

SYLLABUS

S.Y.B.A., Education Paper - III

GUIDANCE AND COUNSELING

Unit 1 :

- A) Meaning, Nature, Need of Guidance
- B) Functions of Guidance.

Unit 2 : Types of Guidance

- A) Educational Guidance - meaning, need and importance.
- B) Vocational Guidance - meaning, need and importance.
- C) Personal Guidance - meaning, need and importance.

Unit 3 : Guidance Services

- A) Job Analysis - concept, need
- B) Job Satisfaction-concept, factors affecting job satisfaction
- C) Occupational Information - concept, need.

Unit 4 :

- A) Guidance of the Differently - Abled Students - Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) - Identification
- B) Mainstreaming and providing support services to Differently - Abled Students.

Unit 5 :

- A) Counseling - meaning, purpose, scope.
- B) Types of Counseling - Directive, Non-directive, Eclectic.

Unit 6 :

- A) Process of Counseling (introduction, in - depth, communication, suggestion).
- B) Skills in Counseling (listening, questioning, responding).
- C) Role of the Counselor, Professional Ethics of a Counselor.

Unit 7 : Tools of Guidance and Counseling.

- A) Psychological tests - meaning, need, limitations.
- B) Testing - Intelligence, Aptitude, Attitude, Achievement, Interest, Personality,

Unit 8 : Techniques of Guidance and Counseling

- A) Interview - types, procedure
- B) Case Study
- C) Cumulative Record
- D) Anecdotal Record
- E) Diary
- F) Questionnaire

Practical :

- A) To do a Job Analysis and prepare a report thereon.
- B) To visit a guidance Centre and write a report thereon.
- C) To do a Case Study of a differently - abled student and prepare a report.
- D) To familiarize with the administration of a standardized intelligence test, an attitudinal scale and an achievement test.

5. Objectives :

- I) To develop an understanding of the concepts of guidance and counseling.
- II) To develop an understanding of the types of guidance.
- III) To acquaint students with different testing devices and techniques of guidance.
- IV) To develop and understanding of the role of teacher as counselor.
- V) To create an awareness of the working of guidance centres.

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GUIDANCE - IT'S MEANING, NATURE, NEED & FUNCTIONS

Unit Structure :

- 1.0 Objective
- 1.1 Introduction
- 1.2 Meaning of Guidance
- 1.3 Nature of Guidance
- 1.4 Need of Guidance
- 1.5 Functions of Guidance
- 1.6 Let us sum up
- 1.7 Unit end Exercise
- 1.8 References

1.0 OBJECTIVES

After reading this unit you will be able to:

- Define guidance
- Describe the nature of guidance
- Explain the need of guidance
- State the functions of guidance

1.1 INTRODUCTION

As, you might have experienced difficulty in taking admission in this system of distance learning, sometimes you may also be in a confusing mind while selecting the subjects what to offer for optional subjects. So you may take the help of others who know about the subject and the system of distance education. so many a times we need the help of others in taking decision about the important aspects of our life. It may be in the field of education, vocation, marriage etc. I am sure all of you must have such type of experience in one field or other. You also use the words like guidance, help, need, decision, advice in your daily conversation. In this unit you will know in details about the term "guidance".

Some times some of you also think that we do not need others help. We can do our work properly etc. Sometime you may laugh at others because they ask or query about very simple matters. But, what is simple for you could be difficult for others too. So all do not have same type of problem or need so when one need help in one field, other may be in another. But I am sure one day or other, small or big we face certain problems in our life. So we take the help of our teacher, parents, friends, doctor guidance workers counselors etc. In this unit. We will get an overall idea about the concept of guidance & it's need & function etc. Let us know more about it.

1.2 MEANING OF GUIDANCE

The meaning of Guidance as all of us know is help or assistance. It will be more clear to all of you, if we discuss how different scholars have defined in varied ways.

“Guidance seeks to help each individual become familiar with a wide range of information about himself, his abilities, this pervious development in the various areas of living and his plans or ambitions for the future.”

Chisholm

“Guidance is an assistance given to the individual in making intelligence choices & adjustments.”

A. J. Jones

‘Guidance is a means of helping individuals to understand and use wisely the educational. Vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school & to life.’

Dunsmoor & Miller

If we will analyze the above definitions we observe the following characteristics of guidance. These are:-

- Guidance is a process
- Guidance is a continuous process
- It is concerned with problem & choice.
- It is an assistance to the individuals in the process of development.
- It is both a generalised & specialized service
- It is a service meant for all.

The meaning of guidance will be more clear to you, if we analyze about what guidance is not.

- ❖ Guidance is not compulsion

- ❖ It is not making decision for others
- ❖ It is not advice
- ❖ It is not pampering the student
- ❖ It is not direction
- ❖ It is not adjustment
- ❖ It is not problem solving

So from the discussion, we can say that guidance is a help of an individual to make his own selection & solution out of varied type of opportunities & problems. It helps one to adjust with different environments according to his own abilities & capacities.

1.3 NATURE OF GUIDANCE

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

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

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

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

Nature of Guidance :

We familiarize ourselves with the following characteristics after analyzing the various definitions of guidance. This analysis also throws light on the nature of guidance.

1) As a Process :

Guidance does not occupy independent place. The chief aim of this process is to assist in the development of an individual keeping in view the social needs.

2) A Continuous Process :

Guidance is a process. Here, it is important to point out that the process of guidance never ceases. It remains dynamic. In this process, an individual understands himself, learns to use maximum his own capacities, interests and other abilities.

He continues his struggle for adjustment in different situations he develops his capacity of decision-making. Hence, we see that it is a non-stop process.

3) Related with Life :

The process of guidance is related to life. This guidance contributes formally or informally to life because life experiences both formal and informal occasions.

A person gets informal guidance from his friends and relatives while formal guidance is sought from organised school guidance services and other organised guidance services.

4) Development of Capacities :

During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angles.

Hence, guidance stresses the complete development of possibilities present in an individual. An individual becomes familiar with his real image. Hence, guidance is helpful in self-realization.

5) Individual Assistance :

Guidance is accepted as individualized help. Through guidance an individual's personal development is provided a direction and not to a group. Hence, it is process of individualized assistance.

6) Task of Trained Persons :

Providing guidance is not the function of all persons because various techniques and skills are to be used in it. Everybody does not possess the knowledge of the same. For this task, trained persons psychologists and counselors are required. Hence, guidance is a skill-involved process.

7) Wide Scope of Guidance :

The scope of guidance is too wide. 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.

8) Helpful in Adjustment :

Guidance helps the person in his adjustment in different situations. This process allows learning to adjust with different types of problems. In this way, the main characteristic of the nature of the guidance is to provide new energy to the demoralized person by adjusting himself in the problematic situation through the process of guidance.

9) Helpful in Developing the Ability of Self-Guidance :

The nature of guidance also includes the characteristic of developing self-guidance is a person with the help of guidance process. This enables him in achieving self-dependence by searching out the solution of problems of life.

10) No Imposition of One's View Point :

It is also the main characteristic of guidance not to impose one's view point on others. It depends upon the wish of an individual how he acquires benefit by accepting the decision of the guidance worker.

If he wishes, he may deny accepting such decisions of the guidance workers. Hence, it is not a process of imposing the decisions.

11) Helpful in Preparing for Future :

The process of guidance is helpful in preparing a person for his future. Hence, a person can succeed in preparing himself for future activities. In this way, guidance is a well-wisher of an individual's future.

1.4 NEED OF GUIDANCE

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

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

Is development impossible without the guidance?

To get the answer for the question we should first know what development here means. Development here does not mean the

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

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

Let us know about the need of guidance recommended by Kothari Commission Report (1964-66). The commission report recommended that guidance should be regarded as an integral part of education meant for students and aimed at assisting the individuals to make adjustment and decisions from time to time. The recommendations of this commission summaries as –

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

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

- A) Minimum guidance programme for all secondary schools through a visiting school Counselor for a group, often schools assisted by the school teachers in the simple guidance functions.
- B) Comprehensive guidance programme in selected schools, one in each district to serve as models and

- c) Provision of necessary supervisory staff in the state Bureaus of guidance.

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

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

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

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

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

In school also we need to provide guidance vigorously. Because in schools now a days students are facing various problems like –

Over crowded classroom

Less student teacher relationship

Wastage & stagnation

High or low standards of institutions

Achieving fourfold aims of education in modern society like

- i) Life long learning
- ii) Early productivity
- iii) Sensitivity to the socio-economic environment and
- iv) Self actualization.

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

- ❖ To help in the total development of the student
- ❖ To help in making proper choice at various stages of their educational career.
- ❖ To help the students in vocational development.
- ❖ To help students make the best possible adjustments to the situations in the schools as well as in the homes.
- ❖ To minimize the mismatch between education and unemployment.
- ❖ To identify and motivate the students from weaker sections of society.
- ❖ To check wastage & stagnation
- ❖ To identify and help students in need of special help.
- ❖ To minimize the incidence of indiscipline.
- ❖ To make the idea inclusive education successful.

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

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

Though a number of problems we are facing at our home, school & society, still we can go ahead with proper planning. We can face the changes & challenges with proper planning. Planning needs proper guidance. So the need of guidance is the need of the hour.

1.5 FUNCTIONS OF GUIDANCE

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

Some of the important functions of guidance are:

- ❖ Adjustive function
- ❖ Oriental function
- ❖ Developmental function

Adjustive functions:-

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

Oriental functions:-

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

Development functions:-

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

Check your progress – I

Write your answer in the space provided below.

- (i) Of the following statements which is not an essential feature of guidance
 - a) Guidance is a continuous process
 - b) Guidance is taking decision for other
 - c) Guidance is a service meant for all

- (ii) Complete the sentence by filling in the blank.
To inform about the problems & perspectives of career planning is Functions of guidance.

1.6 LET US SUM UP

In this unit we have covered the following concepts.

Meaning of guidance :

Guidance is an assistance given to the individual in taking intelligent choices and adjustments.

Nature of guidance :

Guidance is a continuous process related with life in preparing for the future.

Need of guidance :

We need guidance everywhere, in family, school and society due to problems like

- Break up family
- Working parents
- Indiscipline
- Inclusive education
- Poverty
- Unemployment &
- Corruption etc.

Functions of guidance :

It has three fold functions

- Adjustive
- Oriental and
- Developmental

1.7 UNIT END EXERCISE :

- Q.1 Define guidance. Explain it's nature & functions.
Q.2 What is guidance? Explain why it is necessary?
Q.3 Write short notes on :
a) Adjustive functions of guidance.
b) Need of guidance.
c) Meaning of guidance.

1.8 REFERENCE :

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TYPES OF GUIDANCE

Unit Structure :

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Educational Guidance
- 2.3 Vocational Guidance
- 2.4 Personal Guidance
- 2.5 Let us sup up
- 2.6 Unit end Exercise
- 2.7 References

2.0 OBJECTIVES

After reading this unit you will be able to :

- Describe the meaning of educational guidance.
- Explain the need & importance of educational guidance.
- Differentiate between educational & vocational guidance with reference to their meaning need & importance.
- Describe the meaning of personal guidance.
- Explain the need & importance of personal guidance.

2.1 INTRODUCTION

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

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

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

In this unit we shall study Educational, vocational and personal Guidance. Let us see what they mean and what are their needs.

2.2 EDUCATIONAL GUIDANCE

Meaning and Definition of Educational Guidance

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

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

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

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

Objectives of Educational Guidance

The following are some of the objectives of educational guidance:

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

Check your progress: 1

Note: Write your answers in the blank space provided.

I. Complete the following sentence.

Some of the often-noticed problems amongst students are –

II. What according to you is the most appropriate definition of Educational Guidance as listed below?

1. It is emotional relationship which pupil develop himself.
2. It is the guidance provided to students to become efficient in the society.
3. It is the assistance given to pupils in their choices with relation to schools, curriculum courses and school.

Need of Educational Guidance

Diversified Courses:

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

Failure:

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

Unsatisfactory Progress And Undesirable Behavior:

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

Individual Differences:

There are large numbers of children in the school & in class. Each child is different from the other in abilities and interests. Educational Guidance helps them to select a right course according to their abilities.

Adjustments of Students in School or College Environment:

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

For Gifted And Academically Backward Children:

Guidance in school is also to be given to gifted children as well as academically backward children so that can cope up with the studies according to their abilities.

To check dropouts and prevent failures:

Guidance in schools is also to be given to check dropouts and prevent failures.

Educational Guidance at Different Levels**Elementary Stage:**

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

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

Secondary Stage:

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

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

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

Scope of educational Guidance

Educational guidance is intended to aid the individual choosing a proper educational programme and making progress in it. This involves:

- i) Knowledge of the abilities and interests of the individual.
- ii) Knowledge of a wide range of educational opportunities and
- iii) Programmes of counseling to help the individual to choose wisely on the basis of the above two kinds of knowledge.
- iv) Counseling regarding-
 - a) The appraisal of the students with reference to his capacities.
 - b) The exploration of his vocational potentialities and interests.
 - c) The obtaining of information about all kinds of educational resources in the school and the community.
 - d) The selection of training center that provides educational opportunities in keeping with the student's capacities and interests.
 - e) The detection leading to the correction of conditions that are interfering with the student's capacities and interests.
- v) We can know about the capacities & limitations of the students through
 - a) Various types of psychological tests
 - b) Observations in various settings.

Check your progress: 2

- I. Match the Relevant points against the following Need of Educational Guidance:

A

B

- | | |
|---------------------------|---|
| 1. Diversified Courses | a) to avoid Wastage and Stagnation |
| 2. Individual Differences | b) appropriate selection of courses or subjects. |
| 3. Adjustments in Schools | c) Assist them according to their abilities and interests |
| 4. Check Dropouts | d) know their problems, analyse them & suggest remedy. |

2.3 VOCATIONAL GUIDANCE

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

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

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

According to ‘Crow and Crow’

“Vocational Guidance usually is interpreted as the assistance given to the learners to choose, prepare for and progress in an occupation.”

According to ‘Mayers’,

“Vocational Guidance is the process of assisting the individual to do for himself certain definite things pertaining to his vocation.”

Aim and Objectives of Vocational Guidance

Following are the aims of vocational guidance :

1. Assisting the students to acquire such knowledge of the characteristics and functions, duties, responsibilities and rewards of occupations that are within the range of this choice.
2. Assisting a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
3. Assisting the pupil to evaluate his own capabilities and interests with regard to their worth to him and to society.
4. Helping the individual develop an attitude towards work that will dignify whatever type of occupation he may wish to enter.
5. give exploration opportunity in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of activities.

6. Assisting the individual to think critically about types of occupations and to learn a technique for analyzing information about vocations.
7. Assisting the mentally handicapped, the physically handicapped of the economically handicapped to make the adjustment that will be best for them in their struggle for a fuller life and for personal and social welfare.
8. Instilling in the pupil a confidence in the teachers and other guidance personal that will encourage him when he confers with them on personal and vocational problems.
9. Assisting the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training.
10. Providing information for the learner about admission requirements, the length of training, and the cost of attending any institution of higher learning to which he may wish to go after graduation for high school in order to continue his vocational preparation.
11. Giving assistance during school years so that the individual will be able to adjust on the job work conditions and to other workers.
12. Assisting each pupil to appreciate his rightful place in a group of workers and to become a functional member of the team.
13. Altering the pupil to the long-range training needed to become proficient in most lines of endeavor.
14. Cautioning each learner concerning fads and pseudo scientific shortcuts to vocational competency.
15. Helping the learner realize that success is purchased at the price of effort, and that satisfaction on the job derives from doing his work competently.

Need of Vocational Guidance

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

Wrong Profession And Economic & Psychic Loss:

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

Economic advantages:

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

Health Point of View:

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

Personal and Social Values:

There are large numbers of personal and social values of vocational guidance. Learning a side financial consideration, the workers happiness, his personal development, his value as a social unit and his contributions to human welfare are all involved, Right vocational guidance helps us achieve that.

Maximum Utilization of Human Potentialities:

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

Check Your Progress: 3

- I. Complete the sentence:
Vocational guidance is primarily concerned with_____
- II. State the reasons given by Mayer to justify the needs of vocational guidance

Vocational Guidance At Different Stages**A. Elementary Stage:**

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

- i) Create love and respect-positive attitude-for normal work.
- ii) Train the use of hands of the child.
- lii) Create the habit of neat and systematic work.

- iv) Create and achieve hand-eye coordination.
- v) Encourage neatness in work.
- vi) Encourage development of good relationships amongst themselves.

B. Secondary School Stage:

Definite guidance invocations can be given at this stage, eg:

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

C. At College Level:

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

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

Check Your Progress: 4

State any two points each:-

Vocational guidance at Elementary stage	Vocational guidance at Secondary stage	Vocational guidance at College level.
1.		
2.		

Scope of Vocational Guidance:

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

Analysis of the Individual:

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

Occupational Information:

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

Community Occupational Surveys and Follow Up Studies:

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

Group Activities:

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

Counseling:

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

Placement:

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

Check Your progress: 5

Select appropriate activities, which can be included under the scope of vocational guidance.

1. Occupational Information.
2. Follow-up studies.
3. Admissions.
4. Counseling.
5. Placement.
6. Curriculum development.
7. Group activities.
8. Analysis of individual.

2.4 PERSONAL GUIDANCE

Personal guidance assists the individual to adjust with psychological & social environment. It is to solve the emotional & psychological problems. Educational & vocational guidance also can called personal guidance.

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. Thus personal guidance deals with all those problems of life which are not covered under educational and vocational guidance.

Nature of personal guidance:

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

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

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

Purpose of personal guidance:

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

Need of personal guidance:

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

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

2.5 LET US SUM UP

This unit covers different types of guidances & their needs.

Types of guidance :

Guidance is concerned with educational, vocational and personal problems. These services help students to make proper adjustments with the environment in all aspects of their life.

2.6 UNIT END EXERCISES :

- Q1. State the different types of guidance. Explain the need of educational guidance.
- Q.2 What is vocational guidance? Explain it's aims & objectives.
- Q.3 What is personal guidance? Explain it's need & importance.

2.7 REFERENCES

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JOB ANALYSIS AND OCCUPATIONAL INFORMATION

Unit Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Concept of job analysis
 - 3.2.1 Meaning of job analysis
 - 3.2.2 Characteristics of job analysis
- 3.3 Need of job analysis
 - 3.3.1 Advantages & uses of job analysis
- 3.4 Job satisfaction
 - 3.4.1 Meaning of job satisfaction
 - 3.4.2 Factors affecting job satisfaction
- 3.5 Relation between job analysis and job satisfaction
- 3.6 Occupational information
 - 3.6.1 Meaning of Occupational information
 - 3.6.2 Need of occupational information
- 3.7 Let us sum up
- 3.8 Unit end Exercise
- 3.9 References

3.0 OBJECTIVES

After reading this unit you will be able to:

- Define job analysis
- Describe the importance of job analysis and job satisfaction
- State the concept of occupational information
- Describe the sources of occupational information
- Explain the methods of disseminating occupational information

3.1 INTRODUCTION

Man and his work are linked up by job functions, job demands and job satisfaction. There are number of jobs and occupations. The role of the guidance worker is to analyse the job & give accurate occupational information which helps to solve the problems in checking of occupation & get satisfaction. In this unit we will read job analysis, it's types, purposes and uses, we will also read about occupational information, it's need & sources and dissemination of occupational information.

3.2 CONCEPT OF JOB ANALYSIS

The vocational guidance; is related to the person's aptitude and nature of the job. In organizing vocational guidance two types of analysis is required. (1) Identifying the person's abilities, interests and other qualities. (2) Analysis of activities of jobs.

Job analysis is concerned with tasks, which are related to some professional and social activity.

3.2.1 MEANING OF JOB ANALYSIS

Job analysis has been defined as "the scientific study and statement of all the facts about a job which reveals its content and modifying factors which surround it."

J. D. Hackett defines Job Analysis according to mental requirements, physical requirements and working conditions. Thus, a man may be rated on the job according to his personality, physique, attitude etc.

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J. D. Hackett defines Job Analysis according to mental requirements, physical requirements and working conditions. Thus, a man may be rated on the job according to his personality, physique, attitude etc.

3.2.2 Characteristics of Job Analysis:

There are three essentials of Job Analysis.

1. The job must be accurately and completely identified.
2. The tasks of the job must be completely and accurately described.

3. The requirements of the job makes upon the worker for successful performance must be identified.

Basic format of Job Analysis :

Following points may serve as a guide in job analysis:-

1. History of the occupation
2. Importance of the occupation and its relation to society
3. Number of workers engaged in the occupation
4. Need of worker's trends.
5. Duties:
 - A. Specific tasks; other occupations with which this work may be combined, nature of work, tools, machines and materials used.
 - B. Definition of the occupation as given by laws, as determined by official organization carefully formulated, definition acceptable to those in the occupations.
6. Qualification – sex, age, race, special physical, mental, social and moral qualities, skills, special tool and equipment, legislation affecting workers.
7. Preparations – general education, special training, required and desirable, schools etc. offering training, experience.
8. Methods of entering; use of special employment agencies.
9. Length of time before skill is obtained.
10. Advancement, line of promotion; opportunity for advancement.
11. Related occupation to which the job may lead.
12. Earnings – beginning, most common, maximum, regulations.
13. Hours – daily, weekly, overtime, shifts vacations, regulations.
14. Regularity of employment – normal months, busy months dull months, shut – down of plants, cyclical unemployment.
15. Health and accident hazards.
16. Organizations – employers, employees.
17. Typical places of employment.
18. Supplementary information – suggested readings, magazines, films, pictures, other sources of information.

Types of Job Analysis

According to 'F Meine', job analysis can be classified into four types with respect to purpose:-

1. Job Analysis for the purpose of improving working 'methods' & 'processes'.
2. Job Analysis for the purpose of protecting health and safety.
3. Job Analysis for the purpose of training.
4. Job Analysis for employment purposes,
 - a) In guiding pupils in selecting proper vocation.
 - b) In helping employees to select, transfer and promote employees.
 - c) In establishing salary schedule.

3.3 NEED OF JOB ANALYSIS

Job analysis has the following needs:

1. Job analysis assists in knowing the personal specifications for various jobs.
2. Job analysis helps in bringing together the right worker for the right job.
3. Job analysis helps in job satisfaction and job efficiency.
4. Job analysis assists in the accurate determination of job opportunities for various types of manpower in the industries.
5. Job analysis helps in planning appropriate training programmes.
6. Job analysis defines labour needs in specific terms.

'Blum and Balinsky' point out the importance of job analysis as "An attempt to relate the curriculum of both high school and colleges to a series of job analysis imposed by industries may make for more meaningful and highly motivated education."

3.3.1 Advantages and Uses of Job Analysis

Job analysis is a scientific approach for providing vocational guidance. It brings efficiency in functioning of human being. The following are the main advantages and uses of job analysis.

Manpower Planning:

Job analysis is the qualitative aspect of manpower requirement because it determines the demands of the job in terms of responsibilities and duties and then translates these demands in

terms of skills, qualities and other human attributes. It also determines the quantum of work, which an average person can perform on the job in a day. It facilitates the division of work into different job.

Recruitment, Selection and Placement:

In order to hire a right person on the job, it is essential to know requirements of the job and the qualities of the individual who will perform it. This information is procured from job description and job specifications respectively and helps the management in matching as closely as possible the job requirements with worker's aptitude, abilities, interests, etc, to facilitate the execution of employment programme.

Training And Development:

Job analysis determines the levels of standard of job performance. It helps administering the training development programme. If the contents of job descriptions, and job specification are known to the employees, they will try their level best to achieve the skills, and knowledge required to perform the task assigned to them efficiently. They may also prepare themselves for the higher post.

Job Evaluation:

Job analysis provides a basis for job evaluation. Job evaluation aims at determining the relative worth of the job, which in turn helps in determining the compensation of job.

Performance appraisal:

Job analysis data provide a clear cut standard of performance for every job. The performance of employee can be appraised objectively with the standard of job performance so established. A supervisor can very easily compare the contribution of each man with the set standards.

Job Designing:

Industrial engineers use the job analysis information in designing the job by making the comprehensive study of the job elements. Human engineering activities such as physical, mental and psychological are studied with the help of job analysis information.

Safety and Health:

The job analysis uncovers the hazardous and unhealthy environment factors such as heat, noise, fumes, dust etc. The

management can take corrective measures to minimize the chances of various risks to ensure safety to workers and to avoid unhealthy condition.

Discipline:

Job analysis provides the information regarding characteristics of various jobs, and the job holders. It studies the failure of the workman to meet the required standard of performance. Corrective measures may be taken in time to avoid untoward situation. In this way, it helps in maintaining the discipline in industry.

3.4 JOB SATISFACTION

Job satisfaction means the individual should like his job. There are many factors which cause one to get satisfaction from the job. That differs from individual to individual. One may satisfied with salary whereas other with the position.

3.4.1 Meaning of Job Satisfaction

An acceptable definition of job satisfaction runs like this, 'Job satisfaction is the whole matrix of job factors that make a person 'like' his work situation and be 'willing' to head for it without distaste at the beginning of his work day.'

This means that job satisfaction includes two aspects:-

1. Liking and enjoying the job.
2. Going to one's job with the head erect and with smile

Job satisfaction results from successful adjustments in following three areas:

- a) Adjustment of self.
- b) Adjustment of society.
- c) Adjustment to work.

Importance of Job Satisfaction

Investigations have shown that when a man is satisfied with his work, the employer profits by greater output, fewer quits and many other tangible and intangible results accrue. A person satisfied with his job is likely to profit by having high morale in his life. A developing society like ours must ensure maximum job satisfaction of our workers.

3.4.2 Factors affecting job satisfaction

It is very important for the guidance worker to be conversant with the factors on which job satisfaction depends. Job satisfaction depends upon many inter related factors and it is very difficult to isolate these factors. Broadly speaking it depends on:

1. Personal factors
2. Factors inherent in the job
3. Factors controlled by the management (Government).

1. Personal Factors:

These include the following factors:

SEX: it is generally found that women are more satisfied with their jobs than are men. This is perhaps due to the fact that women's financial needs and ambitions are less.

NUMBER OF DEPENDENTS: It is a well-known fact that more the dependents the lesser the job satisfaction.

AGE: age has little relationship with job satisfaction.

TIME ON JOB: according to 'Hall and Kolastad', the highest morale is reached after the 20th year.

INTELLIGENCE: level of one's intelligence has great deal to do with job satisfaction.

EDUCATION: right placement of workers in the light of their professional education leads to job satisfaction.

PERSONALITY: personality maladjustments is the source of job dissatisfaction.

2. Factors inherent in the job:

Some of these factors are:

- a) Type of work
- b) Skills required
- c) Occupational status.
- d) Size of the plant

3. Factors Controlled by Management Authority (Government):

These factors are:

- a) Security
- b) Pay
- c) Fringe benefits
- d) Opportunities for advancement

- e) Working conditions
- f) Co-workers.

Check your progress:

I. Job satisfaction results from successful adjustment

This adjustment is mainly with respect to areas:

- 1) Adjustment to _____
- 2) Adjustment to _____
- 3) Adjustment to _____

II. Job analysis with respect to purposes can be discussed as:

- a) For the purpose of _____
- b) For the purpose of _____
- c) For the purpose of _____

3.5 RELATIONSHIP BETWEEN JOB ANALYSIS AND JOB SATISFACTION

The present research develops the argument that actual job duties are a significant determinant of job satisfaction, especially intrinsic satisfaction. It is further argued that the degree of fit between job duties and interests in these job duties should be related to satisfaction. To test these hypotheses, data were collected on job duties, job interests & job satisfaction. The results indicated that satisfaction could be predicted from job duties and that intrinsic satisfaction was better predicated than was extrinsic satisfaction. Only partial support was given to the hypothesis the discrepancy between interests and job duties could predict satisfaction.

3.6 OCCUPATIONAL INFORMATION

Man and his work are lined up by job function, job demands and job satisfaction. Job has functions to perform. They make demands but also give satisfaction.

For the sake of simplicity, various occupations are classified under 'families', families are combined into 'groups' and groups are assigned to 'divisions'.

The main divisions are :

1. Professional, Technical and Related workers.
2. Administrative, Executive and Managerial workers.
3. Classical and Related workers.
4. Sales workers.
5. Farmers, Fisherman, Hunters, Loggers and Related Workers.
6. Miners, Quarrymen and Related workers.
7. Workers in Transport and communication occupations.
8. Craftsmen, Production Process Workers.
9. Service, Spot and Recreation Workers.
10. Workers not classified by occupations.

Each of these groups of occupations requires a different type of intelligence, different aptitude, different scholastic attainment and different personal traits.

3.6.1 Meaning of Occupational Information :

Occupational Information is information about job opportunities. It includes information about educational and training facilities, professional institutions, jobs and industrial occupational patterns, newly emerging occupations, employment trends, information relating to the apprenticeship and on the job training, the scholarship and the stipends given and the employment opportunities.

C.E. Shartle defines occupational information as the "accurate and usable information about jobs and occupations." It includes facts concerning the importance of an occupation, entrance requirements, opportunities for promotion, health and accident hazards compensation and other working conditions that are usually found in specific occupations or related group of occupations.

3.6.2 Need of Occupational Information :

1. Students need to know about the jobs. It helps in educational and vocational planning. Timely information will enhance the harmony between employment opportunities and the resources of the personnel.
2. The student acquire an image of the occupations and explain the suitability of their tentative decisions.
3. Sometimes the client is to be helped with correct choices when he comes out with one where he has no abilities for it.
4. It is also necessary when the individual cannot decide on his own. Occupational information is necessary in giving the right job to the right person.
5. Knowing the occupational psychology is inadequate if it is not supplemented by the occupational information.
6. Information needs to be revised in the light of radical change taking place in a socio-economic sphere, arrangement of industrial trade and business organization, science and technology.
7. This helps the persons who desire change in their occupations.
8. It is used in psychotherapy when occupation aggravates the solution of the problem.
9. It is useful for recruiting individuals to occupations where there is shortage.
10. Occupational information assists the pupils to make a realistic vocational selection.

Collection of Occupational Information :

Collection of occupational information deals with the types of information and the sources from which information may be obtained.

The needs and backgrounds of students will determine the type and amount of information collected. It should normally cover all those occupations, which the students of a college or university have been entering in previous years and are likely to enter in future. It should also cover information about the new openings, which are rapidly coming up.

Collection of information should be a continuous process. The requirement changes, the information changes, the context may alter or the individual query may be different in its composition. The continuous flow of information will help review and revise the information and make it up to -date. The old information should be weeded out.

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

These sources are as follows :

1. Career Guides :

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

2. Occupational Field Reviews :

In such types of literature, description of a single occupation and occupations related to that is given.

3. National Classification of Occupations :

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

4. Handbook on Training Facilities :

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

5. Vocational Guidance Bureau :

In inida 'Vocational guidance bureau' are quite popular and proved very useful. They have also brought out many publications. In these books, mostly occupation related opportunities, facilities and educational facilities for an occupation given.

6. Defense Ministry Publications :

Ministry of Defence, Govt. of India, has also published books regarding its all the three wings. These books contain information about various occupations relating to three wings of Indian army, Indian Navy and Indian Air Force.

7. Employment Exchanges :

Each district headquarter has district employment exchange. Various vocational information can be sought. A person has to get his name registered in the office of employment exchange.

8. Private Agencies :

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

9. Visits to Places of Industrial Importance :

The effective source of occupational information is the visit to the places of industrial importance. By visiting such places the pupils can get the knowledge regarding various aspects of that industries.

10. Film and Film Strips :

Film and filmstrips can play a great role in disseminating the occupational information from that source; much detailed information can be sought regarding any occupation.

11. Publications and Advertisements :

Information regarding various occupations can be sought from various publications such as magazines, journals, newspaper, especially Employment News etc. Also advertisements play a vital role in it.

12. Work Experience :

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

13. Y.M.C.A. Calcutta :

This organization has published a series entitled 'Vocational Guidance series'. This series includes information about various occupations. Some books of the series are :

- i) Careers for Accountancy.
- ii) Careers for Women.
- iii) Careers for Science.
- iv) Careers for Medicine.

14. Rotary Club, Mumbai :

Rotary Club, Mumbai has also published career pamphlets. But these pamphlets are not in detail and restricted to Mumbai only.

Dissemination of Occupational Information :

With a view to organize an effective guidance programme, occupational information should be disseminated from the early stages. If we want that educational programmes should be geared up to the actual requirements found in jobs, schools and colleges should take upon themselves the responsibility of disseminating occupational information. Parents are ignorant of the opportunities for their children. If we help these parents about various opportunities outside, children later on will be benefited.

Career information should also be for the general public, i.e. adding their general education disseminate it in such a way to the children that they are able to know what is good and what is bad for them.

Two Methods of Disseminating information :

1. Through individual contacts such as counseling interview.
2. Through group contacts or group guidance.

Group Techniques of Imparting Occupational Information :

1. Imparting occupational information as a regular subject.
2. Through career conferences.
3. Occupational Information through special subjects.
4. Occupational Information through school clubs.
5. Occupational Information through class talks.
6. Occupational Information through work experience projects.
7. Occupational orientation by specialists in the occupations.
8. Occupational Information through tutorials.
9. Occupational Information through visits to places of work, industries or factories.
10. Occupational Information through demonstrations, simulations and skits.
11. Occupational Information through films and filmstrips.
12. Occupational Information through displays or exhibitions.
13. Occupational Information through news publications or career magazine in library.
14. Occupational Information through information counter by providing the information special bulletin board, notice board and question box.
15. Occupational Information through newspaper, radio, T.V., internet etc.

Check your Progress :

- I. Complete the definition :
Occupational Information includes information about

II. The two methods of disseminating occupational information.

1. _____
2. _____

3.7 LET US SUM UP

In this unit the following concepts are covered.

Job analysis :

Job analysis is concerned with tasks which are related to some professionals and related activity.

Job satisfaction :

Job satisfaction includes liking and enjoying the job. It results from successful adjustments to self, society & work.

Occupational information :

It is information about job opportunities. It gives accurate and usable information about jobs and occupations.

3.8 UNIT END EXERCISE :

- Q.1 What is job analysis? Explain it's relation with job satisfaction.
- Q.2 Write short notes on :
- a) Need of job analysis
 - b) Uses of job analysis
 - c) Factors affecting job satisfaction.

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GUIDANCE OF THE DIFFERENTLY- ABLED STUDENTS

Unit Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Nature and characteristic of learning disabled
- 4.3 Types of learning disabled children and their educational implications
- 4.4 Nature and characteristics of slow learners
- 4.5 Guiding Principles of Slow Learning Children
- 4.6 Nature and characteristics of gifted children
- 4.7 Guiding Principles of gifted Children
- 4.8 Mainstreaming and providing support services to differently abled students
- 4.9 Let us sum up
- 4.10 Unit end Exercise
- 4.11 References

4.0 OBJECTIVES

After reading this unit you will be able to:

- Identify the disabled children
- Explain the characteristics of disabled children
- Tell types of learning disabilities
- Explain the concept of mainstreaming
- Explain Challenges faced in mainstreaming the disabled students in regular classroom

4.1 INTRODUCTION

Human beings are not alike. Their differences are real, inevitable more numerous than we often recognize. These are essential to the survival of the human race. Men are actually

created different and unequal. The difference in brain power and development, in the role of learning and in the method of learning. Yet each one is of supreme worth as a human being. The educators never search for alternatives for dealing with variedness. They can either ignore individual differences i.e. deny that they exist. They can tolerate them as a nuisance and a liability. They can attempt to eradicate them and try to get all pupils to some arbitrary standards or they can cultivate and nurture differences as an asset and a precious resource. Here comes the role of guidance.

First of all let us see what guidance is, before we explain why guidance is needed. Guidance is assistance given to an individual to help him, to adjust to himself, to others and to his own peculiar environment. Our education system has been designed for developing normal children in our schools. The courses, methods and techniques of teaching have been developed for dealing average children. The population of children can be broadly classified into three categories- average, above average and below average.

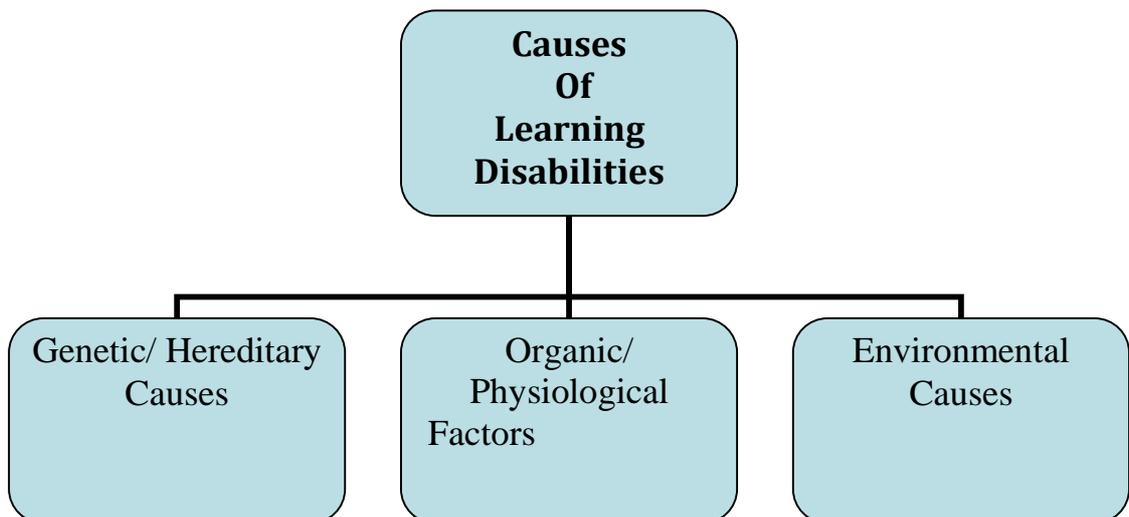
Learning disabled children are those children who suffer from serious learning disabilities these children exhibit exceptionally inferior qualities and capacities with respect to learning and understanding in comparison to the normal children of Same class and age. it can be said that learning disability is nothing but a sort of handicap or helplessness that can be felt by the sufferer in terms of his academic performance.

4.2 NATURE AND CHARACTERISTIC OF LEARNING DISABLED

1. Learning disabled children essentially suffer from serious learning problems or disorders for a number of reasons.
2. Their problems and disorders are usually manifested by significant difficulties in the acquisition and use of language (listening, speaking, reading, writing, etc.), reasoning or mathematical ability or of social skills.
3. They may exhibit symptoms of hyperactivity and impulsivity.
4. Most of them suffer from emotional problems and demonstrate signs of anxiety, moodiness or ups and downs in their behavior.
5. Their learning disability is not apparent in the physical appearance not demonstrable through their I.Q. scores. They may have robust body , good vision, sound ears, and normal intelligence

6. They essentially suffer from severely impaired learning inefficiency, or a handicap, which is just as areal crippled legs.
7. All of them essentially exhibit a significant educational discrepancy i.e. a wide gap between their learning potential and actual educational achievement.
8. They may exhibit disorders of memory, thinking, attention, general coordination, perception and motor functioning, etc.
9. The main problem for all these children lies in their observable deficiency in learning and mastering the task. They are handicapped in learning and acquisition in the same way as physically and mentally handicapped are in physical and mental performance.
10. Their learning impairment is so severe that they essentially require special attention, care and remedial programme for the rectification of their learning problems and disabilities.

The question arise what are the causes of learning disabilities. Depending on the types of learning disabilities found in the children, the factors causing learning disabilities may be found to fall in the broad categories like



4.3 TYPES OF LEARNING DISABLED CHILDREN

A. Identification of Dysgraphia

- Dysgraphia cannot be diagnosed solely by looking at a handwriting sample. A qualified clinician must directly test the individual. Such a test includes writing self-generated sentences and copying age-appropriate text. The examiner assesses not only the finished product, but also the process, including posture, position, pencil grip, fatigue, cramping, or tremor of the writing hand, eyed-ness and handedness, and

other factors. The examiner may assess fine-motor speed with finger tapping and wrist turning.

Educational Implication

- Prevention, remediation and accommodation are all important elements in the treatment of dysgraphia. Many problems can be prevented by early training. Young children in kindergarten and grade one should learn to form letters. Correct habits are very difficult to eradicate.
- Muscle training and over-learning good techniques are both critical for the remediation of dysgraphia. Specifically designed exercises are needed to increase strength and dexterity. A specialist can recommend the most appropriate plan of exercises. For all students, kinesthetic writing, that is writing with eyes closed or averted, is a powerful reinforcer. Work needs always to begin with the formation of individual letters written in isolation. Alphabets need to be practiced daily, often for months.
- Finally, individuals can benefit from a variety of modifications and accommodations. One effective method is to teach the use of a word processor, by passing the complex motor demands of handwriting. Many students may find learning the keyboard by the alphabet method easier than beginning with the home keys. For many, touch typing offers a whole new opportunity to learn to spell through a different kinesthetic mode. Students should also experiment with different writing tools; some people with dysgraphia may find pencil grips helpful. Other than by-pass methods include allowing the student to answer questions orally or into a tape recorder instead of writing, modifying written assignments so that less writing is required, and allowing extended time to complete tests and assignments. Copying from the board is an especially difficult task. Teachers need to provide notes. Photocopying the notes of another student is one possibility. Providing an outline with spaces left for the student to fill in information, is another. Writing on a slightly inclined plane may be helpful.
- For many children with dysgraphia, cursive writing has several advantages. It eliminates the necessity of picking up a pencil and deciding where to place it after each letter. Each letter starts on the line, thus eliminating another potentially confusing decision for the writer. Cursive also has very few reversible letters, a typical source of trouble for people with dysgraphia. It eliminates word-spacing problems and gives words a flow and rhythm that enhances learning. For children who find it difficult to remember the motor

patterns of letter forms, starting with cursive eliminates the traumatic transition from manuscript to cursive writing. Writers in cursive also have more opportunity to distinguish b, d, p, and q because the cursive letter formations for writing each of these letters is so different.

B. Identification of dyslexia

- Dyslexia coming under the broader term of Learning Disability, known as Learning Differently among special Educators, is a learning disorder that manifests primarily as a difficulty with written language, particularly with reading and spelling. Dyslexia is due to the difference in how the brain processes written and / or verbal language. Although dyslexia is the result of a neurological difference, it is not an intellectual disability. Dyslexia occurs at all levels of intelligence; sub-average, above average, and highly gifted. Being an embryonic subject of study, there are many theories regarding the cause of dyslexia and just for a better understanding, here are few theories:
- The Evolutionary Hypothesis : this theory poses that reading is an unnatural act, and is carried out by humans for an exceedingly brief period in our evolutionary history (Dalby, 1986).
- The Phonological Hypothesis : This theory postulates that dyslexics have a specific impairment in the representation, storage and / or retrieval of speech sounds. (Wikipedia)

Educational Implications

- Schools, on identifying students who are struggling in the class, should recommend these students for psychological assessment. The schools should have a list of names for psychologists, or clinics or institutes that do assessments. Schools should be aware of the strategies, modifications and adaptations that can be made to make learning an enriching experience. Schools should avail of the facilities provided by their individual education boards.
- All schools should have a special Education Department to support these students.
- There are various technologies available to assist the dyslexic students and various programs to correct the problem. Combined with corrective method and assistive technology, dyslexic students could minimize their struggle in school. Assistive technologies like Word-Q and the Kurzweil and many more are available in the market. These software's let you scan text (book, typed, newspaper, magazines, or web-based) to the computer and it will then read the text. You, as a teacher, can insert questions, tests,

vocabulary, sticky notes, flags all of which can be read to the student. The student can either type or speak their answers and the computer can read what the student has written or spoken.

- Schools can lessen the burden on these students by reducing home work by half. The students can record answers in the computer instead of writing, software's like Audacity are available in the market. Extra time can be given to them during tests and their tests should be modified by having word banks in the fill in the blanks section and they should be allowed to give oral answers or record in tapes, computers etc. in some cases, open book system can be allowed during tests.
- With continued direct teaching and monitoring, they will be able to find independent success in their academic career. But understanding dyslexia is still in a nascent stage... perhaps, understanding the dyslexic should be in an advanced stage!

C. Identification of Dyscalculia

- Shows difficulty understanding concepts of place value and quantity, number lines, positive and negative value, carrying and borrowing.
- Has difficulty understanding and doing word problems.
- Has difficulty sequencing information or events.
- Exhibits difficulty using steps involved in math operations.
- Shows difficulty understanding fractions.
- Is challenged making change and handling money.
- Displays difficulty recognizing patterns when adding, subtracting, multiplying or dividing.
- Has difficulty putting language to math processes
- Has difficulty understanding concepts related to time such as days, weeks, months, seasons, quarters, etc.
- Exhibits difficulty organizing problems on the page, keeping numbers lined up, following through on long division problems.

Educational Implications

1. Allow use of finger and scratch paper.
2. Use diagrams and draw math concepts.
3. Provide peer assistance.
4. Suggest use of graph paper.

5. Suggest use of colored pencils to differentiate problems.
6. Work with manipulative.
7. Draw pictures of word problems.
8. Use mnemonic devices to learn steps of a math concept.
9. Use rhythm and music to teach math facts and to set steps to a beat.
10. Schedule computer time for the students for drill and practice

D .Identification of learning disabled children

Identification of learning disabled children may be done mainly in two ways

- Employment of non testing devices
- Employment of testing devices

NON TESTING DEVICES:

In non testing device we may include techniques like observation , rating scale, check list , interview etc. the procedure can be as such we may list out the characteristic common with the learning disabled and then weigh the observed child in relation to these for the identification of the degree of disability. We may also seek the opinion of the teachers , and other person for the diagnosis and identification of learning disabilities of the children .

TESTING DEVICES:

Testing device include different types of test that can be used as diagnostic measures for the identifications and assessment of children with different kinds of learning disabilities. the following types of test fall under this category

a. Standardized diagnostic tests

These are available in the country are norm reference test. An example of such test are as follows

- i. Diagnostic test in decimal systems and percentage by V.P. Sharma and Shukla.
- ii. Durrell Analysis of Reading Difficulty by Durrell.
- iii. The Stanford Diagnostic Arithmetic Test by Betty, Madden and Gardner.
- iv. The Spache Diagnostic Reading Scales by Spache .
- v. The Gates Mckillop Reading . Diagnostic Test by Gates And Mckillop.

b. Abilities tests

- i. The Marianne Frosting Developmental Test of Visual Perception by Frosting, Lefever and Whittlesey.
- ii. Illinois Test Of Psycholinguistic Abilities by Kirk, McCarthy and Kirk.

c. Achievement tests

These are designed to assess the degree of achievement of the children in various knowledge, skills, and performance process area. These are of two types namely standardized achievement test and teacher made test. The performance of the individual student in these test may reveal many things about the nature and extent of learning deficiencies and deficits related to various learning areas.

A. Daily assessment system

This process daily assessment system can be used in school for recording the children achievements on various specific areas

Educational provisions for the learning disabled

We can find diversities in terms of their learning disabilities, their nature, types, degree of handicapness and etiology. As a result it is not proper to treat them as a group for their learning the deficiencies and disabilities. Every one of them is unique. Therefore no uniform treatment or remedial measures can be prescribed to all the learning disabled. Each of them is to be cared and treated as a separate and individual case.

Check Your Progress

- Identify the nature of learning disabled children
- Illustrate the different techniques used to test the learning disability
- Explain how you will handle the child with learning disability.

4.4. NATURE AND CHARACTERISTICS OF SLOW LEARNERS

Slow learners are sometimes referred to as “backward children”. Schovell called a backward pupil as one “who compared with other pupils at the same chronological age shows marked emotional deficiency”

Formerly it was believed that the children superior in intelligence were weaker physically while the feeble-minded children were superior in that respect. It was a popular belief and hence a robust child was not considered to be superior in intelligence. But recent studies have proved the reverse. It has been found out that children or adults who are superior in intelligence are superior in physical traits also. There is a positive correlation in both the aspects of personality but it is not very high. Hence we may say that on the whole the feeble-minded children are inferior in physical traits also.

The backward child fails to show good progress as is shown by the majority of students of his or her age. Her results of examination are not up to the mark.

Generally “backwardness is compared with the average standard of the section or class. The students who are so weak in the class and are behind other students or below the norms are called backward children.”

Emotional Characteristics:

The feeble-minded are generally emotional. They have no control over their emotions. Their emotions can be roused very easily.

Sullivan summarizes the characteristics of these children as follows:

1. Short attention and concentration span.
2. Slow reaction time.
3. Limited ability to evaluate materials for relevancy
4. Limited powers of self-direction.
5. Limited ability to work with abstraction and no generalize.
6. Slowness to form association between words and ideas.
7. Failure to recognize familiar element in new situations.
8. Habits of learning very slowly and forgetting very quickly.
9. Inability to analyze, do problem-solving or thinking critically.

10. Inability to set up and realize standards of workmanship
11. Lack of originality and creativeness.
12. Lack of power to use the higher mental process

4.5 GUIDING PRINCIPLES OF SLOW LEARNING CHILDREN

The following measures should be adopted for the educational guidance of the slow learning children of a particular school:

1. Patience:

Patience is the key-word in guiding the growth experience of slow learners. There should be counselors and guidance workers in the secondary school to guide slow learning students. Following principles are very conducive to the guidance of such children:

- i) Maximum information about such children should be secured
- ii) Special classes for slow learning children should be organized. However, partial segregation is preferable to total segregation. It has been stated. "The children should be included in the total school set up, regularly participating in assembly programmes, organized play and other activities enjoyed by all children.
- iii) The problems should be clearly prescribed and examples used in classifying problems.
- iv) The new material should be clearly explained
- v) Assignments given to the students should be broken up into short and simple units.
- vi) Sufficient drill work should be done.
- vii) Frequent summaries of the important points of discussion should be used.
- viii) Ample time should be given to the slow learners to express themselves.
- ix) Interests of the slow learners should be discovered.
- x) Slow learners should be praised occasionally when they have done other assignments well.
- xi) Good set of tools should be provided.
- xii) Supervision should be very close.
- xiii) Auditory and visual aids facilitate their learning.

- xiv) Opportunities for expression of creativeness with their hands for slow learning children should be provided.
- xv) Diagnostic test should be employed in working with slow learning children.
- xvi) Courses and curricula should be selected by the students with the help of their counselors on the basis of aptitude, interest and need.
- xvii) Vocational programmes should not be forced upon slow learners. Such children have not always the necessary aptitude to acquire vocational skill.
- xviii) The whole programme of recreational activities, music, art, sports, games, athletics, dramatics, etc. should be provided to all on equal basis.

Mones summaries the advantages for slow learners as follows:

“when these people are accepted in secondary schools, the schools, clubs, the bands, the patrols, the clean-up squads, the lawn and ground squads, the cafeteria, athletic teams, are all possible instrumentalities of their education. In these they can find educational outcomes in the way of developing traits, attitude purposes and satisfaction that will give them a sense of integrated personalities.

- xix) Remedial teachers who meet such students twice a week may be appointed.
- xx) All engaged in the children welfare work should cooperate.

2. Intelligence Tests of the Slow Learning Children

Much work has been done in education with the measurement of intelligence. On the basis of this research, psychologist classify human intelligence in terms of I.Q. as follows:

Above 145	Genius	About	3%
130-145	Very Superior Intelligence	About	2%
115-130	Superior Intelligence	About	15%
85-115	Average or Normal Intelligence	About	66%
70-85	Dull or Backward	About	15%
55-70	Feeble-minded and morons	About	2%
Below 45	Imbeciles and Idiots	About	3%

Intelligence tests can help us in detecting mentally deficient children. They need special techniques and methods of education. They learn more rapidly by doing than through verbal discussion. Extracurricular activities and audio-visual aids can help them a lot. Guidance may be provided to the backward children for special classes, special schools and special activities.

3. Special Attention towards the Poor and Destitute Children.

Poverty and bad home influences are also the causes of backwardness. Poor children and those coming from broken homes are denied many facilities which average children normally enjoy. They lack emotional security and stability also. Our schools cannot do much for such children. Still a sympathetic teacher can do a lot in this respect. They can be helped from various school funds. Financial demands of contributions etc. should not be made from them. They should be helped as regards books and clothes etc. they should feel that

Check Your Progress

- Identify the characteristics of slow learner.
- Explain the guiding principles of handling the slow learners.

4.6 NATURE AND CHARACTERISTICS OF GIFTED CHILDREN

The term `gifted child` has been defined by different scholars and psychologists in the following words

The gifted children has outstanding intellectual qualities in the academic fields as some of them are noted to be talented in certain activities dealing with advanced concepts and general others may be gifted in special are as in technical skills, music, dance, poetry, writing etc.

According to Witty, the term gifted or talented stands for those whose performance is consist remarkable in some potentially valuable correct activity and who are academically superior.

Characteristics of Gifted Children :-**A) Positive Characteristics :-****I) Physical Characteristics :-**

- 1) Gifted children are physically well developed.
- 2) They have sharp sense organs.
- 3) They learn sitting, standing, walking, crawling, talking at an earlier age than the normal children.

II) Intellectual Characteristics :-

- 1) They have superior intelligence.
- 2) They have I.Q. in range of 140-180.
- 3) They have very high power of concentration.
- 4) They have better ability to organize, analyze, memories, imagine, reason, respond and reproduce things accurately.
- 5) They are more curious to know about many things and therefore keep on asking questions.
- 6) Their self-expression is of very good quality.
- 7) They have good vocabulary. Their general knowledge is good.
- 8) They have power of sustained attention and feel bored because of repetition.
- 9) They have wide range of interests e.g. books, journals, music, painting, languages, mathematics. etc.
- 10) Their speech is very clear and have good command over the language.
- 11) They have tremendous foresight.
- 12) They have the capacity of performing difficult mental tasks.

III) Emotional Characteristics:-

- 1) As they have better thinking, reasoning, adjusting and judging power, they are more stable.
- 2) They are adaptable to any situation.

IV) Social Characteristics :-

- 1) They are more mature and popular because they are humorous, cheerful, kind, honest, generous, liberal, etc.
- 2) They are generally found to have friend who are older than they are.
- 3) They are interested in activities at home, school and society and love to assigned tasks which they carry out with a sense of responsibility.

V) School Characteristics:-

- 1) They are generally high achievers in school.
- 2) They learn counting, reading and language early.
- 3) They are inquisitive in nature.
- 4) They take active part in various co-curricular activities.

VI) Negative Characteristics :-

- 1) They are aggressive in nature.
- 2) They are indifferent to class-work.
- 3) They show egoistic and jealous behavior.
- 4) They are over-confident.
- 5) They are outspokenly critical.

4.7 GUIDING PRINCIPLES OF GIFTED CHILDREN:

1. Schools should provide for extra coaching for fast learners.
2. There must be arrangement for separate division.
3. Schools should help the gifted in appearing for scholarship examinations.
4. School authorities should encourage the gifted children to widen their sphere of interests by making respective provisions in schools.
5. Flexibility in choosing the subject may be provided.
6. Arrangement should be made on both the elementary and the secondary level.
7. While teaching to the gifted, drill must be reduced to the minimum.
8. Project methods may be applied while training the gifted.
9. To teach the gifted, particularly able teachers are required who are themselves of high intelligence well informed and acquainted with the psychology of the gift.
10. There may be special study camp arrangement.
11. Regular special classes may be held for subjects e.g. If a child is gifted in mathematics, he/she may be allowed to attend a special class in mathematics for other subjects he/she may study in regular class.
12. Teacher should foster the development to create hobbies and interests.
13. Teacher should provide horizontal and vertical enrich.
14. Enrichment of learning experiences or programmes should be provided in the school. This helps towards their proper adjustment.

4.8. MAINSTREAMING OF DISABLED CHILDREN:

Education of children with disabilities in India, as all over the world, has moved from segregation, special schools to integrated education. There is a great challenge before India, to make necessary changes to build a more inclusive and generous society. The call of the day for India is to create a society which enables children from all sectors and classes of the society to come together and have a barrier free education. It's time to examine the relationship between disabled children and analyse a particular form of knowledge production in order to create an understanding of disability and the struggle for a more inclusive and equitable society.

In this direction many actions and steps of implimentation are in progress. Cooperative planning is an educational programming and monitoring arrangement between special and regular educators on behalf of learning disabled students. Without effective cooperative planning between the learning disabilities teacher and the regular classroom teacher, the probability of successfully mainstreaming an learning disabled students into the regular classroom is greatly reduced.

The practice of mainstreaming students with disabilities in regular classrooms is required by law as long as its "conductive to learning." Teaching students with disabilities in regular classrooms is a complicated and challenging task. In some schools, mainstreaming of students with disabilities is used only for those classes in which the child has ability to keep up with peers, In fact, severely disabled students are being placed in regular classrooms where they are integrated only in their physical presence and not in their participation in the classroom learning, where disruption is often evident, and where isolation from other students is not uncommon. Are schools doing this because of an uncritical application of the reigning ideology—the inclusion of all children in mainstream classrooms, irrespective of their specific abilities and needs? Obviously, many academically weak students recognize their own difficulties when they are in classrooms where most of the other students are ahead of them. And strong students are sometimes prevented from progressing at a pace that challenges them because their right to an appropriate education is considered, even by some educators, to be less important because they are gifted and it is assumed that they can cope on their own. Moreover, excellent teachers experience considerable frustration and despair with the wide variability of knowledge, skills, and proficiencies of the students in their classrooms. Lastly it is the combined efforts of teacher and parents to work hand in hand to uplift the disabled children in mainstreaming society.

Check Your Progress

- Identify the characteristics of gifted children.
- Illustrate the guidance provided to the gifted child.
- Suggest the facilities to be provided to the gifted children.
- Write a note on challenges faced in mainstreaming of disabled students in regular classroom.

4.9 LET US SUM UP

Guidance can function as supportive device to identify children and provide them Educational guidance and remedial help. The procedure of identification of such students locating their educational needs, problems and remedies has been described in this chapter. The children needs to be identified first and foremost, then only a teacher can perform duties effectively. The guidance to be provided has to be very planned and systematic.

4.10 UNIT END EXERCISE :

- Q.1 Who are the differently abled students? How can you identify them?
- Q.2 What is learning disability? How can you identify learning disabled students?
- Q.3 Write short notes on :
- a) Mainstreaming
 - b) Characteristics of gifted children
 - c) Nature of slow learners

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COUNSELING-I

Unit Structure:

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Meaning of Counseling
- 5.3 Purpose of Counseling
- 5.4 Scope of Counseling
- 5.5 Types of Counseling
 - 5.5.1 Directive Counseling
 - 5.5.2 Non-directive Counseling
 - 5.5.3 Eclectic Counseling
- 5.6 Let us Sum up
- 5.7 Unit end Exercise
- 5.8 References

5.0 OBJECTIVES

After going through this unit you will be able to.

- define counseling
- explain the purpose of Counseling
- describe the scope of Counseling
- State the types of Counseling
- differentiate between directive & non-directive counseling
- explain the importance of eclectic counseling.

5.1 INTRODUCTION

Counseling is as old as society itself. In everyday life, we face various problems and counseling goes on at many levels. Parents counsel their children at home, doctors counsel their patients, lawyers to their clients and teachers to their students. There is no limit to the problems on which counseling can be offered nor to the persons who can render this help. But when the problem is not solved in the regular set up, it needs professional

help. Professional counseling in its present form, is a recent development. It is the central aspect of the whole guidance programme. Counseling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. It has remedial, preventive and developmental value. The scope of counseling is limited to individual and unlimited to various problems at various levels of counseling.

5.2 MEANING OF COUNSELING

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

“Counseling is an interaction process which facilitates meaningful understanding of self and environment and result in the establishment and or clarification of goals and values for future behaviour”- Shertzer and Stone-

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

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

Jones calls counseling the intimate and vital part of entire guidance. Webster's Dictionary defines counseling as “consultation, mutual interchange of opinions, deliberating together,”. Wren says, “counseling is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger or less mature, or more troubled of the two is aided to a self determined resolution of his problem.”

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

Informing:

Here the role of the counselor is to give appropriate and correct information to the clients. For example you are a student and you need counseling to select your course for the future. Here the role of the counselor is to give you information about the availability of different courses & it's future prospects.

Advising:

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

Counseling :

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

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

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

5.3 PURPOSES OF COUNSELING

Generally people come to counseling if they are experiencing some form of stress in their lives which causes them discomfort, anxiety and/or pain. The purpose of counseling is to explore these issues if importance to the client.

People often seek the help of a professional when they are unable, on their own, to bring about the changes they want to make in their own lives; together the Client and Counsellor or can work together.

Clients generally come for counseling to cope with a variety of problems like :

- Relieve Stress
- Depression
- Unexplained Fears
- Panic Attacks
- Phobias
- Sleep disturbance
- Increase self-esteem
- Increase Confidence
- Fear of Flying
- Relationship Difficulties
- Addictions
- Anxiety
- Bereavement
- Couple Counseling

Whatever your problem is counseling can help you to cope better in life and offers you an opportunity to have a more fulfilling lifestyle.

Counseling sessions can help you achieve your goals and give you an improved sense of understanding of your current situation. As a result of exploring your worries and / or concerns, you will gain a greater understanding of what is going your life. This understanding will lead to growth, change and healing.

Counseling sessions are on a one to one basis and are one hour in duration. Appointments are arranged with consideration for both the Client and Counsellor.

The counseling approach is client centered based on the needs of the client. Generally an integrative approach drawing on different theorists is used.

Counseling will help you to take control of your life and help you to understand the reason why you are feeling the way you are at present. Identifying these feelings will help you cope better now and in the future.

You will learn different ways of communicating with others so you can become more assertive. Often it is only when we talk to

someone unconnected with our lives that we begin to hear what we are really saying and feeling.

The relationship between counsellor and a client is confidential and is based on respect and trust and the client ultimately makes their own decision.

Confidentiality is applied in accordance with the Codes of Ethics of accrediting Professional bodies.

Counsellor must attend ongoing supervision in accordance with the Codes of Ethics of the Accrediting Professional bodies.

In short, the purposes of counseling are :

- to bring about the desired changes in the individual for self realisation
- to provide assistance to solve problems through an intimate personal relationship
- to achieve positive mental health
- to help individual to make proper and satisfactory adjustments for improved academic pursuits and useful life.

5.4 SCOPE OF COUNSELING

The scope of counseling is vast & manifold. It may be informal or professional according to the nature of the problem. Some examples are given below.

Individual Counseling

- Adolescent identity, concerns, teen-parent relationship, peer relationships
- Anxiety
- Anger management
- Children's concerns within the family unit, sibling relationships, school experiences, peer relationships
- Depression
- Family of origin dynamics and issues
- Gender : identity, sexuality, homosexuality
- Grief and bereavement
- Relationships: personal and interpersonal dynamics
- Sexual abuse recovery
- Seniors: challenges, limitations, transitions

- Singles: single, newly single, single through divorce or being widowed
- Spirituality
- Stress management
- Workplace stress and relationships
- Young adult: identity, relationships, vocation

Marital and Pre-marital Counseling

- Marital and relational dynamics
- Extended family relationships
- Fertility issues

Family Counseling

- Adolescent and child behaviours within family dynamics
- Adult children
- Divorce and separation issues and adjustment
- Family dynamics : estrangement, conflict, communication
- Family of origin/extended family issues
- Life stages and transitions
- Parenting patterns : blended, single, co-parenting families
- Remarriage relationship counseling

Counseling is not only restricted to solve the problems only Achieving all round development & successful life is also the goal of counseling. So in this process a number of persons like parents, teachers, peers & guanidine are involved to provide reliable data requiring the individual. Psychological tests & observational techniques are used to collect data. So various tests, activities, skilled personels are involved in this process of counseling. So the scope of counseling is not only limited to the counselor & counselee but to various programs & personels.

Check Your progress – I

1. Define counseling & write it's meaning in your own words.
2. Write short notes on purpose of counseling
3. Describe the scope of counseling

5.5 TYPES OF COUNSELING

Based on the nature of the counseling process and the role of the counselor, the following are the three types of counseling

Directive Counseling Non-Directive Counseling Eclectic Counseling
 -WILLAMSON -CARL ROGERS -BORDIN

5.5.1 Directive Counseling :

- B.G. williamson is the chief exponent.
- The counsellor assumes the major responsibility, of solving the problem.
- Counselor identifies, defines, diagnoses and provides a solution to the problem.
- Counselor directs thinking by informing, explaining, interpreting and advising.
- Counselor-oriented.
- Emphasis is on the problem.

Steps : Role of the Counselor

- Analysis – collecting data from various sources to understand the client's problem.
- Synthesis – interpreting and organizing data to reveal students' assets, liabilities, adjustments etc.
- Diagnosis – identifying the nature and cause of the problem.
- Prognosis – predicting the future development of the problem.
- Counseling-taking steps to bring about adjustment
- Follow-up-helping with recurrence or new patterns.

Merits

- time saving and economical
- gives happiness to the counselee as he gets a solution to his problem.
- emphasis is on the intellectual rather than the emotional aspect.

Demerits

- kills the initiative
- makes him helpless
- does not guide counselee to be efficient and confident
- undemocratic
- made dependent

5.5.2 Non-Directive Counseling (client-oriented/centered counseling):

- Chief exponent – Carl Rogers
- Counselee is allowed free expression
- Counselor only directs and guides
- Counselor asks a few questions, so as to think about the solution of the problem.
- Counselee takes active part, gains insight into the problem with the help of the counselor and arrives at the decision and action to be taken
- Counselor's role is passive
- Goal is independent and integration of the client rather than the solution
- role of the counselor is to create an atmosphere in which the counselee can work out his own understanding
- Emotional aspect rather than the intellectual aspect is stressed
- counseling relationship is the establishment of the warm, permissive and accepting climate which helps the client to express his self structure

Merits

- freedom of the individual
- relieves tensions due to catharsis
- moves toward acceptance of himself
- confronts weaknesses without feeling threatened

Demerits

- time consuming
- wisdom and judgement of the client cannot be relied upon
- all the problems cannot be sorted out through talking

5.5.3 Eclectic Counseling:

- Chief exponent – Bordin (Thorne)
- Counseling may be evaluated along a continuum from directive to non directive to directive
- Eclectic is a continuation and synthesis of directive and non-directive counseling
- both counselor and counselee are active and cooperative
- both do the talking in turn
- the problem is solved jointly

The counselor studies the needs and personality of the client and then selects the technique (appropriate). Begins with directive but switches over to non-directive or vice versa as demanded by the situation.

Steps

- initial interview
- develops rapport and does structuring so that client understands what to expect from the counseling
- tentative diagnosis and plan of counseling is formulated
- gathers information about the client and the client needs to be helps to assimilate this information
- client achieves emotional release and gains insights, modifies perceptions/attitudes about himself and situations

Check Your Progress-II

1. Name the types of counseling with their exponents.
2. Differentiate between Directive and Non-Directive counseling.
3. Why is Eclectic Counseling preferred to Directive and Non-Directive counseling?

5.6 LET US SUM UP

In this unit we have discussed the meaning & types of counseling.

Meaning:

Counseling is a process that occurs between two individuals – counselor and counselee (client). It takes place within a professional setting. It is initiated and maintained as a means of facilitating changes in the behaviour of the client, it is a professional task for professionally trained people.

MEANING OF COUNSELING

Counseling is the service offered to the individual who is under going a problem and needs professional help to overcome it. The problem keeps him disturbed high strung and under tension

and unless solved his development is hampered or stunted. Counseling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals. According to Willey and Andrew Counseling involves two individuals one seeking help and other a professionally trained person helped solved problems to orient and direct him to wards a goal which needs to his maximum development and growth.

Counseling services are therefore required for individuals having developmental problems because of the handicap they suffer in any area of emotional either because of hereditary factors or environment conditions.

Generally such cases are only about five to seven percent in a population and therefore counseling is required only for such a small number. As compared to guidance which is for percent of individuals. Counseling involves a lots of time for the client to unfold the problem, gain an insight in to the complex situation.

Counseling techniques involve active listening, emphatic under standing releasing the pent up feelings confronting the client and so on counseling there fore is offered to only those individuals who are under serious problem and need professional help to overcome it.

Purpose:

The purpose of counseling is to help the client to cope with a variety of problems and help to cope better in life. It offers an opportunity to have a more fulfilling life style. The purpose of counseling is problem clarification and self directed needs. It does not solve the problems but helps in solving the problems.

Scope:

Counseling is not restricted to problem solving situations only. It is for helping the individual to achieve all round growth throughout the life. Counseling based on the reliable data. Therefore parents, guardians, teachers & peers are included in this process who can provide a wealth of data. Besides these anxiety scale & self concept test can also be administers to obtain data. Therefore the scope of counseling is very vast.

Types:

On the basis of the nature of counseling process & the role of the counselor, there are three types of counseling.

Directive counseling: B.G. Williamson is the chief, exponent of the directive counseling. It is counselor oriented counselee is passive.

Non-directive counseling: Carl Rogers is the chief exponent of non-directive counseling. Counselor is role is passive. Counselee is active.

Eclectic Counseling: Bordin is the chief exponent of eclectic counseling. Both counselor & counselee is active.

5.7 UNIT END EXERCISES:

1. Why is counseling more than an advice giving?
2. Differentiate between directive and non-directive counseling
3. Why is eclectic counseling preferred to directive and non-directive counseling?
4. What is counseling? Explain it's scope.
5. Describe the meaning & purpose of counseling.

5.8 REFERENCES:

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Process of COUNSELING

Unit Structure :

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Meaning of Counseling
- 6.3 Salient Features of Counseling
- 6.4 The Counseling Process
- 6.5 Stages of the counseling process
- 6.6 Skills Needed in Counseling
- 6.7 Role of a Counselor
- 6.8 Professional Ethics of a Counselor
- 6.9 Let us Sum up
- 6.10 Unit end Exercise
- 6.11 References

6.0 OBJECTIVES

After studying this unit, students will be able to explain :

- ✓ Meaning and Salient Features of Counseling
- ✓ Steps of the Counseling Process
- ✓ Stages of the counseling process
- ✓ Importance of various Skills Needed in Counseling
- ✓ Various roles of a Counselor
- ✓ Need of Professional Ethics of a Counselor

6.1 INTRODUCTION

We live in a complex, busy & changing world. In this world, there are many different types of experience that are difficult for people to cope with. Most of the time, we get on with life, but sometimes we are stopped in our tracks by an event or situation that we do not, at that moment, have the resources to sort out. Most of the time, we find ways of dealing with such problems in living by talking to family, friends, neighbours, priests or our family doctor. But occasionally their advice is not sufficient, or we are too embarrassed or ashamed to tell them what is bothering us, or we just don't have an appropriate person to turn to. Counseling is a

really useful option at these moments. The counselor does not diagnose or label you, but does his or her best to listen to you and work with you to find the best ways to understand and resolve your problem.

6.2 MEANING OF COUNSELING

Counseling is a short-term, theory-based, non-directive, non-judgmental process. During this process, a person (*client*) who is basically psychologically healthy and facing adjustment, developmental and/or situational concerns or problems is empowered to gain awareness of him/herself and of his/her situation and to make decisions through the support and assistance offered by another person (*counselor*) through their relationship. Counseling involves befriending, listening, helping, and empowering. Counseling focuses on development and on the prevention of serious mental health problems through education and short-term treatment. It emphasizes growth as well as remediation.

6.3 SALIENT FEATURES OF COUNSELING

✚ Understanding

To be truly effective, the counselor must have a thorough understanding of human behaviour in its social and cultural context and be able to apply that understanding to the particular set of problems or circumstances of each client.

✚ Change in the Client

The ultimate purpose of the counseling experience is to help the client achieve some kind of change that s/he will regard as satisfying.

✚ Self-Disclosure and Self-Confrontation

The counseling process consists primarily of self-disclosure and self-confrontation on the part of the client, facilitated by interaction with the counselor.

✚ An Intense Working Experience

Counseling is an intense working experience for the participants. Sustained energy is required for the counselor for the related activities of attentive listening, information absorption, message clarification, hypothesis generation, and treatment planning.

✚ Ethical Conduct

Ethical practice means valuing each client as a person with rights to fair dignified and compassionate service. To provide

professional people helping service obligates the helper (counselor, social worker, psychologist, and so forth) to function in an ethical manner. Ethical practice may be defined as providing with care, and conscientious effort a helping service of which one has been appropriately trained.

6.4 THE COUNSELING PROCESS

It consists of four Steps :

- ❖ Identify the need for counseling.
- ❖ Prepare for counseling.
- ❖ Conduct counseling.
- ❖ Follow up.

❖ **Identify the Need for Counseling**

Developmental counseling may be conducted whenever the need arises for focused, two-way communication aimed at development. Developing consists of observing their performance, comparing it to the standard, and then providing feedback to them in the form of counseling.

❖ **Prepare for Counseling**

Successful counseling requires preparation. To prepare for counseling following are the requirements:

- Select a suitable place.
- Schedule the time.
- Inform the client well in advance.
- Organize information.
- Outline the counseling session components.
- Plan your counseling strategy.
- Establish the right conducive atmosphere.

❖ **Conduct the Counseling Session**

Be flexible when conducting a counseling session. Good leaders take advantage of naturally occurring events to provide client with feedback. Counselor should address the four basic components of a counseling session. Counseling sessions consist of:

- Opening the session.
- Discussing the issues.
- Developing the plan of action.
- Recording and closing the session.

Ideally, a counseling session results in a Client's commitment to a plan of action. Assessment of the plan of action becomes the starting point for follow-up counseling.

❖ Follow Up

Leader's Responsibilities: The counseling process doesn't end with the counseling session. It continues through implementation of the plan of action and evaluation of results. After counseling, Counselor must support Client as they implement their plans of action. Appropriate measures after counseling include follow-up counseling, making referrals, informing the chain of command, and taking corrective measures.

Assess the Plan of Action: The purpose of counseling is to develop Clients who are better able to achieve personal, professional, and organizational goals. During the assessment, review the plan of action with the Clients to determine if the desired results were achieved. The assessment of the plan of action provides useful information for future follow-up counseling session

6.5 STAGES OF THE COUNSELING PROCESS

Stage I: Initial Disclosure

At the beginning of counseling, the counselors and clients do not know one another well. The client is probably a bit anxious about disclosing concerns because s/he is not sure how the counselor will receive the disclosures. Without disclosure, counseling is an empty process.

In the initial disclosure stage of counseling, clients must be helped to articulate their personal concerns and to place those concerns in a context so that the counselor can understand the personal meanings and significance the client attaches to them. To define the problem is the first step in learning the meaning of the situations of the particular client. To encourage disclosure, the counselor must set conditions that promote trust in the client.

Trust-promoting conditions as the characteristics of the helping relationship:

Empathy - understanding another's experience as if it were your own, without ever losing the "as if" quality.

Congruence or genuineness - being as you seem to be, consistent over time, dependable in the relationship.

Unconditional positive regard - caring for your client without setting conditions for your caring.

Egan (1988) adds another condition that has relevance throughout the counseling process:

Concreteness - using clear language to describe the client's life situation.

Stage II: In-depth Exploration

In the second stage of counseling, the client should reach clear understanding of his or her life concerns and begin to formulate a new sense of hope and directions. It is a useful rubric to think of emerging goals as the "flip side" of problems.

The process that facilitates formulation of a new sense of direction builds on the conditions of the initial disclosure stage and becomes possible only if trust has been built in that first stage and is maintained. But the relationship has become less strenuous and fragile than it was at the beginning and so the counselor can use a broader range of intervention tools without increasing tension beyond tolerable limits. The first stage merges into the second stage as the counselor perceives the client's readiness.

Immediacy is another quality of the counselor's behaviour that becomes important in the second stage of counseling. According to Egan (1988), immediacy can be defined in three different ways. First, it refers to general discussions about the progress of the counseling relationship. The counselor gives the client an immediate reaction to the client's statements or asks the clients to disclose current thoughts about the counselor. The third kind of immediacy response is a self-involving statement that expresses the counselor's personal to a client in the present.

The second stage of counseling many a times becomes emotionally stressful, as the client repeatedly faces the inadequacy of habitual behaviour and must begin to give up the familiar for the unfamiliar. This stressful task must be accomplished within a caring relationship in which it is clear that the counselor is not criticising the client's past behaviour. The thrust is toward helping clients realise more clearly what they do not like in their responses to present situations or decisions making and to gain a sense of what kinds of responses might be more satisfying.

Stage III: Commitment to Action

In third and final stage of counseling client resolve how to accomplish any goals that have come over during the previous two stages. Concerns have been defined and clarified on the context of the client's life situation. The clients have to realize how his or her own behaviour related to accomplishing the goals that have been clarified through the counseling process. What remains is to decide what, if any, overt actions the client might take to alleviate these

problems. If no action is indicated, then the third stage of counseling can focus on increasing the client's commitment to a view that s/he has done everything possible or desirable in the given situation.

This stage includes recognizing possible alternative courses of action (or decision) the clients might choose and evaluating each of them in terms of the likelihood of outcomes. Once an action decision is made, the clients usually try some new behaviours while remaining in touch with the counselor. Together, the counselor and client monitor the initial steps of the change process.

Check your progress :

Q.1 Name the steps of counseling process.

Q.2 Explain the stages of counseling process.

6.6 SKILLS NEEDED IN COUNSELING

- **Listening skills**
- **Questioning skills**
- **Responding skills**

➤ Listening skills

In the early stages of the counseling relationship counselor understands the client and issues faced. Counselor begins to formulate impressions using counseling skills and gathers information. A counselor needs to be able to respond to the client in such a way that he/she feels understood. Being a good listener entails receiving and sending appropriate messages. Sometimes how they communicate is much more revealing than what they actually say, which may be more concealing than revealing. Listening skills are basic to all human interaction, whether the purpose is for getting information, conducting in-depth interviews, or offering informal help.

Active Listening

Active listening requires more than just listening to what a client says. It involves taking an interest in the other person, making sure they are comfortable about disclosing personal information

and providing support and understanding. It also requires that a counselor also takes into account the body language that is being displayed, and also the tone, speed and pitch of voice.

Counselors must also demonstrate active listening by employing the various techniques throughout their counseling relationship with the client. These include:

- Facing the client. Sitting straight or leaning forwards to show attentiveness is also useful.
- Maintaining eye contact shows the speaker you are interested in them and what they have to say.
- Responding appropriately, by um-hmming, eyebrow raising and supplying other more direct responses, prompts the client to continue talking.
- Focusing solely on what the client is saying will enable the counselor to follow the logical flow of the conversation with ease.
- Only ask questions for clarification. The less a counselor speaks the more a client should.

Active Listening is cluster of skills used to increase the accuracy of our understanding. It includes: Attending, Silence, Paraphrasing, and Summarizing.

- S – Sit facing the client
- O – Open Posture
- L – Lean forward towards client
- E – Establish eye contact
- R- Relax

Attending

- The way you convey that you are available, ready to listen, and willing to focus on someone else's experience
- Non-verbal cues / body language – stance, eye contact, smile, etc.
- Professional behaviour
- Avoiding fake enthusiasm

Silence

Can mean different things for the client

- Client is thinking
- Client is confused an unsure of what to say or do
- Client is encountering painful feelings
- Client is dealing with issues of trust

- Silence is the client's usual way
- Client has reached closure

Encouraging Silence

Clients who are impulsive and reactive can benefit from being encouraged to use silence

- I think it might be useful if we took a quiet minute or two...
- Let's pause for a moment
- It's okay with me if you want to think about it for a while
- When you're ready, we can talk about it. In the meantime, I'm comfortable if we don't say anything
- Occasional silence is something that might occur during our time together. Sometimes one or both of us will need time to think

Paraphrasing

- Way of testing your understanding by rephrasing client's own words
- Client can then confirm or correct your understanding
- Also indicated attending and focus

Summarizing

- Way to check your understanding and assumptions
- Way to organize complex information – may provide a framework for the client
- Can focus on whole interview or parts
- Non-judgmental
- Check on accuracy / completeness of your summary

➤ Questioning Skills

Questions during the counselling session can help to open up new areas for discussion. They can assist to pinpoint an issue and they can assist to clarify information that at first may seem ambiguous to the counselor. Questions that invite clients to think or recall information can aid in a client's journey of self-exploration. Counselor should be knowledgeable about the different types of questioning techniques, including the appropriate use of them and likely results. It is also important to be aware and cautious of over-questioning.

Asking too many questions sends a message to the client that the counselor is in control and may even set up a situation in which the client feels the counselor has all the answers. In determining effective questioning techniques it is important to

consider the nature of the client, their ongoing relationship with the counselor and the issue/s at hand.

There are two main types of questions used in counseling:
(1) Open and (2) Closed.

Open Questions

Open questions are those that cannot be answered in a few words, they encourage the client to speak and offer an opportunity for the counselor to gather information about the client and their concerns.

Typically open questions begin with: what, why, how or could.

For example:

1. What has brought you here today?
2. Why do you think that?
3. How did you come to consider this?

Open questions gives following information:

How? Most often enables talk about feelings and/or process.

What? Most often lead to facts and information.

When? Most often brings out the timing of the problem, including what preceded and followed it.

Where? Most often enables discussion about the environment and situations.

Why? Most often brings out reasons.

It should be noted that care must be taken by the counselor when asking “why” questions. Why questions can provoke feelings of defensiveness in clients and may encourage clients to feel as though they need to justify themselves in some way.

Closed Questions

Closed questions are questions that can be answered with a minimal response (often as little as “yes” or “no”). They can help the counselor to focus the client or gain very specific information. Such questions begin with: is, are or do.

For example:

1. Is that your coat?
2. Are you living alone?
3. Do you enjoy your job?

While questioning techniques can be used positively to draw out and clarify issues relevant to the counseling session, there is also the very real danger of over-using questions or using questioning techniques that can have a negative impact on the session. The wrong types of questioning techniques, at the wrong time, in the hands of an unskilled interviewer or counselor, can cause unnecessary discomfort and confusion to the client

➤ **Responding Skills**

Responding, in a counseling environment, requires that the counselor's attention is focused on the client's feelings and verbal expression at all times. There are many occasions when we respond – perhaps by offering a nod of the head – without really listening to what is being said. In a counseling situation a counselor must pay close attention and check that a client is not agreeing with a suggestion, without actually fully comprehending what has been voiced.

Positive Response

Responding in a positive manner requires focus, concentration and an interest in the other person, and what is being expressed. A counselor must provide this supportive service throughout a client's counseling experience. Without the use of clear responding and reflecting skills, the level of counseling offered to a client will not be sufficient to motivate and encourage the client to continue with open disclosure.

Types of Positive Response

Being encouraging, motivating, reassuring, coaxing, being challenging and praising all provide the client with a positive response to their comments. Asking questions, making statements and suggestions, offering solutions and informing also provide effective methods of good response.

Offering a nod of the head, an um-hmn or by encouraging the client to continue speaking by saying 'And then?', provide a further positive response, which will keep the comments flowing.

Reflecting

Reflecting is another way of responding, which expresses the counselor's attitude to the client. It must therefore be a positive response to the client, and must also demonstrate the core conditions of acceptance, value and respect.

How the counselor responds to the client.

Responding Styles

Affective Responding
Focusing on feelings

Behavioral Responses

Focusing on actions and behaviors

Cognitive Response

Focusing on thoughts and cognitions

Counselor will balance these throughout the session with a client.

Check your progress :

Q.1 Name the skills needed in counseling.

Q.2 What is SOLER skills of counselor?

Q.3 Explain the questioning skills with examples.

6.7 ROLE OF A COUNSELOR

Roles of a counselor

- Consultant
- Teacher
- Personal Counselor or Crisis Counselor
- Group Counselor
- Career Counselor
- Public Relations Consultant
- Advisor

Consultant

Counselor consults with students, parents, teachers, and many other stakeholders regarding strategies to help enhance the personal and academic success of our students.

Teacher

Counselor works in many different ways (individual & group counseling, classroom guidance, and school-wide activities) to ensure success in reaching the goals for each standard.

Personal Counselor / Crisis Counselor

As students and faculty members experience burdens, life changes, or crises, Counselor serve as mentors, role models, and confidantes to them.

Group Counselor

Group counseling is conducted throughout the year on different subjects which might include friendship, anger management, bullying, or lifestyle changes.

Career Counselor

Counselors help students investigate the world of work as well as their personal interests and job skills.

Public Relations Consultant

The counselor helps others understand the counseling program as well as helping parents understand the importance of their child's education. The counselor also reaches out to the community and its resources in order to benefit the school and students.

Advisor

The counselor stays connected to the parents, to the teachers, and to the students to ensure everyone is on the same page so the student can experience academic and personal success.

Following qualities are needed to fulfill the Counselor's roles effectively:

Listen: Listen attentively to the client is an attempt to understand both the content of their problem, as they see it, and the emotions they are experiencing related to the problem. Do not make interpretations of the client's problems or offer any premature suggestions as to how to deal with, or solve the issues presented. Listen and try to understand the concerns being presented.

Resistance: Changing human behavior is not usually a linear, direct, and logical process. This means people change at different rates depending on how well they can tolerate the imbalance that comes from change. So, when people resist certain changes that one hopes will occur in therapy it is important that the therapist not take this personally and recognize the stressful nature of the process for the client. Some resistance to therapeutic change is quite natural.

Respect: No matter how peculiar, strange, disturbed, weird, or utterly different from you that the client is, they must be treated with respect. You do not have to like the client, or their values, or their behavior, but you must put your personal feelings aside and treat them with respect.

Empathy and Positive Regard: Empathy requires you to listen and understand the feelings and perspective of the other person

and positive regard is an aspect of respect. While Rogers calls this "unconditional positive regard" it may be a bit too much to ask that it be "unconditional." Treating the client with respect should be sufficient.

Clarification, confrontation, interpretation: These are techniques of therapeutic intervention that are more advanced, although clarification is useful even at a basic level. Clarification is an attempt by the therapist to restate what the client is either saying or feeling, so the client may learn something or understand the issue better. Confrontation and interpretation are more advanced principles.

Transference and Countertransference: This is a process wherein the client feels things and has perceptions of the therapist that rightly belong to other people in the client's life, either past or present. It is a process somewhat related to projection. Understanding transference reactions can help the client gain understanding of important aspects of their emotional life. Countertransference refers to the emotional and perceptual reactions the therapist has towards the client that rightly belong to other significant people in the therapist's life. It is important for the therapist to understand and manage their countertransference.

6.8 PROFESSIONAL ETHICS OF A COUNSELOR

Ethics establish principles guiding behavior. The Purpose of the Ethical Code is to Provide framework for ethical behavior, set standards for practice and protect clients, communities, and the profession.

5 basic principles of Ethical codes:

1. **Benefit others** - do what enhances client well-being
2. **Do no harm** - avoid high-risk activities
3. **Respect others' autonomy** - clients have freedom of thought and freedom to choose their direction. Help clients think clearly and weigh consequences
4. **Be just or fair** - provide equal or fair treatment to all clients
5. **Be faithful** - make honest promises and honor these promises

Basic Rights of Clients:

Informed consent - clients are told what can be expected concerning therapy

Confidentiality - this is central to developing a trusting relationship.

Responsibility to Students

- Counseling services should consider the total developmental needs of each student.
- Counselors must inform students about the services they offer.
- Counselors should not impose their values upon students but help students explore their own.
- Counselors must protect student confidentiality.
- If the student is being harmed or plans to harm another, the counselor must report it.
- Counselors must follow the law as mandated reporters.
- Counselors must ensure that student individual needs are being met.
- The counselor must know the program and be able to assist students properly.
- All students must have equitable access.

Responsibility to Parents

- Counselors have a responsibility to inform parents about services that are available to their child.
- There may be an ethical dilemma between involving parents and keeping the confidentiality of the student. Counselors need to be aware of these ethical issues.
- Counselors should seek student's permission to involve parents.
- Counselors should be aware of the cultural issues that might affect a student and his or her family in relationship to these issues.

Responsibility to the Community

- Counselors often act as advocates of the educational process and the students' right to that education.
- A Counselor must speak up when any policy or program threatens the welfare of a student(s).
- Counselors should inform the principal when conditions in the Institution inhibit the counselor's effectiveness in providing services to students.
- Counselors should build relationships with other professionals in the community for the benefit of students, parents and teachers without benefit to themselves.

Responsibility to Self

- School counselors must be cognizant of cultural identity...theirs as well as their students'.
- Counselors must attend to their own professional development by continuing their education.
- Counselors need to know when to refer a student out to another agency or professional.
- Counselors need to practice self-care to avoid burn-out and compromise of services.

Check your progress :

- Q.1 What are the different roles of a counselor?
 Q.2 Explain the basic rights of a client.
 Q.3 Explain the responsibility of the counselor.

6.9 LET US SUM UP

The Unit highlights the Steps and Stages of Counseling, Skills needed in Counseling, Various roles of a Counselor and Professional Ethics of a Counselor. This Unit clarify the Process of counseling and requirements of Counseling process in totality.

In this unit, we know about the process of counseling which involves certain concepts like –

Readiness –	It refers to the desire of the counselee.
Counter will –	The feeling that hold back one from seeking help
Case history –	Systematic collection of facts above the counselee
Rapport –	Warth of relationship and feeling of trust established rapport
Transference –	Counselor's transferring emotions felt towards someone early in the life.

Counter transference- Projection of anger upon the counsel due to unresolved conflicts.

Resistance – It refers to counselors move to oppose the counselor's attempt to work towards set goals.

We also learns some skills of counseling.

Listening - The process of heaving the other person & the aspects of listening

Communicating – Exchange of ideas and opinions between two or more people through speech, writing or signs. It involves some factors. There are some causes of communication breakdown and ways to infede communication.

The role of teacher as a counselor is given in a seven kind of actions. The qualification of a counselor & his/her professional ethics as a counselor gave an idea to the teacher & common people who are interested in counseling.

6.10 UNIT END EXERCISE

1. Elucidate the meaning and salient features of counseling.
2. Discuss the Steps of counseling process.
3. Explain the Stages of counseling process with suitable examples.
4. How do Listening and Questioning help in counseling process?
5. "Counselor plays multi fold roles" Justify
6. Explain the need of professional ethics of a counselor.

6.11 REFERENCES :

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2. Guidance and counseling - Sitaram Jayaswal



TOOLS OF GUIDANCE AND COUNSELLING

Unit Structure :

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Meaning of psychological tests
- 7.3 Need for psychological tests
- 7.4 Advantages of psychological tests
- 7.5 Limitations of psychological tests
- 7.6 Intelligence test
- 7.7 Aptitude test
- 7.8 Attitude test
- 7.9 Achievement tests
- 7.10 Interest tests
- 7.11 Personality test
- 7.12 Let us sum up
- 7.13 Unit end Exercise
- 7.14 References

7.0 OBJECTIVES

After reading this unit you will be able to :

- Explain the meaning of psychological tests.
- Discuss the need for psychological testing.
- Highlight the advantages and limitations of psychological tests.
- Explain the uses & limitations of various psychological tests like
 - 1) Intelligence test
 - 2) Aptitude test
 - 3) Achievement tests
 - 4) Interest tests
 - 5) Personality test

7.1 INTRODUCTION

The development of psychological tests and their application are among the major breakthroughs in the field of psychology. Psychological tests are used in all walks of life to assess ability, personality and behavior. Psychological tests are those that are designed to reveal individual modes of psychological functioning. A test is used in the process of selection for job interviews, for assessment of school children and to diagnose people with mental health problems or psychopathological tendencies.

In general, tests provide more accurate information about human behaviour. Psychological tests are also used for conducting research in Psychology and Education.

The need to understand personality and its relationship to psychological disorders has led to the construction of different forms of testing tools.

7.2 MEANING OF PSYCHOLOGICAL TESTS

A psychological assessment is the attempt of a skilled professional, usually a psychologist, to use the techniques and tools of psychology to learn either general or specific facts about another person, either to inform others of how they function now, or to predict their behavior and functioning in the future.

Psychological tests are effective tools to measure traits, feelings, beliefs and abilities that influence people's behavior both normal and deviant. There are some tests that assess the presence of certain conditions, such as depression, anxiety, anger control or susceptibility to stress while others provide an overall picture of a person's personality. A typical psychological assessment includes an interview with a mental health practitioner and one or more formal psychological tests.

Psychological tests are written, visual, or verbal evaluations administered to assess the cognitive and emotional functioning of children and adults.

Psychological tests are used to assess a variety of mental abilities and attributes, including achievement and ability, personality and neurological functioning. For children, academic achievement, ability and intelligence tests may be used as tools in school placement, in determining the presence of a learning disability or a development delay, in identifying giftedness, or in tracking intellectual development. Intelligence testing may also be

used with teens and young adults to determine vocational ability (e.g. in career counseling).

Psychological tests are formalized measures of mental functioning. Most are objective and quantifiable. However, certain projective tests may involve some level of subjective interpretation like the famous inkblot test of Swiss psychiatrist Hermann Rorschach.

Psychological tests are available in various forms like inventories, questionnaires and rating scales. They are administered in a variety of settings, including preschools, primary and secondary schools, colleges and universities, hospitals, healthcare settings and social agencies. They come in a variety of formats, including written, verbal and computerized.

There are two types of psychological tests.

1. Tests to assess measures of maximum performance like ability, aptitude or attainment.
2. Tests to assess measures of typical performance like personality traits, beliefs, social competence, values, developmental milestones and interests, motivation or drive.

Psychological testing is a field characterized by the use of samples of behavior in order to assess psychological construct (s), such as cognitive and emotional functioning, about a given individual. The science of psychological testing is known as psychometrics. Samples of behavior are the observations of an individual performing task that have usually been prescribed beforehand, which often means scores on a test. These responses are often compiled into statistical tables that allow the evaluator to compare the behavior of the individual being tested to the responses of a norm group.

A psychological test is a sample of behavior that is used to make inferences about the individual in a significant social context. The behavior sample may be considered complete in itself or, as is more often the case, as a sign of an underlying disposition that mediates behavior.

The second characteristic of a psychological test is that it is objective. It uses the same standardized materials, administration instructions, time limits and scoring procedures for all test takers. This ensures that there is no bias in collecting the information, interpreting the results and making generalizations.

Thirdly as the result of a psychological test is summarized quantitatively as scores, it is bias free and objective.

Fourth, a psychological test provides an objectives reference point for evaluating the behaviour it measures.

Lastly the most important defining characteristics of a psychological test is that it must meet a set of stringent criteria to be a useful tool. The criteria that relate to its quality as a measuring device are accuracy, validity and reliability. These criteria are referred to as psychometric properties. They are evaluated in the course of test construction. This ensures quality control.

Tests are time-saving devices. Lot of information about the ability, achievement, interests etc. can be gathered in a relatively short time by means of tests than is possible by means of other methods like interview.

7.3 NEED FOR PSYCHOLOGICAL TESTS

According to Cronbach the following are the purposes of psychological tests :

- 1. Prediction** : Various types of tests are given to individuals to obtain valid data which enable one to make decisions. Decisions involve predictions of how well individuals will do at a later time. The basic assumption is that predictions based on quantitative data are more accurate and reliable.
- 2. Selection** : Tests are also used in selection of candidates for admission, jobs or training.
- 3. Classification** : Tests are also used to classify students on the basis of aptitude, interest and mental abilities.
- 4. Evaluation** : Tests can be used to assess and evaluate educational programmes, teaching methods, clinical treatment etc.

For children, academic achievement, ability and intelligence tests may be used as tools in school placement, in determining the presence of a learning disability or a developmental delay, in identifying giftedness, or in tracking intellectual development. Intelligence testing may also be used with teens and young adults to determine vocational ability (e.g., in career counseling)

Personality tests are administered for a wide variety of reasons, from diagnosing psychopathology (e.g., personality disorder, depressive disorder) to screening job candidates. They

may be used in an educational setting to determine personality strengths and weaknesses.

Thus a counselor or teacher needs psychological tests.

1. To determine the individual pupil's achievement level and progress.
2. To obtain data for diagnostic purposes in case of deviant behavior and maladjustment.
3. To study self-concept, attitudes and personality traits.
4. To identify under - achievers and over - achievers so as improve instructional strategies.

7.4 ADVANTAGES OF PSYCHOLOGICAL TESTS

There are many advantages of psychological tests, which are standardized. They are practical and easy to administer. Comparing results among a large group of students is easier. Disadvantages also exist, including the fact that standardized test items do not assess higher-level thinking skills and test scores are impacted by non-academic factors such as stress and fatigue.

Psychological testing allows educators to compare scores to students within the same school and across schools. This information provides data on not only the individual student's abilities but also on the school as a whole. Areas of school-wide weaknesses and strengths are more easily identifiable.

Psychological testing provides a longitudinal report of student progress. Over time, educators are able to see a trend of growth or decline and rapidly respond to the student's educational needs.

Standardized testing results are quantifiable. By quantifying students' achievements, educators can gauge proficiency levels and identify students in need of remediation or advancement.

Standardized tests are scored using computer, which frees up time for the educator.

Since scoring is completed by computer, it is objective and not subject to educator bias or emotions.

Standardized testing allows educators to compare scores to students within the same school and across schools. This information provides data on not only the individual student's

abilities but also on the school as a whole. Areas of school-wide weaknesses and strengths are more easily identifiable.

Standardized testing provides a longitudinal report of student progress. Over time, educators are able to see a trend of growth or decline and rapidly respond to the student's educational needs.

Since test results are usually expressed in percentiles or standard scores, they are interpreted in the same way by all users. Thus they have the same meaning and significance for all.

Counselor may make use of test results for predicting future performance. Tests can provide an improved basis for prediction regarding the likelihood of success in those activities in which prospective performance can be measured.

Guidance workers may use tests to help students to plan their educational and vocational future.

Psychological tests can be used to diagnose problems of students. For instance, problems of learning disabilities, attention disorders, academic deficiency, social maladjustment, growth and development stages may be identified and remedial measures can be charted out.

Finally Counselors can use tests to help them evaluate the outcomes of their guidance programmes and counseling.

7.5 LIMITATIONS OF PSYCHOLOGICAL TESTS

Although psychological tests have a number of advantages, they have limitations too.

Firstly psychological tests are only tools which do not and cannot make decisions for test users. Decision making is the responsibility of the test giver and the person to whom the test results are made available. The test provides a way of gathering information to yield accurate and pertinent information, but the use of the information and decision making is in the hands of the counsellor. It is better to use psychological test results as a source of data, along with other sources of data such as personal history and current circumstances, to assist the test user or the individual to arrive at or make informed decisions.

Secondly, psychological tests invariably attempt to measure the effects of hypothetical constructs that are not directly observable.

Thirdly, psychological tests can become obsolete because of continual development or refinement of psychological theories, development of technology and passage of time.

According to the Australian Psychological Society and the American Psychological Association, tests should be revised or updated regularly and current normative samples should be used.

Standardized test items do not assess higher - level thinking skills. Also Standardized test scores are greatly influenced by non-academic factors, such as fatigue and attention.

Last but not the least, the cultural experience or language background of the test giver may impact the interpretation of the results.

Thus psychological tests despite their advantages suffer from drawbacks too. Relative narrowness of the traits measured, undue influence of socio-cultural conditions or environment conditions may affect test results.

7.6 INTELLIGENCE TESTS

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

Jensen (1985) suggested that the standard tests of intelligence reflect individual differences in the speed and efficiency to basic cognitive processes more than they reflect differences in the information content to which test takers have been exposed. Eg. Cognitive ability test, differential aptitude test (DAT). The differential aptitude test has eight subjects verbal reasoning (VR), numerical ability (NA), abstract reasoning (AR), clerical speed and accuracy (CSA), mechanical reasoning (MR) space relations (SR), spelling (SP) and Language usage (LU), Here, VR + NA interpreted as a measure of general scholastic aptitude. The sub scores on DAT predict the different abilities of an individual.

Uses

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

Limitations

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

7.7 APTITUDE TESTS

Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities. Often these natural abilities are looked at in relationship to a person's readiness to learn or their suitability for a particular career. For example, in order to be a successful architect, one must possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand. So, aptitude may be defined as a trait that characterizes an individual's ability to perform in a area or to acquire the learning necessary for performance in a given area. It presumes an inherent or native ability that can be developed to its maximum through learning or other experiences. However, it can not be expanded beyond a certain point, even by learning. Although that may be a debatable concept, it is stated here as a basis on which aptitude tests are developed. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

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

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

Types of Aptitude Tests :

There are different types of aptitude tests. Some of them are single aptitude tests like tests of mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests covering a group of related abilities are necessary for performing in an occupation like becoming a mechanic, clerk, teacher, musician etc. Another type of aptitude test is work sample aptitude test. It

requires the individual to perform all or part of a given job under the conditions that exist on the job. An example of a work sample test for the job of automobile mechanic is to repair a faulty carburetor. Besides this, there are differential tests Batteries as well. A commonly know differential Aptitude Tests (DAT). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and accuracy, mechanical reasoning, language usage, spelling, grammar occupations. Such test batteries can give comprehensive information about the relative picture of the student's specific abilities. Administration of total battery can prove to be costly in terms of time but one can make selective use of certain sub tests. For example, a student trying to explore whether s/he will have the required aptitude to go to engineering, may not be required to take tests like clerical speed, language usage, grammatical or verbal reasoning tests but may be required to take numerical abstract and spatial reasoning tests. Most of the batteries of tests available for assessment of aptitude at school stage are in the form of test batteries consisting of the underlying abilities required for success in different occupations rather than direct assessment of job aptitudes.

Caution in the use of Aptitude Test Data :

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

7.8 ATTITUDE TESTS

Attitudes are expressions of how much we like or dislike various things. We tend to approach and seek out to be associated with things we like, we avoid, shun or reject things we do not like.

Attitude represents our evaluations and performance towards a wide variety of objects, events, persons, and situations. The defining characteristic of attitudes is that they express evaluations along the lines of liking-disliking, pro-anti, favoring - disfavoring or positive - negative (Petty and Cacippo, 1981). By restricting the term attitude to evaluation, we distinguish attitudes from beliefs or opinions. Attitude includes certain aspects of personality as interests, appreciations and social conduct. Attitudes are learnt, they are adopted. They have aspects as directions, intensity etc. in the following section we will know how attitudes tested.

Types of Attitude Scales :

Attitudes need to be tested because our social life depends on some desirable attitudes. The successes in certain vocations also depends on some attitudes. Attitudes can be tested through various techniques. Various scaling techniques have led to the development of different types of attitude scales which provide quick and convenient measure of attitudes. However, the 'method of equal appearing intervals' and 'method of summative ratings' have been extensively used in attitude or opinion research. The attitude scales which are developed using these scaling techniques consists of a number of carefully edited and selected items called 'statements'.

The method of 'equal - appearing intervals' was originally developed by Thurstone and Chave. The attitude score of an individual obtained by this method has an absolute interpretation in terms of the psychological continuum of scale value of the statements making up the sale. If this score falls in the middle range of the psychological continuum, the attitude of the individual is described as "neutral". If it falls towards the favourable end of the continuum, it is described as "favourable" and if it falls towards the unfavourable ends, it is described as "unfavourable".

In the "method" of summated ratings developed by Likert, the item sore is obtained by assigning arbitrary weights of 5, 4, 3, 2 and 1 for Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) for the statements favouring a point of view. On the other hand, the scoring weights of 1, 2, 3, 4, and 5 are used for the respective responses for statements opposing this point of view. An individual's score on a particular attitude scale is the sum of his rating on all the items.

In addition to the above two scales, there some more techniques, such as, Error Choice Technique, Free Response Tehnique, Paired Comparisons, Opinion Polling or Surveying, diaries, auto-biographic etc. used for testing attitude.

Uses :

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

7.9 ACHIEVEMENT TESTS

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

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

Classification of standardized achievement test

The standardized achievement tests are classified into i) standardized performance tests ii) Standardised diagnostic tests. Iii) Criterion-reference standardized achievement test. Performance tests measure the student's achievement in a single subject. Diagnostic tests are constructed to identify the student's learning difficulties.

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

Check Your Progress 4:

Write any four differences between teacher made achievement tests and standardized achievement tests.

1.
2.
3.
4.
5.

Uses:

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

Limitation

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

7.10 INTEREST TESTS

Given a choice, you prefer to do a particular activity to other. Why it is so? Because you enjoy doing that activity or it gives you satisfaction.

List any five activities you prefer to do & why?

Serial No.	Activities	Reason
1		
2		
3		
4		
5		

Each person makes a variety of decisions regarding the type of activities in which he/she will participate. Some show preference for sports other spend time in reading or painting.

It has been found that interests are related to academic success, job satisfaction. Therefore, it becomes necessary for students to know their interest.

The interest inventory is a tool, which help to identify the individuals' liking for the activities in academics and the aspirations for the occupations.

Uses:

- ❖ It gives idea about liking of students for activities, subjects etc. which is helpful teacher indecision making.
- ❖ It motivates individual to action
- ❖ It provides valuable information to counselor
- ❖ It helps in guiding students with unrealistic expectations from self.
- ❖ It helps to take better decision for occupation.

Limitations:

- ❖ One cannot rely on scores on interest forever because preferences, liking may change. Intensity of interest vary.
- ❖ Interest inventory can be affected by the ambiguity of questions asked.
- ❖ Interest inventories are not very satisfactory in predicting job success, job satisfaction, personality, and adjustment and academic success.

7.11 PERSONALITY TEST

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

- I. Structured self reporting inventory
- II. Problem checklists
- III. General adjustment inventory
- IV. Auto biography
- V. Sociometric peer perception
- VI. Cumulative records
- VII. Projective tests

Uses

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

Limitations

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

Check your progress - I

1. What is psychological assessment or testing?
2. Discuss the purpose and need for psychological tests.
3. Highlight the advantages and limitations of psychological tests.

7.12 LET US SUM UP

Psychological Assessment or Testing is a scientific approach to answering questions about personality, emotional states, memory, intellectual functioning and achievement.

Psychological testing involves various testing procedures for measuring psychological traits and behavior, or for studying some specialized aspect of ability. Several forms of testing have arisen from the need to understand personality and its relationship to psychological disorders.

Psychological tests are used to assess a variety of mental abilities and attributes, including achievement and ability, personality, and neurological functioning.

Using standardized psychological tests to conduct assessment is advantageous for several reasons. First, because standardized tests yield quantifiable information (scores, proficiency levels, and so forth), results can be used in screening programs (e.g. identifying those students in need of further assessment). Secondly, standardized test results provide information regarding an examinee's areas of strength and weakness. Also standardized test results allow a student to be compared on a variety of variables like age, gender, grade - peers, social competence etc. Finally, standardized tests can be used to assess students' progress over time. The most important advantage of results of a standardized test is that the results can be documented and empirically verified.

This ensures that the results are interpreted and generalized with minimum bias.

Although psychological testing is mostly beneficial, invariably these measures fail to inform instruction adequately. Standardized administrations may not be possible for some students with disabilities. In such cases the test can be modified in terms of the trait or concept attempting to be measured. But such a modification may yield a different result not comparable with the standardized norms.

Most of the standardized test items frequently are irrelevant to those tasks and behaviors observed in general classroom settings.

Standardized psychological test results are temporal in the sense that they indicate behavior or ability that has been measured during a single point in time. Hence they are greatly influenced by non cognitive factors like fatigue, attention, health factors etc. also standardized test results do not provide the type of information required for making curricular modifications or instructional change.

7.13 UNIT END EXERCISES :

- Q.1 Explain the uses and limitations of psychological tests.
- Q.2 Write short notes on :
- a) Uses of attitude scale
 - b) Tools of personality test
 - c) Types of aptitude tests

7.14 REFERENCE:

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TECHNIQUES OF GUIDANCE AND COUNSELLING

Unit Structure :

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Interview
- 8.3 Case study
- 8.4 Cumulative record
- 8.5 Anecdotal record
- 8.6 Diary
- 8.7 Questionnaire
- 8.8 Let us sum up
- 8.9 Unit end Exercise
- 8.10 References

8.0 OBJECTIVES

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

- State the meaning of an interview and parts of an interview
- Discuss the different types of interviews
- Explain the steps of an interview
- Discuss the advantages of an interview
- Discuss the limitations of an interview
- Explain the meaning of case study
- Describe the importance of case study in guidance
- Describe the need and uses of cumulative record
- Discuss the uses & limitations of anecdotal record
- State the importance of a diary
- State the meaning of questionnaire
- List the characteristics of a questionnaire
- Describe the types of questionnaire
- Explain the steps of questionnaire design
- Discuss the advantages and limitations of a questionnaire

Note : Just keep it in the order from 1 to 15, do not give the number.

8.1 INTRODUCTION

Children come into the world genetically endowed with all their human potential for growing, developing and learning. You, as a teacher have an exciting opportunity to become part of a team of adults interacting with young children and stimulating the development of their human potential through careful and thoughtful guidance techniques. A child's natural endowment requires a rich environment and thoughtful nurturing and guidance if the human potential contained in each child so to reach full bloom and contribute fully to improving the quality of human life.

Guidance is one of the means employed by educationists to develop the human potential. The child learn from a teacher not only mastery over a particular subject, but also develops proper values, attitudes and habits.

All programmes of guidance and counselling focus on the individual. For proper appraisal of the individual, data and information pertaining to all aspects of his personality and life are a prerequisite.

A number of techniques have been developed by psychologists for this purpose.

They can be classified into (i) Testing Techniques and (ii) Non-Testing Techniques Non-testing techniques, also known as non-standardized techniques, for studying and appraising an individual. In this unit we will discuss the following techniques of guidance & counseling.

- i) Interview
- ii) Case Study
- iii) Cumulative Record
- iv) Anecdotal Record
- v) Diary
- vi) Questionnaire

8.2 INTERVIEW

Introduction :

Students' answers on tests don't always show their true level of understanding. Sometimes they understand more than their answers indicate, and sometimes, despite their writing the correct words, they don't understand what they write. The interview discusses a method to probe what they actually understand.

Meaning :

Face to face personal conference, in which the required information is obtained directly from an individual.

An interview is a conversation with a purpose. According to Bingham and Moore, it is a serious conversation directed toward a definite purpose other than satisfaction in the interview itself. The purposes for which interviews are arranged are introductory, fact finding, evaluative, informative and therapeutic in nature. Another characteristic is the relationship between the interviewer and the interviewee. The occasion should be used for a friendly informal talk, The interviewee should be allowed to talk in a permissive atmosphere with confidence and freedom.

Parts of an Interview :

- ❖ Developing rapport & Clarifying purpose
- ❖ Data gathering
- ❖ summarizing

Different Types of interviews :

Interviews differ with respect to the purpose that is kept in view. If the purpose is to select a candidate for a post, it is an employment interview, but if the purpose is to gather some facts or verify them it will be called a fact finding interview. So the interviews are classified on the basis of purpose. Interviews are categorised on the basis of the nature of relationship between the interviewer and the interviewee. Sometimes it is the form of the interview that determines its type. The following are the major types of interviews:

1. An Employment Interview: The purpose of a fact finding interview is the verification of facts and data collected from other sources.
2. A Fact Finding Interview: The purpose of a fact finding interview is the verification of facts and data collected from other sources.
3. Diagnostic interview: The purpose of a diagnostic interview is remediation. An effort made by the interviewer to diagnose the problem of the interviewee and find out symptoms. Necessary information is collected to help the interviewee in solving a problem.
4. Counseling Interview: The purpose of a counseling interview is to provide an insight, a suggestion, or a piece of advice to the interviewer. The counseling session begins with the work of collecting information and proceeds with guidance and finally ends with psychological treatment of the problem.

5. **Groups Vs. 'Individual Interviews:** When several persons are interviewed in a group such an interview is known as a group interview, but basically all group interviews are individual interviews because it is not the group that is interviewee. The purpose behind a group interview is collecting information and the knowledge of common problems facing the group. In the individual interview the emphasis lies on the problems faced by the individual. Carl Rogers holds a divergent view about an individual interview. He says that in an individual interview it is not the problem faced by the individual which lies in the centre. The focus is on the individual himself. The aim of an individual interview is not to solve one problem, but to help the interviewee to grow so that he may cope with the present and with problems that may arise in future in a better integrated manner.

6. **Authoritarian Vs. Non-authoritarian Type:** In the authoritarian types of interview, the client and his problems are submerged and the interviewer dominates the interview because of the elevated position that he holds. The non-authoritarian rejects the authoritarian role.

The interviewee may still regard the interviewer as a man of authority, but the interviewer does not act as an authoritarian. He accepts the feelings of the client and does not reject them. He uses a variety of techniques during the interview such as suggestion, persuasion, advice, reassurance, interpretation and giving information.

7. **Directive Vs. Non-directive Interviews:** In the directive interview the interviewer directs, shows the path through advice, suggestion, persuasion or threat. But in a non-directive interview it is assumed that the interviewee has the capacity to grow and develop. He has complete freedom to express his feelings and emotions. The interviewer does not try to probe into the past of the client, makes no suggestion. He does not try to re-educate or change the climate.

8. **Structured Vs. Unstructured interviews:** In the structured interview a definite set of questions is predetermined. The interviewer confines himself to only those points which he decides to discuss in the interview. In a structured interview definite questions are asked. In an unstructured interview there is no such restriction. The interviewer is free to give expression to his ideas. The subject to be discussed is not determined in advance. The unstructured interview sometimes provides an information which on the fact of it, may appear to be trivial, but is extremely useful when an interpretation is made.

Method: Using interviews to examine student understanding involves several steps

Identifying the goals of the interview Before beginning to construct an interview schedule, the interviewer needs to clarify the goals for the interview.

Designing an interview schedule of questions to be asked An interview schedule is a set of directions for the interview, including questions that the interviewer plans to ask, directions for how to follow-up, and tasks to be posed during the course of an interview. The schedule should include a core set of questions or tasks that will be posed to every interviewee and a set of potential follow-up questions or tasks – items whose use would depend on the interviewee's initial set of responses. The schedule should also include a plan for what the interviewer will do under different circumstances.

Piloting and revising the interview schedule Just as for any assessment instrument, interview schedules need to be piloted and revised based on the success of those pilots in achieving the goals of the interview. After conducting a pilot interview, ask questions such as:

- Were the questions understood as intended?
- Were the questions adequate catalysts for finding out about the student's understandings?
- Were the planned follow-up questions useful?
- Are there additional follow-up questions that should be included?
- Was the sequence of questions appropriate for the purpose of the interview?

Preparing for and conducting the interviews It is useful to prepare, before each round of interviews, an "interview box" which contains a copy of the interview schedule, tapes, batteries, an accordion pocket folder for each interviewee, a pen, blank paper, graph paper, a straightedge, and an appropriate calculator. Knowing that needed supplies are ready allows to focus attentions on the interview.

Conducting the interviews continue to probe as long as the probing seemed to produce additional information about the interviewee's understandings, ask the interviewees to share their rationales for each answer, regardless of the "correctness" of the response. At every perceived opportunity as interviewees responded to these initial questions, encourage them to talk openly and freely about their understanding. When their answers contained phrasing that appeared to be personal, probe to understand its meaning. When they made statements that resembled the language of their textbook ask them to explain their

ideas in another way. When they made generalizations, ask them to give instances and to explain them. Interviews like these were designed to allow each student's personal understandings to emerge.

Analyzing the results of the interviews When possible and reasonable, it is useful to watch interview tapes with a colleague who is willing and able to engage in an in-depth discussion of what the tapes seem to indicate about the interviewee's understandings.

Advantages:

1. It is a widely used technique in guidance because personal data can be more easily collected in much shorter time by using this technique.
2. It is very flexible. It is useful in almost all situations and with all people having different backgrounds.
3. It serves a variety of purposes.
4. It has a great therapeutic value. An interview establishes a face-to-face relationship between the interviewer and the interviewee. The direct relationship gives a great insight into the problem faced by the client. The interviewer gets about the client knowledge which has a great therapeutic importance.
5. Interview is helpful in diagnosing a problem. it is very helpful in revealing the causes of a problem faced by the client. Hence some psychologists regard interview a very useful technique for diagnoses and remediation.
6. The face-to-face contact gives very useful clues about the client's personality. The facial expressions, gestures, postures convey meaning and reveal feelings and attitudes indirectly.
7. Interview is useful to the client also because it enables him to think about the problem. It is the most useful situation in which the client gets a better understanding of his 'self; his abilities, skills, interests and also of the world of work, its opening and their requirements.
8. Interview provides a choice to the client and the counselor to exchange ideas and attitudes through conversation.

Limitations:

1. An interview is a subjective technique, It lacks objectivity in the collection of data about the client. The bias and the prejudices of the interviewer enter into his interpretation of the data collected through an interview.
2. The personal bias makes the interview less reliable and valid.

3. The results of an interview are very difficult to interpret.
4. The usefulness of an interview is limited. The success of an interview depends on the personal qualities of the interviewer, his preparation for the interview and the way in which he interviews. If the interview monopolises talking or does not listen patiently to what the client says. The interview loses value.

8.3 CASE STUDY

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

The essential elements of a case study are a) Diagnosis b) treatment c) follow-up

Let's study how a case study method can be implemented

- I) **Symptoms:** One must gather the information, which indicate that the child is a problem case. This includes the information like chronological age, marks obtained, instances of misconduct, absenteeism, habits etc. It is very necessary to verify the information.
- II) **Examination:** Collect more information about health, education, psychology, family set up.
- III) Health and physical history
- IV) School history
- V) Family history
- VI) Social history and social contacts.

On the basis of verification of the information collected the counselor analyses and diagnose the problem. Then the treatment is decided on the intensity of the problem. The follow-up is done continuously to study the improvement in an individual.

Uses :

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

Limitations :

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

Check Your Progress 5 :

A student studying in Standard Vth was good in studies in the 1st term, he started lagging behind in the second term and could not score good marks in any of his school subjects. In the final examination he could score minimum marks for passing. To study this case, which steps will, you follow? What sources of information will, be able to contribute to solve the problem?

8.4 CUMULATIVE RECORDS

A cumulative record is a systematic account of information about a student. It is an evaluation tool which presents a comprehensive record of the achievement or otherwise of each student in different aspect-physical, academic, moral, social and health. Records are maintained from the time the child begins schooling till he finishes it. The relevant information is collected from different sources over a period of time.

It is a record indicating the pace of growth and development of the student in all aspects from beginning to the end of his school career and can be thought of as a mirror that reflects the overall development of the student.

The Secondary Education Commission emphasized the importance of Cumulative Record Card in the following words:

"Neither the external examination nor the internal examination, singly or together, can give a complete and correct picture of pupil's all-round progress at any particular stage of his education, yet it is important for us to assess this, in order to determine his future course of study or future vocation.

For this purpose, a proper system of school records should be maintained for every pupil indicating the work done by him in the school from day-to-day, from month-to-month, from term-to-term, and from year-to-year. Such school records will present a clear and continuous statement of the attainments of the child in different intellectual pursuits throughout successive stages of his education."

Need of the Cumulative Record Card :

The cumulative Record card of a student is needed for the following important reasons.

1. To give a complete picture of a pupil's all round progress in different areas i.e. physical, academic, moral, social and health.
2. To assess the child, his potentialities, interest, aptitude and talents.
3. To provide proper guidance and counselling taking into consideration of students curricular and co-curricular achievements.
4. To help parents and teachers in the placement of pupil after the completion of schooling /study.

Content of a Cumulative Record Card (CRC) :

The cumulative record card records the following information regarding different aspects of pupils development.

1. Personal data — Personal data give introductory information about a child like his name, sex, date of birth, age, permanent address, parents name and family background.
2. Academic data —It deals with the information about the previous schools attended earlier, present grade or class, roll number, examinations appeared, results, division and percentage of marks in each examination failures, percentage of attendance etc.
3. Health data — It reveals information regarding height, weight, blood pressure, communicable diseases if any, treatments given, food habits, exercise, parental disease if any, care taken if handicap etc.
4. Co-curricular activities data — the child's participation in different co-curricular activities, leadership qualities, certificates awarded, prizes and medals received are recorded in it.
5. Personality characteristics — this reveals the psychological aspects like intellectual ability self-confidence, emotional stability, leadership qualities, tolerance, initiative and sense of responsibility etc.

6. Record of counselling and guidance —the problems found with the child, date of interview, reasons discovered, remedial measures taken, following programmes etc. are mentioned in the card.
7. General over all Remarks — General remarks by the class teacher and Headmaster on the performance and talents of the pupil.

Guidelines for Maintaining Cumulative Record Card:

1. The teachers should be in-charge of maintaining cumulative records and should make the entries up-to-date.
2. Required information should be collected from various people like parents, friends, subject teachers and child himself by different techniques.
3. Different techniques should be used to collect information about a child i.e. psychological tests, observations by teachers, Examination result etc.
4. The teachers' in-charge of maintaining cumulative records should be given proper orientation and training about how to maintain it.
5. Secret or confidential matters should find a place in it but a separate file may be made for such entries.
6. The guidance worker of the school should be in overall charge of maintenances of cumulative records.
7. Cumulative record cards maintenance should be supervised by the Head master and Inspector of schools.

According to Hahn and Maclean there are 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 counselors.
- (e) These records in schools and colleges should be built and maintained within reasonable limits for students.

The student's Cumulative Record is the compilation of information maintained in the school for the student. It contains factual, objective and professional information regarding a student's academic progress, mid-term and final marks, adaptations and

attendance. The information is valuable for professionals in planning and delivering appropriate education programs and supports for the student from year to year, and for enabling teachers to understand the student's strengths. The Cumulative Record is also valuable for assisting in the successful transition of students to another school.

The student's Cumulative Record is a key tool in supporting student transitions. When a student moves from one school to another, it is expected that the Cumulative Record will follow the student.

Uses of Cumulative Records :

Cumulative records are useful to the counselors in many ways. They help them in :

- (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 :
 - (a) Choice of courses (b) Change of courses
 - (c) Choice of vocational field (d) Decision to leave school
 - (e) Helping students in solving their problems of adjustment in the school, home or society
 - (f) Supplying information to the youth employment service regarding student's suitability for certain type of jobs.

Thus, from a CRC, useful, valid and authentic information can be collected.

- (i) It helps in deciding upon the vocation and profession for a student.
- (ii) It helps to observe various aspects of child's personality.
- (iii) The data helps when a student leaves the school and gets admission in another school.
- (iv) It helps in identifying an abnormal child and those who are weak in studies.and helps in solving their problems .

Maintaining a cumulative record of the child has been a major help for counselors in their programmes.

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 counselor in understanding the needs and aspirations, problems, and frustrations of the students through the analysis of the data provided by the cumulative record.

Generally, cumulative records have sections for information on personal Data, family data, health data, school achievement, mental and achievement test data, special activities and co-curricular activities Interests and talents, Educational and Vocational aspirations and plans, and records of counseling if any.

This record carries the reports on a pupil over a number of years. Even as records are maintained as long as he is in school, his record follows him, even if he transfers from one school to another, or if he moves to another town or city high school or college.

Check your progress :

1. What is a cumulative record card?
2. List the main contents of cumulative record.
3. Discuss the need to maintain a cumulative record in schools.
4. What are the uses of cumulative records?

8.5 ANECDOTAL RECORD

Anecdotal records are the least structured observational tools. They depict actual behavior in natural situations. They are records of specific incidents of student behavior. Over a period of time, anecdotal records can provide the teacher with the picture of changes that have taken place in a particular pupil.

Uses :

- If properly used, it can provide a factual record of an observation of single, significant incident in the pupil's behavior, which may be useful for teacher in understanding growth, development of an individual.

- Useful in maintaining cumulative records.
- Useful for counselor.

Limitations :

- It is time consuming
- It only gives facts & not causes.
- It may be difficult for the observer to maintain objectivity.

8.6 DIARY

Importance

- Throws light on important and vital aspects of the personality.
- Personal documents and contains the record of events, thoughts and feelings.
- Contains reflection of the emotions of an individual.
- Writer freely and frankly expresses
- Enters Comments
- Describes details of the Situations.
- Writes the interests and feelings of the writer
- For great person, it becomes an important source of information.
- A natural record.

8.7 QUESTIONNAIRE

Introduction

No survey can achieve success without a well-designed questionnaire. Unfortunately, questionnaire design has no theoretical base to guide the marketing researcher in developing a flawless questionnaire. All the researcher has to guide him/her is a lengthy list of do's and don'ts born out of the experience of other researchers past and present. Hence, questionnaire design is more of an art than a science.

Meaning

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

Characteristics

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

Types

The questions in a questionnaire are basically of two types-

1. Structured (closed) and 2. Unstructured (open). In the type, questions require the individual to think and write. The closed type question requires the answer in the form 'yes' or 'no' or in a limited number of given choices.

The open type questionnaire is time consuming and requires special skill in interpreting the responses. The close type questionnaire can be easily scored, interpreted and is more objective.

Questions should be few in number and simple to be understood and answered. They should directly cover the information.

Questionnaire design: steps

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

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

Advantages:

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

Limitations:

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

8.8 LET US SUM UP

In this unit we have studied some nontesting devices which helps the counselor to know the qualitative aspects of an individual.

8.9 UNIT END EXERCISE:

1. State the meaning of questionnaire
2. List of Characteristics of a questionnaire
3. Describe the types of questionnaire
4. Explain the steps of questionnaire design
5. Discuss the advantages and limitations of a questionnaire
6. State the meaning of an Interview and parts of an Interview
7. Discuss the different types of Interview
8. Explain the steps of an Interview
9. Discuss the advantages of an Interview
10. Discuss the Limitations of an Interview
11. State the Importance of a diary

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PRACTICAL

A Report of the Visit to a Guidance Centre

1. Identify the Type of Guidance Centre that you will visit.

A List of some Guidance Centres in Mumbai :

- Personal & Educational Guidance Centre (Seva Niketan, near Nesbit Rd Bridge, Byculla.)
- Occupational Guidance Centre (Directorate of Adult Education, 'B' Club House, opposite Jaihind College, University of Mumbai.)
- Educational Guidance Centres of the NIOS
- Educational Guidance Centre at IDOL, Kalina campus of MU.
- Educational Guidance Centre of SNDT, Churchgate
- Educational and Vocational Guidance Centre for Handicapped Students (Fellowship of the Physically Handicapped, near Haji Ali, Worli.)
- Directorate of Vocational Guidance (near Secondary Teachers Training College, Mumbai-01.)

2. Write the Introduction before the visit:

- a. Concept and Meaning of Guidance Centres
- b. Purpose of Guidance Centres
- c. Need for Guidance Centres
- d. Types of Guidance Centres

3. Visit the site, seek permission from the authority, and record your observations.

- **Description** of the chosen Guidance Centre
- **Services provided in the Guidance Centre**
- **Information** collected / gathered through
 - a. Observations,
 - b. Interviews,
 - c. Talks,
 - d. Pamphlets, Brochures and Posters.

4. Write the Conclusion

- a. A Summary of the visit,
- b. Your personal Learning Experiences,
- c. Your Opinions about Guidance Centres,
- d. Suggestions for reforms in Guidance Services.

5. **Write the Bibliography** – books, periodicals, newspapers, websites, Radio / TV programmes.

The Report on a Job Analysis

INTRODUCTION :

Job Analysis is the procedure to discover the skills, knowledge, abilities & responsibilities required by a worker for successful performance. A job may be analyzed according to mental requirements, physical requirements & working conditions. So a person may be rated on the job according to her/his personality, physique, attitude etc.

Need for conducting a Job Analysis :

The need for doing a Job analysis can be classified into four types according to the purpose: –

- a) To improve working methods & processes.
- b) To protect the health & safety of workers.
- c) To train employees.
- d) For employment purposes – to guide students in selecting proper vocations, to help employees to select, transfer & promote employees & to establish salary schedule.

Some elements of consideration when analyzing jobs:

Selection of a job – A candidate judges a job from the point of view of its suitability by collecting all pertinent information about a job & noting all the pros & cons of accepting a particular job. If s/he is already holding a job, s/he has to decide between the two jobs.

Purpose of Job Analysis – Job Analysis serves the following purposes:

- 1) It helps to know the ***personnel specifications*** for various jobs.
- 2) It helps to identify the ***right worker for the right job***.
- 3) It provides ***job satisfaction & job efficiency***.
- 4) It helps to accurately ***determine job opportunities*** for different types of manpower (the workforce) ***in industries***.
- 5) It helps in ***planning appropriate training programs***
- 6) It defines ***labor-needs*** specifically.

Thus job analysis is an attempt to relate the curriculum of high school & colleges to a series of job analysis done by industries to make for a more meaningful & highly motivated education.

Information regarding job analysis may be obtained from employees on the job, supervisory staff, other employees who know the job & independent observers who watch employees performing their jobs.

Methods for securing information for Job Analysis :-

1. **Direct Observation** – of a worker who is actually working on the job. This is very useful in jobs involving supervision, motor skills of manipulation and the use of tools/machinery.

2. **Questionnaire** – Here workers are expected to answer a set of questions regarding their job. However, replies given by them can't be accepted as accurate statements of the requirements of the job.

3. **Individual Psychograph method** – Is a careful & detailed analysis of persons who have achieved great success in their occupation is done by a series of well planned interviews, tests, questionnaires, etc. and a cumulative record of various aspects of their lives i.e. their family history, individual development, intelligence, memory, habits etc are studied. These findings are combined into an individual psychograph.

4. **Job Psycho-Graphic method** – uses the basic requirements & qualifications of a job to draw a suitable picture of the candidate for the job. Information about the job requirements need to be updated, by interviewing employers and checking the 'Occupational Information Database'.

5. **Psychological testing** – which includes personality tests, aptitude tests & intelligence tests and interest inventories, also provide valuable information.

Essentials for Job Analysis –

- 1) The ***job must be accurately & completely identified***, i.e. the job title must be in the list of jobs that are accepted worldwide/nationwide. India offers 12,000 jobs that have specific titles and descriptions.
- 2) The ***tasks must be completely & accurately described***.
- 3) The ***requirements that the job makes on the worker for successful performance*** should be identified.

Outline of Job Analysis – The following points are a guide in job analysis –

- 1) The **History** of the occupation in India
- 2) Its **importance & relation to Indian society**.

- 3) The **number of workers** engaged in the occupation (approximation).
- 4) The **needs of workers'** trends in the job in India.
- 5) **Duties** – specific tasks including nature of work, tools, machines etc & definition of the occupation by law, by official organizations or by those in the occupation.
- 6) **Qualification** – sex, age, special physical, mental, social & moral qualities, skills, special tools & equipment, labour policies and laws affecting workers etc.
- 7) **Preparation** – general education, special training required & desirable, school offering training experience etc.
- 8) **Methods of entering the job** – use of special employment agencies.
- 9) **Time required to acquire the job-specific skills.**
- 10) **Advancement** - Line of promotion, opportunity for advancement.
- 11) **Related occupations** to which the job may lead, leading to an evolution of new jobs.
- 12) **Earnings** – pay-scales, starting salary, most common, maximum, regulations, pay commissions, performance- linked incentives, perks, allowances, medical / vacation benefits.
- 13) **Hours** – daily, weekly, overtime, shifts, vacations, regulations.
- 14) **Regularity of employment** – normal months, busy months, dull months, shut-down of plants, cyclical unemployment.
- 15) **Health & Accident Hazards (Occupational hazards)**
- 16) **Organizations** – employers, employees.
- 17) **Typical places of employment.**

The Report on a Case Study of a Student with a Learning Disability

Framework of the Case Study Report

Development of the Subject:

Personal Development:

- Communication abilities
- Interactivity
- Personality
- Self-management

Physical Development:

- Height-Weight
- General Health (physical health from Pt/Tr)

Social Development:

- Ability to interact with others
- Relationships
- Leadership/Followership qualities

Academic Development:

- Academic Achievements
- Academic challenges
- Subjects chosen
- Subjects liked
- Academic support availed

Vocational Development/Aspirations:

- Hobbies
- Work experience / SUPW achievements
- Work aspirations
- Degree of employability
- Computer skills

Description of the interactions with the Subject:**Observations of the Subject:****Conclusions:****A) Achievement Tests :**

The word Achievement means the end gained or the level of success attained by an individual or a group on completion of a task. Academic or scholastic achievement is the attained level at which the student is functioning at school subjects as measured by school marks or grades obtained. In trades & occupations, it means the change in the level of skills attained as measured by marks or grades. An Achievement Test measures the extent to which an individual has achieved something, acquired certain information or mastered certain skills as a result of some teaching. It ascertains what & how much has been learnt or how well the task has been performed. An achievement test appraises a student's educational growth, by assessing what he has learnt in school. While aptitude tests measure an individual's abilities before training, achievement tests measure his abilities after training. Achievement tests determine the quantity & quality of learning attained in a subject of study after a period of learning. **Achievement Tests** serve various **purposes** –

- i) They are used to determine if students have the necessary background to benefit from a course.
- ii) They may be used to determine the extent to which students have mastered the learning material. iii) They may be used to determine specific learning difficulties of students.
- iv) They may be used to evaluate students' progress towards course objectives.

Thus, Achievement Tests are useful for diagnosing a student's specific learning needs, for identifying his relative strengths & weaknesses, for studying his progress & for predicting his success in a particular curriculum. Proficiency in school work or in a trade or occupation can be used for diagnostic purposes. Achievement Tests may be of 2 kinds – **Academic Achievement Tests** may be classified on basis of dimensions of accomplishment, function, purpose etc. **Trade Tests** measure occupational proficiency of an individual. They are important for students taking up vocational courses.

Testing Academic Achievements – Teachers use essay tests, short answer tests & objective type tests to test students' achievements. Essay tests are used to test the student's ability to interpret data, organize & summarize data, apply principles, describe events, people & places, think creatively & critically. Short Answer Tests aim at testing a large amount of knowledge, ability & understanding within a short time. Objective Tests are administered in a short time. In these, there are no differences of opinions among examiners regarding the responses. Objective Tests may be in the form of Completion variety, Alternate Response variety (True-False, Yes-No), Multiple Choice type, Matching items, Arrangement type (arranged chronologically or according to size, location, importance etc.), definitions, relationship tests, classification tests, Distinction type, Recall or question-answer tests, Recognition tests etc. Some important academic Achievement tests include Metropolitan Achievement Test, Stanford Achievement Tests etc.

Aim: To assess the Academic Achievement of S.Y.B.A. students.

The Experimenter: _____

The Subject: _____

Roll No. : _____

Apparatus: Academic Achievement test, answer sheet, stopwatch, bell

Nature: Verbal, group, paper-pencil.

Procedure: The experimenter created a rapport with the class, stated the aim of the experiment and motivated the students to do their very best. The experimenter distributed the Academic Achievement test sheets and instructed the subjects to solve each problem, and to fill in the relevant blanks. The test booklets were then distributed with the instructions that they were not to open the booklets until they were told to do so and that they were not to write anything in the test booklet.

Introspection : _____

Educational Implications : _____

(B) Aptitude Tests :

Introduction: Like intelligence tests, aptitude tests measure a student's overall performance across a broad range of mental capabilities. But aptitude tests also often include items which measure more specialized abilities--such as verbal and numerical skills--that predict scholastic performance in educational programs. Achievement tests tend to measure recent learning and are closely tied to particular school subjects. Compared to achievement tests, aptitude tests cover a broader area and look at a wider range of experiences.

Aptitude tests tell us what a student brings to the task regardless of the specific curriculum that the student has already experienced. The difference between aptitude and achievement tests is sometimes a matter of degree. Some aptitude and achievement tests look a lot alike. In fact, the higher a student goes in levels of education, the more the content of aptitude tests resembles

achievement tests. This is because the knowledge that a student has already accumulated is a good predictor of success at advanced levels.

Individual aptitude tests have the following purposes:

- They are excellent predictors of future scholastic achievement.
- They provide a profile of strengths and weaknesses.
- They assess differences among individuals.
- They uncover hidden talents in children, thus improving their educational opportunities.
- They are valuable tools for working with handicapped children.

In addition, group aptitude tests--usually given as part of a group achievement battery of tests--can be given quickly and inexpensively to large numbers of children. Children who obtain extreme scores can be easily identified to receive further specialized attention. Aptitude tests are valuable in making program and curricula decisions and ability grouping of students

- 1) **Instructional:** Teachers can use aptitude test results to adapt their curricula to match the level of their students, or to design assignments for students who differ widely. Aptitude test scores can also help teachers form realistic expectations of students. Knowing something about the aptitude level of students in a given class can help a teacher identify which students are not learning as much as could be predicted on the basis of aptitude scores. If a whole class were performing less well than would be predicted from aptitude test results, then curriculum, objectives, teaching methods or student characteristics might be investigated.
- 2) **Administrative:** Aptitude test scores can identify the general aptitude level of a high school, for example. This can be helpful in determining how much emphasis should be given to college preparatory programs. Aptitude tests can be used to help identify students to be accelerated or given extra attention, for grouping, and in predicting job training performance.
- 3) **Guidance:** Guidance counselors use aptitude tests to help parents develop realistic expectations for their child's school performance and to help students understand their own strengths and weaknesses.

Types of Aptitude tests: Many kinds of aptitude tests can measure one's capacity in verbal, numerical, clerical, sensory, spatial or mechanical, and logic and reasoning skills. Aptitude tests have been observed to be a highly accurate tool for selection of the right candidate as compared to the interview, group discussion, written tests and thus many organizations include this tool in their

recruitment process. Aptitude tests are specifically designed tests to measure the ability to acquire and apply skills and knowledge to a specific job.

Verbal Aptitude tests- this type of testing measures critical verbal reasoning which maybe important is sales/ marketing when verbosity can motivate a consumer to accept a sale, or change a from a brand to another.

Critical thinking is defined as a form of reflective reasoning which analyses and evaluates information and arguments by applying a range of intellectual skills in order to reach clear, logical and coherent judgments within a given context. Critical thinking tests are particularly widely used by law firms, to determine an individual's ability to think critically and as a way of assessing a candidate's suitability for an organisation or a specific position within it.

Diagrammatic reasoning questions are multiple choice questions, administered under exam conditions, to assess logical reasoning ability. They are strictly timed to allow candidates 30 minutes to complete 20 questions. Many aptitude tests contain these questions along with verbal and numerical reasoning questions.

Abstract Diagrammatic Reasoning Questions: "Abstract reasoning" (which, to make things even more confusing, are also sometimes known as "inductive reasoning") questions involve a series of figures which appear in a sequence or pattern – these can be thought of as the 'problem' figure. You need to analyse this problem figure and determine which of the answer figures best completes it.

Mechanical Aptitude tests - are designed to gauge how astute and fast the candidate can interpret and solve problems related to mechanical faults; engineers are usually game for the mechanical ability tests

Diagrammatic Dexterity Aptitude tests - imply testing of logical reasoning using pictures and diagrams instead of text or numbers.

Numerical Aptitude tests - this is specifically significant in banking, insurance and related fields where numbers and reasoning with numbers make the core of the business/ job at hand. Numerical tests, sometimes known as **numerical reasoning**, are used during the application process at all major investment banks and accountancy & professional services firms. All numerical tests require the following:

- Interpretation of data from a table
- Interpretation of data of graphs and charts
- Percentages
- Fractions
- Ratios
- Currency conversions
- Understanding of inflation & rebasing, 'real' prices.

Clerical Aptitude tests - measure the ability of the candidate to notice mistakes. The whole purpose of a clerk is to keep things smooth and accurate - hence these tests measure speed and accuracy as well as 'the eye for it' in identifying mistakes.

Sensory Aptitude tests - is for people where coordination of color, sound and visual acuity is important - such as textiles, interior decoration, automobile industry, etc

Spatial ability Aptitude tests - is generally for those who choose a career in space such as astronauts or related careers

Each of these tests are designed to test a certain skill or ability to apply that skill to the job in question by the candidate. It is extremely unlikely that one would be expected to undergo more than three-four tests - particularly relevant to the job for which they are interviewed.

Aim: To assess the numerical aptitude of S.Y.B.A. students.

The Experimenter: _____

The Subject: _____ **Roll No. :** _____

Apparatus: Numerical Aptitude test, answer sheet, stopwatch, bell

Nature: Verbal, group, paper-pencil.

Procedure: The experimenter created a rapport with the class, stated the aim of the experiment and motivated the students to do their very best. The experimenter distributed the Numerical Aptitude test sheets and instructed the subjects to solve each numerical problem, and to fill in the relevant blanks. The test booklets were then distributed with the instructions that they were not to open the booklets until they were told to do so and that they were not to write anything in the test booklet.

Before commencing each of the above 4 tests, there were 4 practice problems for each test which the subjects did with the guidance of the experimenter. Then the subjects got ready to answer the test. The stop watch was started and each test was concluded at the end of 5 minutes.

Introspection : _____

Educational Implications : _____

C) Intelligence Tests :

Intelligence, in psychology, is the general mental ability involved in calculating, reasoning, perceiving relationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations. The work of Binet, Terman, and Wilhelm Stern paved the way for a method of classifying intelligence in terms of a standardized measure, with standardization ensured by the large number of individuals of various ages taking the test. German psychologist L. Wilhelm Stern was the first to coin the term *intelligence quotient* (IQ), a figure derived from the ratio of mental age to chronological age. One criticism of intelligence testing is that it is difficult to insure that test items are equally meaningful or difficult for members of different socio-cultural groups.

The Stanford-Binet Scale was devised by Lewis C. Terman, at Stanford University, following Binet's procedures. Terman rearranged many of Binet's tests and added new ones, especially at the upper end of the scale. The Stanford-Binet Test became the standard instrument for measuring intelligence in the United States for more than 20 years. This scale, first prepared in 1916, has undergone several major revisions -- the most recent in 1972. The most significant changes have been in the use of the scale for superior adults and the development of national norms.

Aim: To assess the mental ability/intelligence of S.Y.B.A. students.

The Experimenter: _____

The Subject _____ **Roll No. :** _____

Apparatus: Dr. Nafde's Non Verbal Test of Intelligence (N.V.T.I.), answer sheet, stopwatch, bell

Nature: Non verbal, group, paper-pencil.

Procedure: The experimenter created a rapport with the class, stated the aim of the experiment and motivated the students to do their very best. The experimenter distributed the answer sheets and got the relevant blanks filled in. The test booklets were then distributed with the instructions that they were not to open the booklets until they were told to do so and that they were not to write anything in the test booklet. The entire test was made up of 4 tests, each having 20 test items.

1. Test 1 was the Analogies Test. Here comparison was to be made between the items in the problem and the most suitable item, from 5 possible answers given, was to be picked up. The correct answer was represented by alphabets A, B, C, D, E was to be crossed out against that item in the answer sheet.
2. Test 2 was the Water Reflection Test. Here each item comprised of a figure. The subject had to pick out from the 5 alternatives provided as to what the water reflection of the given figure would look like.
3. Test 3 was the Series Test. Here a series of 4 related figures are given. The subject had to find the relationship between the figures and then pick from the 5 alternatives provided, what the next figure in that series should be.
4. Test 4 was Classification. Here, each item was a set of 5 figures, one of which was different from the others. The subject had to pick out the one that was different.

Before commencing each of the above 4 tests, there were 6 practice problems for each test which the subjects did with the guidance of the experimenter. Then the subjects got ready to answer the test. The stop watch was started and each test was concluded at the end of 5 minutes.

Results: Since individuals tend to wrongly believe that their I.Q. score is a permanent manifestation of the mental ability, it is sometimes harmful to give the I.Q. scores to subjects, who may label themselves and others, according to the I.Q. table. Therefore the results of this Intelligence Test will not be conveyed to the class. This experiment is an experiential effort to understand only, how intelligence testing is done on a group.

Introspection : _____

Educational Implications : _____

