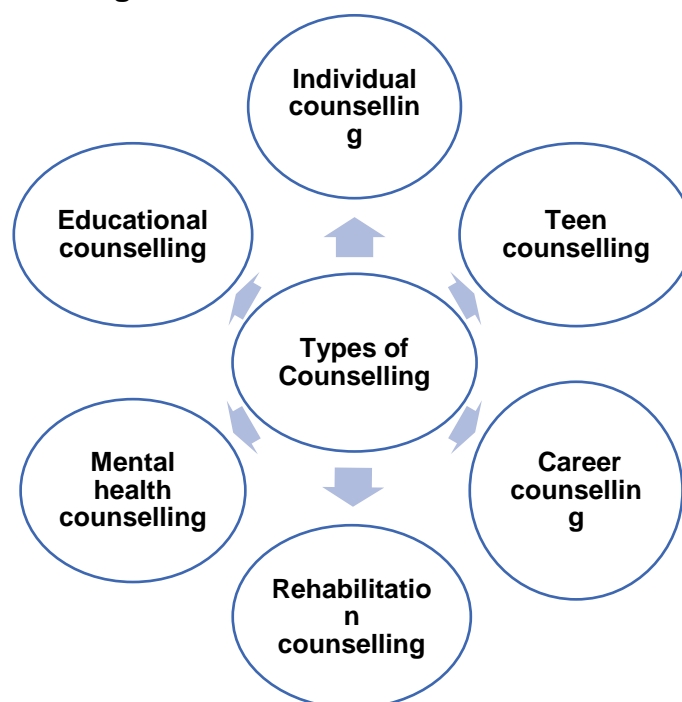
Individual Counseling

Individual counseling is a direct, active and personal approach that focuses on increasing your individual self-awareness, understanding, and adjustment. Individual counseling can help you identify the most effective ways for you personally to achieve your desired goals for this stage in life, as well as provide you with the tools to cope with difficult circumstances that may arise along the way.

Teen Counseling

Teenagers are in a different stage of development than their parents, and hence need a different style of counseling. Teen counseling helps teens deal with issues such as understanding their sexuality, dealing with the temptations of drugs and alcohol and relating to their parents.

Guidance and career counseling

The goal of Career Counseling is to not only help you make the decisions you need to make now, but to give you the knowledge and skills you need to make future career and life decisions.

Rehabilitation counseling

Rehabilitation counseling is focused on helping people who have disabilities achieve their personal, career, and independent living goals through a <u>counseling</u> process.

Mental health counseling.

Mental health counseling is what people typically think of when they hear the word counseling, but counselors' actual job duties may go well beyond what people imagine. Clinical counselors do indeed talk people through problems. In many cases, though, they diagnose as well as treat mental illness.

Educational Counseling

Education counseling uses many different counseling methods and assessments to help students in selecting schools and being successful in those schools. It applies to all levels of education from preschool to postdoctoral study. We work together to determine strengths, challenges, mental condition, emotional stability, intellectual ability, interest, skill, aptitude, achievement, and other personal characteristics that contribute to a profile.

6.5.1 Self-Check Exercise-4

Q.1 What distinguishes teen counseling from other types of counseling?

A. It focuses on diagnosing mental illnesses

B. It addresses issues specific to teenagers' developmental stage

C. It provides rehabilitation for people with disabilities

D. It focuses on educational assessments and achievements

Q.2 Which type of counseling primarily involves diagnosing and treating mental illnesses?

A. Teen counseling

B. Guidance and career counseling

C. Mental health counseling

D. Educational counseling

6.6   Summary

Counseling is a supportive process where trained professionals, known as counselors, engage in face-to-face interactions with clients to facilitate personal

growth, resolve emotional or psychological issues, and improve attitudes and behaviors. The objectives of counseling include increasing self-awareness, assisting in decision-making, and providing tools for coping with life's challenges. Guided by principles of acceptance, permissiveness, respect for the individual, collaborative thinking, learning, and consistency with democratic ideals, counselors tailor their approach based on the specific needs and developmental stages of clients. Types of counseling vary from individual counseling aimed at personal adjustment, to specialized forms such as teen counseling addressing adolescent issues, guidance and career counseling focusing on career decisions, rehabilitation counseling aiding those with disabilities, mental health counseling encompassing diagnosis and treatment of mental illnesses, and educational counseling supporting academic success and personal development across all educational levels.

6.7   Glossary

Counseling: A process where a counselor engages in supportive discussions with clients to help them resolve personal problems, improve attitudes and behaviors, and achieve personal growth.

Self-awareness: Understanding of one's own thoughts, emotions, and behaviors.

Adjustment: The process of adapting to new situations or changes in life circumstances.

Facilitate: To make easier or help progress, in the context of counseling, facilitating personal growth and problem-solving.

Client: The person receiving counseling services from a counselor.

Mutual Understanding: A shared comprehension or agreement between counselor and client regarding the issues being addressed in counseling.

Developmental Stages: Periods of growth and change in an individual's life, influencing counseling approaches and goals, especially relevant in teen counseling and educational counseling.

6.8   Answers to self-check Exercises

Self-Check Exercise-1

Q.1 Answer: B. Helping clients improve their attitudes and behaviors

Q.2 Answer: D. Exploring difficulties and emotional feelings with a client

Self-Check Exercise-2

Q.1 Answer: B. Emotional intelligence and self-awareness

Q.2 Answer: A. Establishing mutual understanding between students and teachers

Self-Check Exercise-3

Q.1 Answer: A. Principle of Permissiveness

Q.2 Answer: C. Principle of Consistency with Ideals of Democracy

Self-Check Exercise-4

Q.1 Answer: B. It addresses issues specific to teenagers' developmental stage

Q.2 Answer: C. Mental health counseling

6.9   References/ Suggested Readings

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6.10   Terminal Questions

Q.1 How does individual counseling differ from other types of counseling, and what specific objectives does it aim to achieve?

Q.2 What are the primary objectives of teen counseling, and why is it essential to tailor counseling approaches to the developmental stage of teenagers?

Q.3 How does counseling promote self-awareness and adjustment in clients? Discuss the methods and approaches counselors use to facilitate personal growth and problem-solving.

Q.4 Reflecting on the diversity of counseling types and approaches, how can counselors effectively tailor their methods to meet the unique needs of different clients?

Approaches of Counseling: Directive, Non-directive and Eclective

STRUCTURE

7.0   Introduction

Counseling is a multifaceted field that encompasses various theoretical approaches, each offering unique perspectives on understanding and addressing human psychological issues. These approaches are grounded in diverse conceptions of human personality and dynamics, reflecting the evolution of psychological theories over time. However, while these approaches offer valuable frameworks for therapeutic practice, they also possess inherent limitations, shaped by the theoretical boundaries and biases of their respective origins. Understanding these diverse approaches is crucial for counselors in tailoring effective interventions that meet the complex needs of individuals seeking help. This introduction sets the stage for exploring the rich tapestry of counseling approaches, highlighting their theoretical underpinnings and practical implications in the realm of mental health and well-being.

7.1   Learning Objectives

After going through this lesson, you should be able to:

➢ Explain the approaches of counseling
➢ Discuss the directive approach
➢ Discuss the non-directive approach
➢ Discuss the eclectic approach of counseling

7.2   Approaches of Counseling

Counseling approaches refer to the different theoretical frameworks and techniques that counselors use to help clients address their emotional,

psychological, and interpersonal issues. These approaches are based on various theories of human behavior and change, and they guide counselors in understanding and working with clients to improve their mental health and well-being. There are three common approaches of counseling and they are directive counseling, non-directive counseling and eclectic counseling. Each approach has its own set of definite rules, steps, objectives, features that are designed to provide solution to the problems faced by individuals' in his or her life.
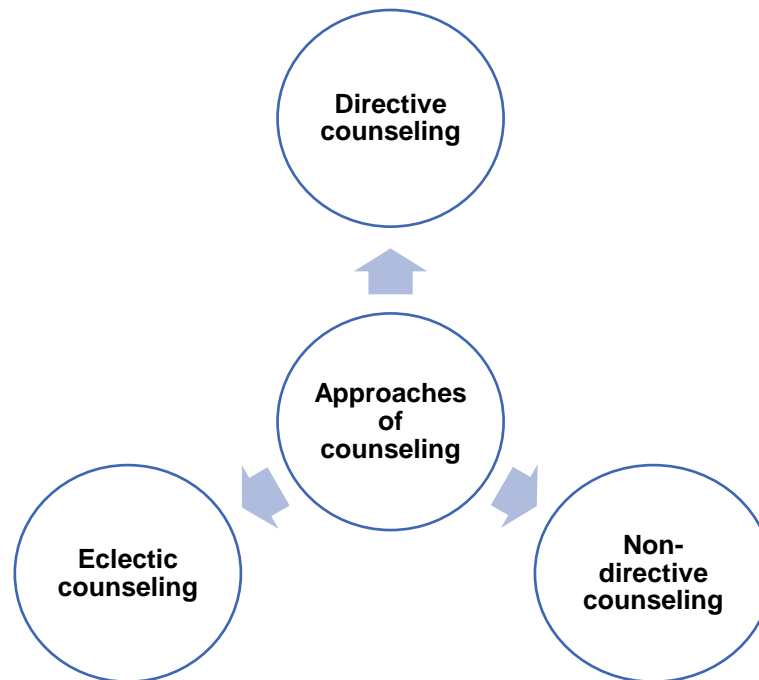

(A) Directive counseling

In this type of approach the counselor plays an important role .A major goal is to replace the emotional behavior of the individual with deliberately rationale behavior .Although he avoids dictatorial advice .This approach is also known as counselor-centered. Under this process the counselor plans the counseling process, his work is to analyze the problem, identify the triggers identify the exact nature of the problem and provide various options.

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

Steps of Directive counseling:-

Williamson has given six steps Directive counseling:
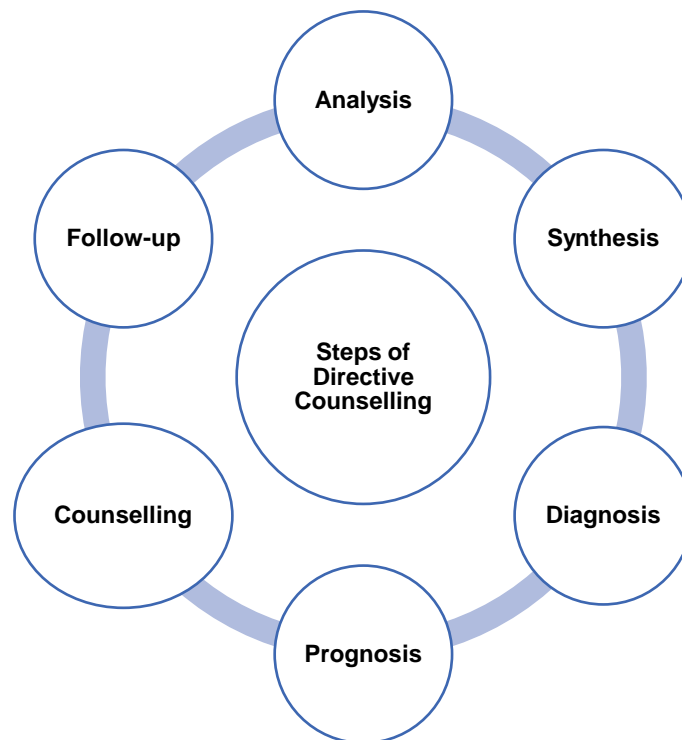
1) **Analysis:** It includes collection of information about the individual which can be collected through structured interviews, psychological case history methods, Interaction with family members, friends, etc.

1) **Synthesis:** After collection of lot data the information is organized in the logical manner to analyse the individual in terms of his qualifications, assets, potentials, liability adjustment, cultural background, habits etc.

3) **Diagnosis:** The diagnosis consists of the interpretation of the data in relation to the nature and problem, the causes of problems.

4) **Prognosis:** Under this step a prediction is made about the future development of the problem.

5) **Counseling:** The counseling here is to bring about adjustment and re-adjustment to the individual in relation to his problem. Attitudes and interest of the individual are considered during the counseling. It emphasis the individual to develop life cycle where an effort in the positive direction could lead to success and success in turn could lead to further efforts and motivations.

6) **Follow-up:** The sixth step in directive counseling is follow up which is extremely important. An individual may be able to solve immediate problems through counseling but new problems may occur or the original problem may re-occur. Follow-up with the client is extremely necessary. The role of counselor is important as he has to make the individual understand and accept his strength and also his weakness and faults.

That technique is considered as a most economic approach and important for student counseling because it is less time consuming and student who lack

experience are easily influenced by the counselor's experience and specialize knowledge. The students feel that the counselor has superior Knowledge and therefore a professional relation takes place. The relation is the base of this kind of approach. A submissive and highly emotionalized counseling of student can cultivate self-confidence in the individual. A relationship is based on dignity to help the student to reach his goal.

(B) Non- directive counseling

Non-Directive or Client Centered or Permissive Counseling. The main advocate of non-directive or client-centered or permissive counseling is Carl R. Rogers. This principle was developed in many years. This theory was developed in between 1930 and 1940. This theory believes that the sufficient means of solving a person's problem are present within the person himself.

The function of the counselor is to provide such an environment in which the client is independent to grow so that he may become what he likes to become. This school of thought gives importance to the emotional aspects of vocational and emotional problems and disapproves the diagnostic information as a part of counseling process. The client-centered counseling revolves around the client. In this, the client is encouraged to leading conversation and to express his own attitudes, feelings and ideas. The counselor mostly remains passive.

He never interferes the client's ideas, thoughts, feeling, and flow of expressions. The counselor helps the client in completing his conversation; basically the counselor makes his efforts to develop rapport and mutual feeling of confidence in both the parties.In this approach, open-end questions are asked. These questions are loosely structured. In the answers of these questions, the person projects his own personality. The main concern of the counselor is with the summarization of emotional contents told by the client.

When the client is answering, he should be encouraged to speak in detail through proper methods. The client feels that the counselor really respects the client's ideas.He gets the impression from the types of questions which a counselor asks from the client and the interviewer is taking interest in the client. The counselor does not ask the questions merely to explore the facts.

In the non- directive counseling, every person has the right to be independent as a specialist psychologist. In such type of counseling, diagnostic instruments are used either infrequently or completely not used.

Basic Assumptions of Non-Directive Counseling
1. Tendency towards Actualization. In the earlier writings of Rogers, it was emphasized that the people or client's growth and developmental capacity is that

person's characteristic on which the methods of counseling and psychotherapy depend.

Even after so many years, his opinion got strength that a persons' inherent tendency includes growth, adjustment, socialization; freedom etc. This directional tendency is termed as 'Actualizing Tendency' these days.

1. Belief in the Dignity of Man. Rogers believes in the dignity of the man. He considers the person capable of taking decisions and he accepts his right to do so.

3. Man is Trustworthy Rogers considers the person basically good and reliable. He also knows that the person behaves in an unreliable manner too. A person is born with some urges which must be controlled if healthy personality development is desired.

4. Man is Wiser than His Intellect. When some organization is functioning independently and effectively, then the 'awareness' is a very small part or component of the entire process. When the organization feels some difficulty in its system of functioning, this awareness becomes more sharpened and focused.

Snyder has also mentioned the following assumptions of non- directive counseling:

(i) The client has right to select the goals of his life.

(ii) If the client is given an opportunity, he will select those goals which may possibly provide him great happiness.

(iii) Emotional disturbance inhibits a person's proper adjustment initially.

(iv) In the counseling situation, one should reach very quickly at a point from where the client may be able to start functioning independently.

Steps in Non-Directive Counseling

Carl Rogers has given the following steps of this non-directive counseling:
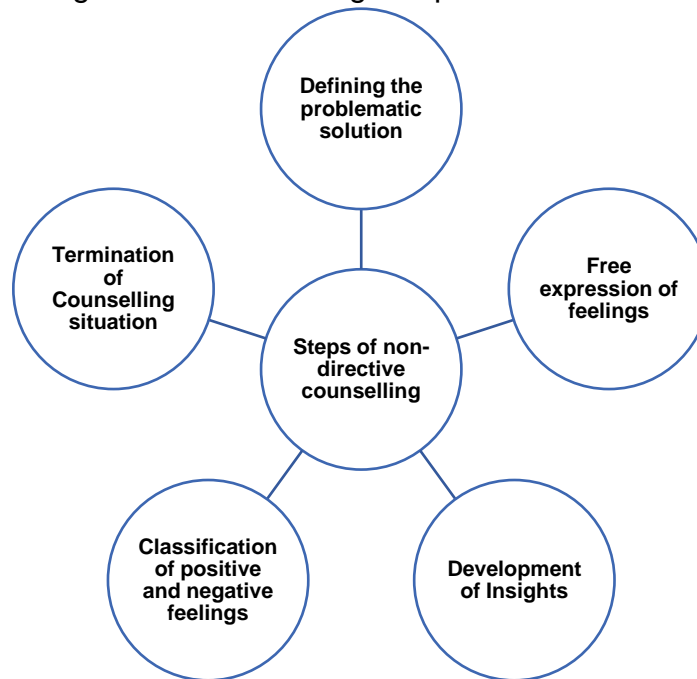
1. Defining the Problematic Situation:
First of all the counselor should define the problematic situation.

1. Free Expression of Feelings:
After the first step, the client is made aware of the fact that he can express his feelings freely and the counselor approves this.

3. Development of Insight:
The counselor goes on thinking regarding the client's new feelings along with the development of client's insight and he goes on classifying all those new feelings.

4. Classification of Positive and Negative Feelings:
After the free expression of feelings by the client, the counselor identifies his negative and positive feelings and he classifies them.

5. Termination of Counseling Situation:
The counselor looks for a point where he can terminate the counseling situation after all the above steps. According to this school of thought, either the client or the counselor can suggest for such termination of counseling situation.

Characteristics of Non-Directive Counseling
1. It is a client-centered counseling.

1. It is based on the principle that a person has so much capacity and drive that he can grow and develop so that he may face the situations in reality.

3. In this school of thought, the counselor is passive to the maximum.

4. Its use reduces psychological tensions.

5. In this type of counseling, defensiveness falls down.

6. In this type of counseling, there is closeness between the picture of the self-drawn by the client and a desirable or an ideal picture of his own.

7. Through this counseling his psychological adjustment improves.

8. Client's behavior is considered more matured emotionally.

9. A person is accepted in his originality and he is free to express his any attitude.

(C) Eclectic counselling

Eclectic counseling is defined as the synthesis and combination of directive and non-directive counseling. It represents a middle status between the two extremes represented by the 'non-directive' technique on one hand and the 'directive' technique on the other. In eclectic counseling, the counselor is neither too active as in the directive counseling nor too passive as in the non-directive counseling.

The chief advocate of this type of counseling is Thorne. In eclectic counseling, the needs of a person and his personality are studied by the counselor. After this the counselor selects those techniques, which will be useful for the person. The main techniques used are reassurance giving information, case history, testing etc.

In eclectic counseling the counselor first takes into consideration the personality and need of the counselee. He selects the directive or non-directive technique that seems to serve the purpose best. The counselor may start with the directive technique. When the situation demands, he may switch over to the non-directive counseling and vice-versa.

Steps of eclectic counselling:

The leading exponent of the Eclectic counseling Thorne, suggested the following in the process

1) Diagnosis of the cause.

1) Analysis of the problem.

3) Preparation of a tentative plan for modifying factors.

4) Securing effective conditions for counseling.

5) Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.

6) Proper handling of any related problems which may contribute to adjustment.

Assumptions:

1) In general, passive methods should be used whenever possible.

1) Active methods may be used with specific indications.

3) In the early stages when the client is telling his story, passive techniques are usually the methods of choice. This permits emotional release.

4) Until simple methods have failed, complicated methods should not be attempted.

5) All counseling should be client centered.

6) Every client should be given an opportunity to resolve his problems indirectly. Inability of the client to progress through therapy as using passive methods alone is an indication for utilizing more directive methods.

7) Directive methods are usually indicated in situational mal adjustment where a solution cannot be achieved without co-operation from other persons.

Characteristics :

1) In this, objective and coordinating methods are used.

1) In the beginning of counseling, client-active methods are used and the counselor remains passive.

3) In this, more importance is assigned to the job efficiency and treatment.

4) In this, the principle of low expenditure is emphasized.

5) In such counseling, for the use of all the methods and techniques, the professional efficiency and skill of the counselor are must.

6) Keeping in mind the need of the client, it is decided whether directive method or non-directive methods should be used.

7) Making an opportunity available to the client is insisted so that he may find himself the solution of the problem.

Disadvantage :

1) Some people are of the view that eclectic counseling is vague, opportunistic and superficial.

1) Both directive and non-directive counseling cannot be mixed together.

3) In this, the question arises how much freedom should be given to the client? For this there is non-definite rule.

4) The problem with an eclectic orientation is that counselors often do more harm than good if they have little or no understanding about what is helping the client.

7.2.1 Self-Check Exercise-1

Q.1 Who is considered the major proponent of Directive Counseling?

A) Carl Rogers

B) Sigmund Freud

C) Williamson

D) Thorne

Q.2 Which approach emphasizes the counselor creating an environment for clients to develop their own solutions?

A) Eclectic Counseling

B) Non-Directive Counseling

C) Directive Counseling

D) Cognitive-Behavioral Counseling

Q.3 According to Non-Directive Counseling, who is believed to possess the means to solve their problems?

A) Family members

B) Friends

C) Clients themselves

D) Counselors

7.3   Summary

The field of counseling encompasses several distinct approaches, each shaped by different theories of human personality and therapeutic practice. Directive counseling, advocated by Williamson, emphasizes the counselor's active role in guiding clients towards rational behavior and practical solutions, particularly effective in educational and vocational settings. In contrast, Non-Directive Counseling, pioneered by Carl Rogers, focuses on creating a supportive environment where clients explore their own solutions, emphasizing self-actualization and personal growth. Eclectic counseling integrates elements from both approaches, offering flexibility in selecting techniques based on individual client needs and circumstances. This approach, advocated by Thorne, seeks to optimize counseling outcomes by adapting methods to best suit each client's personality and goals. Each approach

reflects varying beliefs about human potential and the role of the counselor, highlighting the diversity and adaptability within the field of counseling practice.

7.4 Glossary

Counselor-Centered Counseling: Another term for Directive Counseling, where the counselor plays a central role in guiding the counseling process and offering solutions.

Client-Centered Counseling: Synonymous with Non-Directive Counseling, highlighting the focus on the client's autonomy and self-discovery in the therapeutic process.

Integration: The process of combining different therapeutic approaches or techniques within Eclectic Counseling to achieve optimal outcomes for clients.

Flexibility: A key characteristic of Eclectic Counseling, allowing counselors to adapt their approach and techniques based on the specific needs and preferences of individual clients.

7.5 Answers to self-check Exercise

Q.1 Answer: C) Williamson

Q.2 Answer: B) Non-Directive Counseling

Q.3 Answer: C) Clients themselves

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7.7   Terminal Questions

Q.1 Compare and contrast Directive and Non-Directive counseling approaches. How do their underlying philosophies influence the therapeutic process and outcomes?

Q.2 Discuss the advantages and limitations of Eclectic Counseling. How does the flexibility of this approach contribute to its effectiveness in diverse counseling scenarios?

Q. 3 In what ways do these counseling approaches address the diverse needs of clients in different cultural and socio-economic contexts? How might cultural competence influence the application of these approaches?

Q.4 How might a counselor determine which approach—Directive, Non-Directive, or Eclectic—is most suitable for a particular client or counseling situation? What factors should be considered in making this decision?

Unit-8

Techniques of Counseling

STRUCTURE

8.0   Introduction

Techniques of counseling encompass a diverse array of methods and interventions used by professional counselors to assist individuals in overcoming psychological challenges, improving well-being, and achieving personal growth. Rooted in various theoretical frameworks such as cognitive-behavioral, psychodynamic, humanistic, and systemic approaches, these techniques are tailored to meet the unique needs of clients and the specific goals of therapy. From active listening and reflection to cognitive restructuring, behavioral interventions, and expressive therapies, each technique serves a distinct purpose in facilitating self-awareness, emotional regulation, and behavioral change. The application of these techniques is guided by the counselor's theoretical orientation, the client's presenting issues, cultural considerations, and the collaborative goals set within the therapeutic relationship. Understanding and effectively utilizing these techniques are fundamental to the practice of counseling, enabling counselors to empower clients in navigating life's challenges and fostering meaningful personal development. This introduction sets the stage for exploring the breadth and depth of counseling techniques, highlighting their role in promoting holistic well-being and resilience among individuals seeking therapeutic support.

8.1   Learning Objectives

After going through this lesson, you should be able to:

- ➢ Define Techniques of Counseling
- ➢ List Key Objectives of Techniques of Counseling
- ➢ Discuss Application and Adaptation

8.2   Technique of counseling

There are many different techniques that counselors can use with their clients. Let's take a look at some of the techniques that we feel to be most effective during a counseling session:

- Spheres of Influence: This assessment tool will get the individual to look at areas of their life and see which areas may be impacting and influencing them. The person's job is to figure out which systems in their life give them strength, and which ones give them stress. Some spheres of influence to consider are: themselves, immediate family, friends, husband or wife, extended family, job or school, community, culture or religion, and any external influences.
- Clarification: A counselor should often ask their client to clarify what they are telling them to make sure they understand the situation correctly. This will help the counselor avoid any misconceptions or avoid them having to make any assumptions that could hinder their feedback.
- Client Expectations: When a person enters therapy, they should voice their opinions about counseling and their beliefs about treatment. In the beginning, they should be able to communicate with their counselor as to what they expect to get out of counseling. This can help the counselor guide and direct their counseling accordingly.
- Confrontation: We do not mean the client confronting the therapist, or vice versa. The confrontation that should happen here is within the client. The client should be able to self-examine themselves during counseling. However, the speed at which they do this should be discussed between the counselor and the client.
- Congruence: This has to do with the counselor being genuine with their feedback and beliefs about their client's situation and progress. The more authentic and true they are with their counseling, the more that their client and work to grow and benefit from their help.
- Core Conditions: This technique in counseling goes over some essential traits that the counselor needs to integrate for effective counseling, which are: positive regard, empathy, congruence or genuineness, and warmth.
- Encouraging: Being encouraging as a counselor for your client is an essential technique that will help facilitate confidence and respect between both parties. This technique asks that the counselor focus on the client's strengths and assets to help them see themselves in a positive light. This will help with the client's progression.
- Engagement: As a therapist, having a good, yet professional relationship with your client is essential. However, there are bound to be difficult

moments in counseling sessions, which will require influential engagement on the counselor's behalf.

- Focusing: This technique involves the counselor demonstrating that they understand what their client is experiencing by using non-judgmental attention without any words. Focusing can help the counselor determine what the client needs to obtain next from their services.
- Immediacy: The technique of the counselor speaking openly about something that is occurring in the present moment. This helps the client learn from their real life experiences and apply this to their reactions for other past situations.
- Listening Skills: With any relationship, listening skills are needed to show that the counselor understands and interprets the information that their client gives them correctly. The counselor should do this by showing attentiveness in non-verbal ways, such as: summarizing, capping, or matching the body language of their clients.
- Open-Ended Questions: Open ended questions encourage people in a counseling session to give more details on their discussion. Therefore, these types of questions are used as a technique by counselors to help their clients answer how, why, and what.
- Paraphrasing: This technique will show clients that the counselor is listening to their information and processing what they have been telling them. Paraphrasing is also good to reiterate or clarify any misinformation that might have occurred.
- Positive Asset Search: A positive technique used by counselors helps clients think up their positive strengths and attributes to get them into a strong mindset about themselves.
- Reflection of Feeling: Counselors use this technique to show their clients that they are fully aware of the feelings that their client is experiencing. They can do this by using exact words and phrases that their client is expressing to them.
- Miracle Question: The technique of asking a question of this sort will help the client see the world in a different way or perspective. A miracle question could be something along the lines of: "What would your world look like if a miracle occurred? What would that miracle be and how would it change things?"
- Stages of Change: By assessing a client's needs, a counselor can determine the changes that need to occur for their client, and when they should take place. This can be determined by what they believe to be most important.
- Trustworthiness: The counselor must create an environment for their client as such that their client feels that they have the capacity to trust their counselor. A therapist must be: congruent, warm, empathetic, and speak with positive regard to their client.

- Capping: A lot of counselors use the technique of capping during their sessions. Capping involves changing a conversation's direction from emotional to cognitive if the counselor feels their client's emotions need to be calmed or regulated.
- Working Alliance: Creating a working alliance between a counselor and their client is essential for a successful counseling environment that will work to achieve the client's needs. This technique involves the client and therapist being active collaborators during counseling and agreeing upon goals of treatment that are necessary, as well as how to achieve those goals.
- Proxemics: This technique has the counselor study the spatial movements and conditions of communication that their client exhibits. By studying their clients body orientation, the counselor can determine mood, feelings, and reactions.
- Self-Disclosure: The counselor will make note when personal information is disclosed at certain points of therapy. This technique will help the counselor learn more about the client and use this information only to benefit them.
- Structuring: When the individual enters counseling, the counselor should discuss the agenda for the day with their client, the activities, and the processes that they will go through. This technique in counseling will help the client understand their counselor's train of thought into determining how this routine will work for them. Soon enough, the client will get used to the routine, and this establishes comfort and trust in counseling.
- Hierarchy of Needs: This technique involves the counselor assessing their client's level of needs as based on the progress that they are making. The needs that they will factor in are: physiological needs, safety needs, love and belonging needs, self esteem needs, and self-actualization needs. All these will determine if change needs to take place in counseling.

8.2.1 Self-Check Exercise-1

Q.1 What technique involves assessing different areas of a client's life to identify sources of strength and stress?

A) Clarification

B) Client Expectations

C) Spheres of Influence

D) Confrontation

Q.2 Which technique involves the counselor asking the client to restate or explain their thoughts to ensure mutual understanding?

A) Congruence

B) Paraphrasing

C) Positive Asset Search

D) Miracle Question

Q.3 What does the technique of 'Immediacy' involve in counseling?

A) Discussing current feelings and experiences in the session

B) Providing immediate solutions to client issues

C) Planning for future goals and aspirations

D) Establishing trust and rapport with the client

Q.4 Which technique helps clients envision a positive future and consider alternative perspectives?

A) Core Conditions

B) Reflection of Feeling

C) Miracle Question

D) Trustworthiness

Q.5 What is the primary purpose of using 'Open-Ended Questions' in counseling sessions?

A) To gather specific information from the client

B) To provide immediate feedback to the client

C) To challenge the client's beliefs and assumptions

D) To encourage detailed responses and exploration of issues

Q.6 Which technique involves the counselor guiding the client through visualizing their strengths and positive attributes?

A) Reflection of Feeling

B) Positive Asset Search

C) Stages of Change

D) Self-Disclosure

Q.7 What is a key characteristic of the 'Working Alliance' technique in counseling?

A) It involves the counselor disclosing personal information to build trust

B) It emphasizes non-verbal communication and body language

C) It focuses on collaborative goal-setting between counselor and client

D) It uses spatial movements to understand client emotions

Q.8 What does the technique of 'Structuring' involve in counseling sessions?

A) Exploring the client's immediate family dynamics

B) Setting an agenda and framework for the counseling session

C) Assessing the client's hierarchy of needs

D) Using cognitive techniques to calm emotional responses

8.3   Summary

Effective counseling techniques encompass a range of strategies aimed at fostering understanding and growth in clients. These techniques include assessing spheres of influence to identify stressors and supports in clients' lives, using clarification to ensure accurate communication, and addressing client expectations to tailor counseling goals. Techniques such as congruence, empathy, and positive regard form the core conditions essential for effective counseling, while encouragement and focusing on strengths promote client confidence and progress. Other key techniques involve active listening through paraphrasing and reflection of feelings, as well as employing open-ended questions and the miracle question to explore new perspectives. Establishing trust through self-disclosure and structuring sessions with clear agendas further enhance therapeutic effectiveness, while techniques like immediacy and confrontation encourage self-examination and real-time problem-solving. These approaches collectively aim to create a supportive working alliance between counselor and client, facilitating meaningful change and personal development in therapy sessions.

8.4   Glossary

Spheres of Influence: Assessing different areas of a client's life to identify sources of strength and stress.

Clarification: Ensuring mutual understanding by asking clients to elaborate or clarify their statements.

Congruence: Being genuine and authentic in interactions to build trust and rapport with clients.

Core Conditions: Essential traits for effective counseling, including empathy, positive regard, genuineness (congruence), and warmth.

Encouraging: Focusing on clients' strengths and assets to foster confidence and positive self-perception.

Listening Skills: Using active listening techniques such as summarizing and paraphrasing to demonstrate understanding.

Open-Ended Questions: Inviting clients to explore their thoughts and feelings in-depth without restricting their responses.

Reflection of Feeling: Mirroring and validating clients' emotions to deepen rapport and understanding.

Trustworthiness: Establishing a safe and trustworthy environment through empathy, congruence, warmth, and positive regard.

8.5   Answers to self-check Exercise

Q.1 Answer: C) Spheres of Influence

Q.2 Answer: B) Paraphrasing

Q.3 Answer: A) Discussing current feelings and experiences in the session

Q.4 Answer: C) Miracle Question

Q.5 Answer: D) To encourage detailed responses and exploration of issues

Q.6 Answer: B) Positive Asset Search

Q.7 Answer: C) It focuses on collaborative goal-setting between counselor and client

Q.8 Answer: B) Setting an agenda and framework for the counseling session

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8.7   Terminal Questions

Q.1 Describe how counselors can effectively integrate the concepts of spheres of influence, congruence, and trustworthiness to establish a supportive therapeutic environment. Provide examples to illustrate your points.

Q.2 Discuss the importance of understanding and addressing client expectations in counseling. How can counselors adapt their approach based on client goals and preferences to enhance therapeutic outcomes?

Q.3 Explain the significance of reflective techniques such as paraphrasing and reflection of feeling in the counseling process. How do these techniques contribute to building rapport and promoting client insight?

Q.4 Using the stages of change model, outline how counselors can assess and facilitate client progress throughout the counseling journey. Discuss the implications of recognizing client readiness for change in therapeutic interventions.

Q.5 Analyze the ethical considerations involved in techniques like self-disclosure and immediacy in counseling. How can counselors maintain professionalism and boundaries while utilizing these techniques to benefit clients?

Unit-9

Organization of counseling in schools and Role of counselor

STRUCTURE

9.0   Introduction

In today's rapidly evolving educational landscape, the mental well-being of students is as crucial as their academic success, prompting the integration of comprehensive counseling services within schools. These services aim to support students' emotional, social, and academic development, ensuring a holistic approach to education. School counselors play a pivotal role in this system, bridging the gap between students, teachers, parents, and the broader community. Their responsibilities extend beyond addressing immediate academic concerns, focusing also on fostering a supportive environment through individual and group sessions, preventative programs, and crisis intervention. This approach not only helps mitigate issues such as bullying, anxiety, and academic pressure but also promotes resilience, self-awareness, and interpersonal skills, thereby enhancing the overall educational experience for all students.

9.1   Learning Objectives

After going through this lesson, you should be able to:

- ➢ Discuss the organization of counseling in school
- ➢ Explain the role of counselor

9.2   Organization of counseling in schools

School counseling programs provide powerful resources for students and families. This lesson will discuss the necessary steps for developing a school counseling program. The lesson will end with a short quiz to test what you have learned.

school counseling programs exist to support student development through the educational process. Student success is the ultimate goal of school counseling programs. In order to enhance student success, school counseling programs must address academic, career, and personal development in students. These three aspects of student development are the hallmarks of a successful school counseling program.

There are several important and necessary steps to consider before developing a new school counseling program. Each of these steps is essential for supporting the overall success of students.

Step 1: Assess Needs

What was your high school like? Was it in the city, in the country, or in the suburbs? Think about the students and teachers. How would you describe them?

It is crucial for school counselors to understand the characteristics of the student population they will serve. For example, students who attend school in urban settings will likely have very different needs and face different issues than those who attend school in rural settings. Therefore, a critical first step in establishing a school counseling program is to assess the needs of students, parents and school staff.

There are many different ways that school counselors can assess the needs of those they will be supporting. A quick look at the demographic makeup of a particular town or school district will provide a general idea of what the students are like in terms of socioeconomic status, familial characteristics, and race and ethnicity.

Other ways to get a solid grasp on the needs of the students, their families, and school staff may include surveys, interviews, and town hall-style meetings. These methods provide great insight regarding the needs and desires of a particular population. They also serve to create awareness in terms of unique issues for a particular community. Once needs are addressed, the planning must move to events and the school calendar.

Step 2: Create an Events Calendar

What types of assemblies or meetings did your school hold for students? Most schools host pep rallies and parent meetings. Sometimes these types of events are simply for fun or to create camaraderie among students. However, a comprehensive school counseling program will plan events designed to support student success.

This step in the development of a school counseling program utilizes the school calendar in association with important deadlines for students. For example, students need to be aware of dates for college entrance exams. Other important dates might

include deadlines for college applications, voting registration, and so on. School counselors work well in advance to integrate important dates and deadlines into the academic calendar.

9.2.1 Self-Check Exercise-1

Q.1 What is the ultimate goal of school counseling programs?

a) To improve test scores

b) To support teacher development

c) To enhance student success

d) To increase school funding

Q.2 Why is it crucial for school counselors to understand the characteristics of the student population they will serve?

a) To allocate school resources effectively

b) To tailor the counseling program to address specific needs and issues

c) To create a diverse curriculum

d) To improve school discipline policies

Q.3 Why is it important for school counselors to look at the demographic makeup of a town or school district?

a) To determine funding needs

b) To understand the general characteristics of the students

c) To design the school curriculum

d) To allocate extracurricular activities

Q.4 What type of events might a comprehensive school counseling program plan?

a) Sports competitions

b) Extracurricular club meetings

c) Fundraising events

d) Career fairs and college information sessions

9.3   Role of counselor

School counselors are an important part of the educational leadership team and provide valuable assistance to students regardless of whether they work in an elementary school or middle school, high school or beyond.

School counselors should spend most of their time in direct service to and contact with students. School counselors' duties are focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small amount of their time is devoted to indirect services

called system support. Schools should eliminate or reassign certain inappropriate program tasks, if possible, so school counselors can focus on the prevention needs of their programs. The counselor must individualize interaction depending on client's personality type. For example, does the client seem more introverted or extroverted, does the client seem to talk more logically or emotionally, does the client seem more cautious or compulsive? Initially, the counselor can listen and at appropriate times, reflect by restating or rephrasing what the client had expressed. This serves two purposes. First, it allows the client to feel he is being heard. And secondly, it allows for any misunderstandings to be identified and corrected.

When the counselor feels he understands the gist of what the client is communicating, the counselor can proceed with questions. These questions can pertain to feelings, thoughts, beliefs, expectations, past experiences, preferences, or other details relating to the issue. The client may express a goal they wish to achieve. The counselor and the client may want to explore the ultimate objective behind the goal. They may explore other options in addressing the ultimate objective and the real issues behind the desired goal. After further discussion, the counselor may choose to explain the benefits of holistic health, developing one's identity, and the concepts of self-responsibility. The counselor must realize that information given to the client may take time for the client to effectively implement into their lives. The counselor and the client should discuss how these concepts relate to the client's issues.

The counselor should encourage the client to ultimately draw their own conclusions and choose the direction they want to take in resolving the issue. The counselor may challenge the client to formulate a behavioral goal to address the ultimate objective. The counselor may need to ask the client how confident they feel in achieving the particular goal. The client will judge the plausibility of particular behavior based on their perceived benefit of the behavior and on their confidence of successfully achieving the behavior. Goals may need to be scaled down, implemented in a gradual manner, or modified altogether to optimize adherence. Creativity should be exercised to make the new behavior as rewarding as possible. Other techniques that may be implemented to increase adherence include: behavioral logs and contracts, peer or family support, friendly competition, and verbal recognition. A future appointment can be agreed upon by the counselor and client to reevaluate the outcome of the behavioral goal. Goals may be modified and other issues may be discussed in these later sessions.

9.3.1 Self-Check Exercise-2

Q.1 What is the primary focus of school counselors' duties?

a) Direct service and contact with students

b) Administrative tasks

c) Organizing school events

d) Conducting research

Q.2 How should counselors individualize their interactions with clients?

a) By treating all clients the same

b) By adjusting their approach based on the client's personality type

c) By focusing solely on the client's academic needs

d) By using standardized counseling techniques for everyone

Q.3 What technique should counselors use initially to understand the client's perspective?

a) Giving advice immediately

b) Listening and reflecting by restating or rephrasing what the client expressed

c) Asking a series of direct questions

d) Providing written assessments

Q.4 When can a counselor proceed with questions during a session?

a) Immediately after the client starts talking

b) Only if the client asks for questions

c) At the end of the session

d) After they feel they understand the gist of what the client is communicating Answer:

Q. 5 What should be done during future appointments between the counselor and client?

a) Repeat the same discussion

b) End the counseling relationship

c) Reevaluate the outcome of the behavioral goal and modify goals as needed

d) Focus only on new issues

9.4 Summary

School counseling programs are vital resources that support student development through academic, career, and personal growth. Effective school counseling involves several essential steps, beginning with assessing the specific needs of students, parents, and staff through methods like surveys and interviews. Counselors then create an events calendar to integrate important academic and career deadlines into the school schedule. The role of the school counselor is primarily focused on direct interactions with students, providing guidance, planning, and responsive services. Counselors tailor their approach based on individual student personalities, ensuring each student feels heard and understood. They help students explore goals, discuss holistic health, and develop self-responsibility, encouraging them to draw their own conclusions and set achievable behavioral goals. Techniques such as behavioral

logs, peer support, and verbal recognition are used to enhance adherence to these goals. Ultimately, school counselors collaborate with students to facilitate personal growth, informed decision-making, and overall success in their educational journey.

9.5   Glossary

School Counseling Program: A comprehensive set of services provided by school counselors aimed at supporting students' academic, career, and personal development.

Needs Assessment: The process of identifying the specific requirements and issues of students, parents, and school staff to inform the development of a counseling program.

Demographic Makeup: The characteristics of a population, including socioeconomic status, familial characteristics, race, and ethnicity.

Guidance Curriculum: Structured lessons and activities designed to help students develop academically, personally, and socially.

Responsive Services: Immediate and short-term interventions provided by school counselors to address students' personal or academic issues.

Self-Responsibility: The concept of individuals taking charge of their own actions, decisions, and well-being.

Verbal Recognition: Positive reinforcement given through spoken acknowledgment of a student's efforts and achievements.

Collaboration: The cooperative effort between counselors, students, parents, and school staff to achieve common goals and support student success.

9.6   Answers to self-check Exercises

Self-Check Exercise-1

Q.1 Answer: c) To enhance student success

Q.2 Answer: b) To tailor the counseling program to address specific needs and issues

Q.3 Answer: b) To understand the general characteristics of the students

Q.4 Answer: d) Career fairs and college information sessions

Self-Check Exercise-2

Q.1 Answer: a) Direct service and contact with students

Q.2 Answer: b) By adjusting their approach based on the client's personality type

Q.3 Answer: b) Listening and reflecting by restating or rephrasing what the client expressed

Q.4 Answer d) After they feel they understand the gist of what the client is communicating

Q.5 Answer: c) Reevaluate the outcome of the behavioral goal and modify goals as needed

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9.8   Terminal Questions

Q.1 Explain the primary goals of school counseling programs. How do these goals address the academic, career, and personal development needs of students, and what is their impact on overall student success?

Q.2 Discuss the process and importance of assessing the needs of students, parents, and school staff when developing a new school counseling program. What methods can counselors use to gather this information, and how do these methods contribute to creating an effective program?

Q.3 Describe the role of a school counselor in the educational leadership team. How should counselors allocate their time between direct services, system support, and other responsibilities to ensure they effectively support student development and success?

Q.4 Outline the steps involved in helping a student set and achieve behavioral goals. How can counselors work with students to explore their ultimate objectives, and what strategies can be used to enhance adherence to these goals?

Q.5 Discuss the concept of holistic health in the context of school counseling. How can counselors integrate holistic health principles into their practice to support students' overall well-being and personal growth?