

GUIDANCE

Unit Structure

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1.0 OBJECTIVES

After reading this unit you will be able to:

- Define the meaning of guidance
- Explain the nature of guidance
- Describe the function of guidance
- Explain the need of guidance
- State the principles of guidance
- Describe the different types 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 sot 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 and overall idea about the concept of guidance & it’s principles 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 analyzer 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 thought their lives, it is not wrong to say that guidance is needs from cradle to grave.

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

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

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

1.4 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

Adjective functions:-

The adjective 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.

1.5 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 Kothari commission Report guidance should begin from the lowest class in the primary school. At secondary

stage adequate guidance services should be introduced. All secondary teachers should be introduced to guidance concept through pre or in service training. Arrangements should be made for the professional training of guidance workers of the state Bureaus of Guidance and training colleges. It also suggests that Ancillary programmes should include the production of guidance literature and materials & 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 nowadays 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 problem 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.

1.6 PRINCIPLES OF GUIDANCE

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

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

- ❖ The dignity of the individual is supreme
- ❖ Each individual is different from every other individual.
- ❖ The primary concern of guidance is the individual in his own social settings.
- ❖ The attitude and personal perceptions of the individuals are the bases on which he acts.
- ❖ The individual generally acts to enhance his perceived self.

- ❖ The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction consistent with social improvement.
- ❖ Each individual may at times need the information and personalized assistance best given by competent professional personnel.

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

Every individual has talents.

Excellence is possible

Problems mar growth

There are individual differences

Environment provides innumerable opportunities.

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

Check your Progress – II

Q1. Choose the correct meaning of Principles of guidance

- 1) Law
- 2) Attitudes
- 3) Behaviour
- 4) Fundamental Sources

Q2. Fill in the blank choosing the suitable answers from the following.

- i) Education commission has given the emphasis of guidance services at Level of education.
 - a) primary
 - b) Secondary
 - c) Higher Secondary
 - d) All

- ii) Choose the correct meaning of Scope from the following if scope means to what extent it can use.
- (a) Breadth
 - (b) Field
 - (c) Area
 - (d) Limit

1.7 TYPES OF GUIDANCE

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

In order to solve various types of problems we need different types of guidance services. 'Paterson' has suggested 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 Guidance and personal. Let us see what they mean and what are their needs.

1.7.1 Educational Guidance

Meaning and Definition of Educational Guidance

The most important to various types of guidance is EDUCATION GUIDANCE. Educational Guidance is directly concerned with the pupil. In the students 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 or assignments, unsatisfactory involvement in the academic work by students are some of the often noticed problems. The problems need to be solved to the maximum extent by assisting them.

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

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

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 and counter the answer given at the end of unit.

- 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.
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-
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-
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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 q class. Each child is different from the other in abilities and interests. Educational Guidance helps them to select a right course according to his abilities.

Adjustments of Students in School or College Environment:

Humphrey and Traxler here 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 ware 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

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

- 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

Compare your answers with those given at the end of unit

- 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.

1.7.2 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 ‘Myers’,

“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 or 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 personnel 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 Myer 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.
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1.7.3 Personal Guidance

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

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

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.

1.8 LET US SUM UP

This unit covers the following topics

- **Meaning of guidance**

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

- **Functions of guidance: it has three fold functions**

- 1) Adjective
- 2) Oriental and
- 3) Developmental

- **Principles of guidance**

While providing guidance, the following principles should be kept in mind.

- i) Problems of the individuals
- ii) Ability of the individuals
- iii) Environment
- iv) Continuity
- v) Individual differences

- **Need of guidance**

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

- 1) Break up family
- 2) Working parents
- 3) Indiscipline
- 4) Inclusive education
- 5) Poverty
- 6) Unemployment
- 7) Corruption etc.

- **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.

Unit end exercises :

Q1. Explain the meaning of Guidance

Q2. Define guidance, Explain it's need & functions.

Q3. Write short notes:

- a. Principles of Guidance
- b. Need of vocational guidance
- c. Purpose of personal guidance
- d. Vocational guidance at secondary stage.

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COUNSELING

Unit Structure

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 - 2.2.2 Nature of counseling
 - 2.2.3 Characteristics of counseling
- 2.3. Theory of self (Rogers)
- 2.4 Types of counseling
 - 2.4.1 Directive counseling
 - 2.4.2 Non-directive counseling
 - 2.4.3 Eclectic counseling
- 2.5 Let us sum up

2.0 OBJECTIVES

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

- Define counseling
- Explain Carl Rogers theory of self
- State the types of counseling
- Describe the types of counseling

2.1 INTRODUCTION

Counseling is the central aspect of the whole guidance programme. All the activities and Services of the guidance programme leads to and help in the Counseling process. Counseling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. Counseling has Remedial, Preventive and Developmental value.

2.2 CONCEPT OF COUNSELING

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."

Analysis of the various definitions

Counseling is a:

Process that occurs between two individuals....counselor and counselee (client).

Takes place within a professional setting.

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.

2.2.1 Meaning of Counseling

Though the term guidance and counseling is used interchangeably, both the terms have different meaning. 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. Ohlsen

“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

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

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

Let us now discuss what counseling is not.

Counseling is a process which includes a number of activity like giving information, advice & counseling etc. But it is not an individual activity like giving information/ advice/ suggestion / recommendation only.

From this it is clear that what counseling is.

Counseling constitutes the three activities like-

- A- Information
- B- Advising and
- C- Counseling

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, feeling 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 information, advising and counseling. You can think of these three activities as a continuous spectrum of areas which merge into each other.

2.2.2 Nature of Counseling:

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

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

2.2.3 Characteristics of Counseling:

Counseling involves two individuals-one seeing help and the other, a professionally trained person, who can help the first.

There should be a relationship of mutual respect between the two. The counselor should be friendly and cooperative and the counselee should have trust and confidence in the counselor. The aim of counseling is to help a student form a decision, make a choice or seek direction. It helps a counselee acquire

independence and develop a sense of responsibility, explore and utilize his potentialities.

It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself rather than through solutions offered by the counselor.

Its function is to produce changes in the individual that will enable him to extricate himself from his difficulties.

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

Check Your progress

1. Define Counseling
2. Explain the characteristics of Counseling.

2.3 THEORY OF SELF ROGERS

Rogers' theory of the self is considered to be humanistic and phenomenological. His theory is based directly on the "phenomenal field" personality theory of Combs and Snygg (1949). Rogers' elaboration of his own theory is extensive. He wrote 16 books and may more journal articles describing it. However, prochaska and Norcross (2003) states Rogers "consistently stood for an empirical evaluation of psychotherapy. He and his followers have demonstrated a humanistic approach to conducting therapy and a scientific approach to evaluating therapy need not be incompatible."

Nineteen propositions

His theory (as of 1951) was based on 19 propositions:

1. All individuals (organisms) exist in a continually changing world of experience (phenomenal field) of which they are the center.
2. The organism reacts to the field as it is experienced and perceived. This perceptual field is “reality” for the individual.
3. The organism reacts as an organized whole to this phenomenal field.
4. A portion of the total perceptual field gradually becomes differentiated as the self
5. As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of the self is formed – an organized, fluid but consistent conceptual pattern of perceptions of characteristics and relationships of the “I” or the “me” together with values attached to these concepts.
6. The organism has one basic tendency and striving – to actualize, maintain and enhance the experiencing organism.
7. The best vantage point for understanding behavior is from the internal frame of reference of the individual.
8. Behavior is basically the goal-directed attempt of the organism to satisfy its needs as experienced, in the field as perceived.
9. Emotion accompanies, and in general facilitates, such goal directed behavior, the kind of emotion being related to the perceived significance of the behavior for the maintenance and enhancement of the organism.
10. Values experienced directly by the organism, and in some instances are values introjected or taken over from others, but perceived in distorted fashion, as if they had been experienced directly.
11. As experiences occur in the life of the individual, they are either, a) symbolized, perceived and organized into some relation to the self, b) ignored because there is no perceived relationship to the self structure, c) denied symbolization or given distorted symbolization because the experience is inconsistent with the structure of the self.
12. Most of the ways of behaving that are adopted by the organism are those that are consistent with the concept of self.
13. In some instances, behavior may be brought about by organic experiences and needs which have not been symbolized. Such behavior may be inconsistent with the structure of the self but in such instances the behavior is not “owned” by the individual.

14. Psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the organism are, or may be assimilated on a symbolic level into a consistent relationship with the concept of self.
15. Psychological maladjustment exists when the organism denies awareness of significant sensory and visceral experiences, which consequently are not symbolized and organized into the gestalt of the self structure. When this situation exists, there is a basic or potential psychological tension.
16. Any experience which is inconsistent with the organization of the structure of the self may be perceived as a threat, and the more of these perceptions there are, the more rigidly the self structure is organized to maintain itself.
17. Under certain conditions, involving primarily complete absence of threat to the self structure, experiences which are inconsistent with it may be perceived and examined, and the structure of self revised to assimilate and include such experiences.
18. When the individual perceives and accepts into one consistent and integrated system all his sensory and visceral experiences, then he is necessarily more understanding of others and is more accepting of others as separate individuals.
19. As the individual perceives and accepts into his self structure more of his organic experiences, he finds that he is replacing his present value system- based extensively on introductions which have been distortedly symbolized – with a continuing organismic valuing process.

Additionally, Rogers is known for practicing “unconditional positive regard,” which is defined as accepting a person “without negative judgment of ... [a person’s] basic worth.

Development of the personality

With regard to development, he described principles rather than stages. The main issue is the development of a self concept and the progress from an undifferentiated self to being fully differentiated.

Self Concept.... the organized consistent conceptual gestalt composed of perceptions of the characteristics of ‘I’ or ‘me’ and the perceptions of the relationship of the ‘I’ or ‘me’ to others and to various aspects of life, together with the values attached to these perceptions. It is gestalt which is available to awareness though not necessarily in awareness. It is a fluid and changing gestalt, a process, but at any given moment it is a specific entity. (Rogers, 1959).

In the development of the self concept. he saw conditional and unconditional positive regards as key. Those raised in an environment of unconditional positive regard have the opportunity to fully actualize themselves. Those raised in an environment of conditional positive regard feel worthy only if they match conditions (what Rogers describes as conditions of worth) that have been laid down for them by others.

The fully functioning person:

Optimal, development, as referred to in proposition 14, results in a certain process rather than static state. He describes this as the good life, where the organism continually aims to fulfill its full potential. He listed the characteristics of a fully functioning person (Rogers 1961)

1. **A growing openness to experience** – they move away from defensiveness and have no need for subception (a perceptual defense that involves unconsciously applying strategies to prevent a troubling stimulus from entering consciousness).
2. **An increasingly existential lifestyle** – living each moment fully – not distorting the moment to fit personality or self concept but allowing personality and self concept to emanate from the experience. This results in excitement, daring, adaptability tolerance, spontaneity, and a lack of rigidity and suggests a foundation of trust. “To open one’s spirit to what is going on now, and discover in that present process whatever structure it appears to have (Rogers 1961)
3. **Increasing organismic trust** – they trust their own judgment and their ability to choose behavior that is appropriate for each moment. They do not rely on existing codes and social norms out trust that as they are open to experiences they will be able to trust their own sense of right and wrong.
4. **Freedom of choice** – not being shackled by the restrictions that influence an incongruent individual, they are able to make a wider range of choices more fluently. They believe that they play a role in determining their own behavior and so feel responsible for their own behavior.
5. **Creativity** – it follows that they will feel more free to be creative. They will also be more creative in the way they adapt to their own circumstance without feeling a need to conform.
6. **Reliability and constructiveness** – they can be trusted to act constructively. An individual who is open to all their needs will be able to maintain a balance between them. Even aggressive needs will be matched and balanced by intrinsic goodness in congruent individuals.

- 7. A rich full life** – he describes the life of the fully functioning individual as rich, full and exciting and suggests that they experience joy and pain, love and heartbreak, fear and courage more intensely. Roger's description of the good life. This process of the good life is not, I am convinced, a life for the faint-hearted. It involves the stretching and growing of becoming more and more of one's potentialities. It involves the courage to be. It means launching oneself fully into the stream of life. (Roger 1961)

Incongruity:

Rogers identified the "real self" as the aspect of one's being that is founded in the actualizing tendency, follows organismic valuing, needs and receives positive regard and self-regard. It is the "you" that, if all goes well, you will become. On the other hand, to the extent that our society is out of sync with the actualizing tendency, and we are forced to live with conditions of worth that are out of step with organismic valuing, and receive only conditional positive regard and self-regard, we develop instead an "ideal self". By ideal, Rogers is suggesting something not real, something that is always out of our reach, the standard we cannot meet. This gap between the real self and the ideal self, "I am" and "I should" is called incongruity.

Psychopathology:

Rogers described the concepts of congruence and incongruence as important ideas in his theory. In proposition #6, he refers to the actualizing tendency. At the same time, he recognized the need for positive regard. In a fully congruent person realizing their potential is not at the expense of experiencing positive regard. They are able to lead lives that are authentic and genuine. Incongruent individuals, in their pursuit of positive regard, lead lives that include falseness and do not realize their potential. Conditions put on them by those around them make it necessary for them to forego their genuine, authentic lives to meet with the approval of others. They lives that are not true to themselves, to who they are on the inside.

Rogers suggested that the incongruent individual, who is always on the defensive and cannot be open to all experiences, is not functioning ideally and may even be malfunctioning. They work hard at maintaining protecting their self concept. because their lives are not authentic this is a difficult task and they are under constant threat. They deploy defense mechanisms to achieve this. He describes two mechanisms: distortion and denial. Distortion occurs when the individual perceives a threat to their self concept. they distort the perception until it fits their self concept.

This defensive behavior reduces the consciousness of the threat but not the threat itself. And so, as the threats mounts, the work of protecting the self concept become more difficult and the individual becomes more defensive and rigid in their self structure. If the incongruence is immoderate this process may lead the individual to a state that would typically be described as neurotic. Their functioning becomes precarious and psychologically vulnerable. If the situation worsens it is possible that the defenses cease to function altogether and the individual becomes aware of the incongruence of their situation. Their personality becomes disorganised and bizarre; irrational behavior, associated with earlier denied aspects of self, may erupt uncontrollably.

Rogers originally developed his theory to be the foundation for a system of therapy. He initially called this “non-directive therapy” but later replaced the term “non-directive” with the term “client-centered” and then later used the term “person-centered”. The first empirical evidence of the effectiveness of the client-centered approach was published in 1941 at the Ohio State University by Elias Porter, using the recording of therapeutic sessions between Carl Rogers and his clients, Porter used Rogers’ transcripts to devise a system to measure the degree of directiveness or non-directiveness a counselor employed. The attitude and orientation of the counselor were demonstrated to be instrumental in the decisions made by the client.

Even before the publication of Client-Centered Therapy in 1951, he believed that the principles he was describing could be applied in a variety of contexts and not just in the therapy situation. As a result he started to use the term person-centered approach later in his life to describe his overall theory.

Person-centered therapy is the application of the person-centered approach to the therapy situation. Other applications include a theory of personality, interpersonal relations, education, nursing, cross-cultural relations and other “helping” professions and situations.

In 1970. Richard Yong, Alton Becker, and Kenneth Pike published *Rhetoric: Discovery and Change*, a widely influential college writing textbook that used a Rogerian approach to communication to revise the traditional Aristotelian framework for rhetoric.

The application to education has a large robust research tradition similar to that of therapy with studies having begun in the late 1930s and continuing today (Cornelius-White, 2007). Rogers described the approach to education in Client-Centered therapy

and wrote Freedom to Learn devoted exclusively to the subject in 1969. Freedom to Learn was revised two times. The new Learner-Centered Model is similar in many regards to this classical person-centered approach to education.

The application to cross-cultural relations has involved workshops in highly stressful situations and global locations including conflicts and challenges in South Africa, Central America, and Ireland. This work resulted in a Nobel Peace Prize nomination for Rogers.

2.4 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

2.4.1 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

2.4.2 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

2.4.3 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

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?

2.5 LET US SUM UP

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

Meaning: Counseling is a process that occur & 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.

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.

Unit end Exercises:

1. Why is counseling more than an advice giving?
2. Differential between directive and non-directive counseling
3. Why is eclectic counseling preferred to directive and non-directive counseling?

Reference:

1. Agarwal J. C. (1991) Educational & Vocational guidance & Counselling
2. Bengalee M. D. (1985) Guidance & Counselling



PROCESS OF COUNSELING

Unit Structure

- 3.0 Objective
- 3.1 Introduction
- 3.2 Process of counseling
- 3.3 Skills in counseling
- 3.4 Role of teacher as a counselor
- 3.5 Qualifications of a counselor
- 3.6 Professional ethics of a counselor
- 3.7 Let us sum up

3.0 OBJECTIVES

After reading this unit, you will develop an understanding about:

- Process of counseling
- Skills of counseling
- Role of teacher as a counselor
- Qualification of a counselor
- Professional ethics of a counselor

3.1 INTRODUCTION

In the last unit you have studied about the concept a various types of counseling. In this unit you will know about the process of counseling & certain concepts relating to the process, you will also know about the skills of counseling, how to counsel others. You will also aware about the qualifications & professional ethics of a counselor & specially the role of teacher as a counselor.

3.2 PROCESS OF COUNSELING

Counseling is a process. It means that Counseling involves a sequence of identifiable events spread over a period time. The time taken, the sequence of events, and dynamics, involved, the nature and extent of exploration, differ from individual to individual. However there are certain basic stages, which form the essentials of counseling processes. The process of counseling comprises of certain concepts, they are as follows:

Readiness:

The counselee are of two types i.e. one who seeks assistance voluntarily and the other who are referred. The counseling presupposes a desire on the part of the counselee that makes him come for the assistance. This desire is referred to as readiness.

Counter Will:

People experience difficulty in asking for help and accepting it, because they are reluctant to face the consequences of change or an admission of inadequacy of failure. The negative feeling that holds back one from seeking help is referred to, as counter will.

Case History:

Case History is a systematic collection of facts about the counselee's past and present life. However focus of attention varies from case to case.

Rapport:

It is a warm friendly and understanding atmosphere created by the counselor, which is catalytical in the formation of an effective counseling relationship. Warmth of relationship and feeling of trust, which grows out of unconditional acceptance are important in contributing to the establishment of rapport.

Transference:

It refers to the counselor transferring emotions originally felt toward someone early in life. The counselee is encouraged to express his/her feelings and emotions freely. The counselor acknowledge these feelings and handles in a therapeutic way.

Counter Transference:

This occurs when counselor project their unresolved conflicts upon the counselee. When counselor feels uncomfortable and experience felling of anger, resentment or become overemotional. This is unhealthy.

Resistance:

It refers to counselee's move to oppose the counselor's to work towards set goals. This influences counseling outcome positively. Resistance ranges from open hostility to passively resistant behavior like being late for an appointment.

3.3 SKILLS OF COUNSELING

Listening- it is the process of hearing the other person.

a) During listening it is important to show that the counselor is listening through the 'minimal prompts' such as head nods, yes, mm, etc. They indicate that 'I am with you'. Overuse of these should be avoided.

b) Behavioral aspects of listening – (SOLER)

S - Sit squarely

O – Openness

L – Leaning

E – Eye contact

R – Relax.

Aspects of listening:

- I. Linguistic aspect – words, phrases, figures of speech
- II. Paralinguistic aspect – timing, volume, tone pitch, 'ums' and 'errs', fluency
- III. Non-verbal aspects: Facial expression, gestures, touch, body position, and proximity to the counselor, body movement and eye contact.

Attending and showing receptiveness:

It is the act of truly focusing on the other person. It involves consciously making ourselves aware of what the other person is saying and the what they are trying to communicate to us.

Observing Body Messages:

Non-verbal aspects of communication refer to body language. The way the client expresses through the use of their body. They offer clues about the client's internal status beyond the words. Morris calls it 'Man Watching'. Body language depends on context in which it occurs, the nature of the relationship, individual's personal style, personality of the person. Therefore avoid assuming what person is saying with their body languages.

Listening Blocks:

- ❖ Attraction: Attention is focused on what you are feeling rather than what client is saying.
- ❖ Physical condition: Sick/tired, without realising it you tune out certain things clients is saying.
- ❖ Concerns: Preoccupied with your own concerns.
- ❖ Over – Eagerness: Listen to only a part and respond.
- ❖ Similarity of problems: Same as your own problem. Your mind wanders.
- ❖ Differences: Different experiences of yours and client. Distracting.

Effective Listening:

- ❖ Attention focuses outward
- ❖ Suspension of judgment
- ❖ Attention to the behavioural aspects (SOLER)
- ❖ Avoidance of interpretation
- ❖ Development of free-floating attention.

Communicating:

It is the exchange of ideas and opinions between two or more people through speech, writing or signs. The communication includes physical setting as well as psychological predispositions of the receiver.

Communication = thoughts and feelings

Factors Involved in the communication:

- Purpose : Specific
- Distribution
- Environment
- Timing
- Feedback
- Follow-up

Causes of Communication Breakdown:

1. Lack of consideration of the other person's feeling and personality
2. Use of technical language
3. Not thinking about other, how they get affected (networking missing)
4. lose human factor (envy, jealousy)

Clarification: To get definite information through this to help clarify the client's thinking without pressurising.

Concreteness: Using clear language to describe the client's life situation. It promotes clear insight in client's life and provides counselor with a fuller sense of the uniqueness of the client's experiences.

Restatement: Enables the counselor to let the counselee realise that he is being fully understood and accepted. Counselor exactly repeats as said by the client. Client thus gets a rest and a chance to collect his thoughts before going forward.

Paraphrasing: The counselor summarises. He chooses/selects those ideas and feelings which seem most important and relevant and feeds them back of the client in a more organised form.

Ways to Impede Communication:

- Counselor's predispositions
- Premature advice giving
- Lecturing
- Excessive questioning
- Story telling

Questioning

What it is?

Questions are used to draw out information from others.

How to use it?

There are several types of questions: Choose the most appropriate:

Open-ended questions

Open questions promote discovery and stimulate thinking. They are useful to help the other person to start talking about a topic, outline a situation, give a broad description of what happened and how he or she reacted.

There are three broad types of open question:

Clarifying questions

-“What specifically does that mean to you?”

-“Can I make sure I understand that...?”

-“If I hear correctly, what you are saying is ...”

Creative questions

- “How have you seen others handle similar situations?”
- “What do you think about...?”
- “Would you like to talk more about it?”
- “I’d be interested in hearing more”
- “What would be your approach if there were no constraints?”

Process questions

- “What would you like to get from this session?”
- “What do I need to communicate to ensure everyone understands your role?”
- “what authority do you think you need to complete this task?”

Follow-up or probing questions

The purpose of follow-up questions is to get information, broaden decision and understand reasons and motivations. Do not over use ‘why’. It causes people to become defensive.

- “In what way would this help achieve greater customer satisfaction?”
- “What other aspects of this should be considered?”
- “How would you involved others in accomplishing this plan?”

Follow-up questions are useful for probing- getting to the heart of a topic, checking information and filling in detail.

A particular type of follow-up question is the reflective questions, useful for gaining a clearer understanding, revealing more information or uncovering feelings.

- “You say you were pleased.....”
- “Incompetent....”
- “You say he reacted to this. How did he react....?”

Closed questions

Closed questions are those that lead to either ‘yes’ or ‘no’. they are useful in checking facts quickly but can lead to a one – sided conversation. Examples are:

- ‘Have you been shopping recently?’
- ‘Is there enough money in the bank?’
- ‘Have you done this sort of work before?’

A closed question can be a useful lead into open questions once an area to explore has been identified.

Less useful questions

Certain types of questions are less useful. Try not to use them – these include.

- Leading questions (“I assume you....”)
- Hypothetical questions (“if you were in my place...”)
- Multiple questions.

Responding

One may respond to a particular question either verbally or by saying some answers or non verbally by nodding his head or making body movement.

Genuineness

Characteristic of transparency, realness or authenticity.

Counselors ways are congruent with his self-concept. counselor does not control or manipulate the client.

Transparency allows the client to see into counselor’s thoughts and feelings, reduces the client’s concerns that there are hidden agendas.

- ❖ Don’t communicate dishonestly.
- ❖ Don’ts present misleading information
- ❖ Don’t present deceiving image
- ❖ Don’s impulsively disclose every thought.

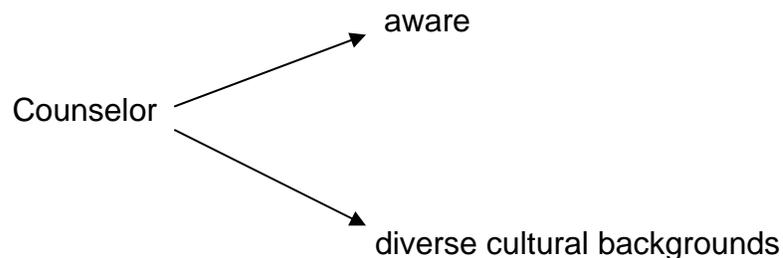
Self-disclosure

The client discloses personal information to the counselor, who tries to understand the client’s world in context.

Self-disclosure helps the counselor to help the client effectively to discover new ways of coping.

Some clients can do it easily and some with difficulty.

Potential Difficulty



- ❖ Counselor must have flexible repertoire of skills for facilitation of self-disclosure.

3.4 ROEL OF TEACHES AS A COUNSELOR

Teacher's support and participation are crucial to any programme that involves students and guidance and counseling programmes are no exception. The teacher's role are as follows:

1. The direct contact between student and guidance programme.
2. Identification of problem
3. Setting up and maintenance of career information centre
4. Create a motivating environment
5. Create a positive attitude among the students, parents and concerned authorities.

The Teacher employs a number of techniques to effect student's guidance. Teacher gains knowledge of the student and their environmental opportunities. Teacher uses tests, observations, anecdotal records talking to the students and parents. As a classroom counselor, the teacher should endeavors to develop the best personal, social and educational qualities in each student as assist them with their occupational plans.

Teachers can cooperate with the counselor along these lines:

Recognize individual student who need the help of a specialist
 Supply information about the student referred and
 Helping to carry out plan of action of the specialist

The Teachers opportunities for guidance may be summarized as seven kinds of actions.

1. Using personal relationship
2. Building Self Esteem Competence
3. Individualized Instruction
4. Guiding daily learning
5. Sharing Educational Goals with students
6. Discussing common problems
7. Catering student's needs.

The Teachers is a master moulders.

3.5 QUALIFICATION OF A COUNSELOR

What training, qualifications and experience should counselor /psychotherapists have?

There are currently no laws in the UK regarding counseling and psychotherapy. However guidelines recommend that, in order to practice, counselor should have completed at least an appropriate diploma, or completed a minimum of 400 hours therapy training.

Counseling qualifications:

Generally, counselors should complete the following stages of training:

1. An introductory 'taster' course to introduce them to the basic ideas and skills behind counseling; and /or
2. A certificate in counseling skills to introduce them to counseling theories and ethics, practical counseling skills and self-awareness; followed by
3. A diploma or advanced diploma in counseling to provide an in-depth study of counseling theory and ethics, and a supervised practice placement that includes at least 400 hours. To be accepted onto a diploma course, counselors usually need a counseling skills certificate. For some courses they will also need a degree or equivalent.

Further Qualifications:

Counselors and psychotherapists can achieve the following qualification: (this list is not exhaustive as there are many different qualifications available, however it provides general information).

BSc (Hons), BA (Hons) Degree

A Bachelor of Science (BSc), or Bachelor of Arts (BA) are undergraduate academic degrees awarded for a pass degree, and BSc (Hons) or BA (Hons) for an honours degree. A BSc (Hons) or BA (Hons) in Psychology is usually the first steps towards becoming a Chartered Psychologist. To become a Chartered Counseling Psychologist, individual will also have to complete a BPS-approved postgraduate training programme in counseling psychology.

Postgraduate Diploma / MA/ MSc

In general, most postgraduate courses require individuals to either have a degree in social sciences, experience in a related field such as medicine, or to be able to demonstrate extensive practical experience of counseling before accepting them onto the postgraduate diploma course.

A postgraduate Diploma can be studied part time or full time and is designed to offer training of sufficient duration and depth to equip the individual to practise professionally in the role of a counselor/psychotherapist. Counselor/psychotherapists should be engaged in supervised counseling practice throughout the course. Individuals may opt to receive a Postgraduate Diploma after the completion of the course or progress to the full MA/MSc.

PhD

PhD means Doctor of Philosophy. To be able to obtain a PhD, individuals generally have to have successfully completed an undergraduate degree with at least upper second class honours, or a postgraduate master's degree. Psychologists with a PhD are fully trained in the assessment and treatment of behavioural conditions such as anxiety, anger and depression.

Accreditation / Registration

Accreditation/registration with a professional body (e.g. BACP, UKCP) means a counselor/psychotherapist has satisfied certain rules on training, practice and ethics to gain professional recognition. For example, the BACP's Individual counselor Accreditation scheme requires a minimum of:

- 450 hours of formal training (on a BACP Accredited diploma or other substantial counseling course), and
- 450 hours of supervised practice with clients (150 hours of this must have been achieved after your diploma).

Each professional body differs in their requirements for entry. Counselors and psychotherapists should also have ongoing supervision with a registered supervisor.

3.6 PROFESSIONAL ETHICS OF A COUNSELLOR

Every profession has in some form or other a Code of Ethics

Profession of psychologists – a more recent one

US – American Psychological Association has Ethical Standards of Psychologists

Purpose of this chapter – to formulate guiding principles of the Profession of Psychologists

Meaning of Professional Ethics

A systematized body of moral principles that guide or determine the counselor's behavior in his relationships to the counselee, to the counselee & his relatives, to his referring agency, and to society in general.

Professional Ethics – Values that determine the counselor's behavior

Values

Standards of behavior determined by the society

Eg. Good manners, traditions such as wedding reception, etc.

Differ according to races, castes etc.

Change under influence of modern ideas

Social Values

Based on dictates of right reason-one's conscience

Innate knowledge of what is right & wrong

Apply to all men

Are objective & unchangeable

Eg. Love parents, not to steal/tell lies

Based on enduring nature of human being

Moral Values

Based on particular faith & vary according to the tenets of that faith

Eg. Hindus value Vedas, Jains avoid killing of animals, Parsis value their fire temple, etc.

Religious Values

The Counseling profession

Aims at helping individuals with their personal problems

These problems often involve ethical issues (eg. Real life case)

Values influence both the goals of counseling & the methods & techniques used to reach those goals

“The psychologist's ethical standards & his professional techniques are inseparable”- American Psychological association's code of ethics

Counselor's relationships

Counselor's relationship to the Counselee

Counselor must respect the values of the counselee

Can suggest to change her social values (not the moral or religious values)

B) Counselor must keep secret the counselee & apos: confidential material.

May not reveal info to anyone without securing her permission.

Exceptions: Suicide or crime or for the good of the counselee (unsound mind), welfare of others

C) Test results must be interpreted to the counselee in a manner likely to be constructive in her efforts to solve her problem.

Counselor's relationship to the profession.

Counselor must maintain high standards of work, not just aim at expedience or temporary success.

Unethical to offer service outside his area of training & experience or beyond the boundary of his competence (must refer to a competent person).

Should not work only for money.

B) Should try to rectify the malpractices of other counselors Should not criticize counselors who use other methods

C) Counselor should not accept for counseling a person who already receiving it from someone else

Counselor's relations to referring bodies

It is courtesy to inform the referring person or agency that the counselee kept the appointment and is continuing counseling or has been referred to another agency

No confidential info should be imparted to them

Counselor's relationship to himself

Right to private life and to relaxation

May not accept phone calls after certain hour

Must leave the problems of the counselee in the office

Should not encourage dependency

Should realize that he is not expected to help each and every counselee

Counselor's influence on the counselee

Counselor is not to teach a system of values or philosophy of life (task of parents/priests)

Can impress his of values – influence more by what he does than by what he says Should not condone the unethical course of behavior of the counselee – express implication of such actions but should respect her freedom of choice Counselor should have his own system of values or philosophy of life. He should Act according

to the above with the counselee He must not impose his views & he should Respect her freedom of choice.

3.7 LET US SUM UP

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. There are mainly four skills in counseling like –

- 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.

Unit end Exercises

Q1. What is counseling? Explain the process of counseling.

Q2. What skills you will require to be a good counselor? Explain.

Q3. Teacher is a barefoot counselor explain it through the role of teacher as a counselor

Q4. Write short notes on:

- A. Qualification of counselor
- B. Professional ethics of a counselor
- C. SOLER aspects of listening
- D. Listening blocks

References :

1. Guidance and counseling - M. D. Bengalee
2. Guidance and counseling - Sitaram Jayaswal



GUIDANCE AND COUNSELING SERVICES

Unit structure:

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Pre-admission services
- 4.3 Admission services
- 4.4 Orientation service
- 4.5 Student information service
- 4.6 Counseling service
- 4.7 Placement service
- 4.8 Remedial service
- 4.9 Follow-up service
- 4.10 Research service
- 4.11 Evaluation service
- 4.12 Let us Sum-up

4.0 OBJECTIVES

After reading this unit, you will be able to:

- Explain the concept of guidance and counseling services.
- Explain the meaning and function of nine guidance and counseling services
- To develop an understanding of each guidance and counseling service

4.1 INTRODUCTION

The most important person in the educational program is the student. Every student requires guidance at some stage in his life; some need guidance and counseling constantly, while others need it rarely, in times of crisis. The school and college must provide adequate guidance services at the right time to every learner, so that he may understand himself fully well and his relationship to the

world around him. A guidance service helps the student to develop her potential, become more self-directed (take initiative, be creative, make decisions, evaluate choices, etc.) in getting information, analysing it and using it to be successful in studies and work programs.

Guidance and counseling services must be regarded as an integral part of education, and not a special psychological or social service, which is added on, as one of the institution's optional service to students and their parents.

The school/college Guidance Committee, composed of teachers and the counselor, should plan, conduct and evaluate its services; so as to promote the all round growth of each student. The School Guidance officer and Counselor must work with students, teachers, parents and administrators to assist students in developing their full potential. The counselor may meet with students on an individual basis, in small groups, as well as with the entire classroom during guidance classes. All children with disabilities who qualify are entitled to special guidance and counseling services.

Institutions must maintain accurate and up-to-date records of the outcomes of their guidance and counseling services, to identify areas of improvement in each service and to improve the effectiveness of the whole guidance program. The institution will thereby provide quality educational services that promote all-round development of each student. There are many guidance services required by students and young workers at different stages of the academic and program, extending into the transition (crossing-over stage) to work and occupation.

4.2 PRE-ADMISSION SERVICES IN GUIDANCE AND COUNSELING

4.2.1 The Concept of Pre-Admission Services:

After completing their tenth standard/class studies and awaiting their board examination results, students are eager to know about the admission process to various junior college courses. Pre-admission services are provided for students seeking admission to pre-university (junior college) courses and college degree programs. The decision to enter college is determined by a student's socio-economic status. Parents and counselors are the primary influences. Pre-admission college-planning sessions are available to help prospective students evaluate their prior academic experience, interests, and long-term goals and to learn about the many options available to them. Pre-admission guidance covers information about students, courses and colleges and universities.

The pre-admission service is required for the following purposes:

- (a) To ensure that the student's academic achievement is related to the occupation plans in the future
- (b) To check if the student's occupational and academic plans are suitable to his real interests and abilities
- (c) To develop a positive relationship between the subjects chosen and the student's work aspirations
- (d) To inform students of the disadvantages of choosing the 'wrong' subjects, as some students have incomplete information about themselves and courses
- (e) To explain the current trend in full-time or part-time courses, admission processes in various educational institutions.

Information about the college is provided on printed sheets, in bulletins, brochures and online, on the institutional website. This information contains a description of the college, full-time and part-time courses, university-affiliation details, the admission process, admission deadlines and various educational opportunities available. Newspapers and television channels also publish information at the beginning of the academic year to enable students to choose their college and start the admission process.

4.2.2 The Role of Counselors in Pre-Admission Services

Counselors play a crucial role in the student's passage through the educational process. Colleges provide a counselor's desk at which the counseling staff-members facilitate decision-making about admissions to appropriate courses. The pre-admission service experience helps students to plan their immediate and long-term goals. Academic achievements and the student's interest and future aspirations are primarily considered at this stage. Some institutions conduct selective admissions, on the basis of 'entrance tests' results of prospective students. Counselors ensure that students complete and submit all admissions and financial aid applications before deadlines.

Pre-admission advising by the counselor is especially important in low-income and minority families where parents are unable to offer first-hand information on college life, selection of courses, academic and financial aid assistance, and career counseling.

Check your progress: (1)

Note: Write your answer in the space below:

Qs. What is the need of Pre-Admissions Guidance Services?

4.3 ADMISSION SERVICES IN GUIDANCE AND COUNSELING

4.3.1 Admission Services:

The admission service is required to ensure that suitable and deserving students are admitted to the right course. Some students get admitted into a course, that they are not satisfied with. So, they drop-out of the course. This leads to wastage of their time, money and effort in further education. To avoid these mistakes, the admission service must track each student's admission at various stages. Once the student has decided to seek admission to a college program, then admission procedures have to be completed.

1. An application form should be completed filled. All necessary academic and family documents must be attached to increase the possibility of securing admission. This will reduce the inconvenience that the College faces, for missing documents or incomplete application.
2. Specific information about the course structure, course fees, regulations, faculty members, guidance personnel, infrastructure, student-aid, the evaluation system and student-services; are provided by teachers and guidance officers.
3. Common entrance examinations are conducted after the qualifying board or university examination. These entrance examination procedures and results are explained, so that students make the right decision in good time.

4. Many institutions have separate seats for various categories of students. Counselors provide detailed institutional information about full-time and part-time programs, so as to guide them at every step of the University placement process. Application procedures for direct admissions in management and NRI quota seats, accommodation needs, scholarships and transport facilities, are explained.
5. Most institutions publish their course syllabuses, in print form or on their websites, so that students and parents are aware of the scope of the course program. Students who wish to change their subjects are given a week's time to finalize their decision.

Modern admission services include Online Admissions with online guidance, that are proving to be quick, transparent and satisfactory to many parents. Every year, dozens of qualified applicants are placed on the waiting list by the most competitive colleges. Once the student is accepted by the college or university, the student has to prepare an academic plan to cover the academic workload and factor in continuous assessment, personal development activities and prepare for the final university examinations.

Check your progress: (2)

Qs. List various Admission Services for college students

4.4 ORIENTATION SERVICES IN GUIDANCE AND COUNSELING

4.4.1 The Concept of Orientation Services:

Entering a junior or senior college is a critical factor in a students' life, as it involves the process of initiation in to a larger world in a new environment. A feeling of loneliness as well as insecurity accompanies the student when he enters a school for the first time. He cannot be presumed to know what to do, where, how

to study, or how, or how to act in a new educational environment. As he moves from a familiar school environment to unfamiliar college campus, he needs assistance in the form of information about the institution and an assurance that he would make the transition and the adjustment to the new environment successfully. To help students minimize such problems, an orientation program is conducted for students and their parents, during the first week of classes of the college year.

4.4.2 The Process of the Orientation Service:

The purpose of conducting an orientation service is to develop desirable behavior and attitudes, wholesome life adjustment and a sense of direction for students.

An orientation service is important for the following reasons:

- i) It provides newly admitted students with information about college routines, traditions, rules and regulations, facilities, college authorities and financial aid.
- ii) Information is given about the semester system, the new choice-based credit system, internal assessment, board and university ordinances about attendance and performance standards.
- iii) All academic support systems through the library, computer rooms, club activities, hostel facilities, health/medical centre, classrooms, laboratories, sports facilities, common rooms, etc are explained.
- iv) Information about college extension programs, remedial services, student-research activities,

At a general meeting, new students are introduced to their new learning environment, course structure, university regulations, and faculty members, guidance personnel, learning infrastructure, evaluation system and administrative structure.

The vision, mission and goals of the college are explained so as to develop a 'group mind' in the students and to enable them to develop a 'feeling of belongingness' with the institution. They are informed about college policies.

A college-campus tour is conducted by senior students and some staff members to acquaint the newly admitted students and their parents, to the learning infrastructure, in order to enable them to understand the use of different facilities available. Interactive games and competitions are held to enable them to adjust to learning groups and accept their peers and academic tasks.

Check your progress: (3)

Qs. List the benefits of the Orientation Service.

Check your progress: (4)

Qs. Give any five differences between the Admission Service and the Orientation Service.

4.5 STUDENT INFORMATION SERVICES IN GUIDANCE AND COUNSELING

The function of the Student Information Service is to make valuable information available to the students, for personal, social, emotional and spiritual development and adjustment. This information is provided throughout the instructional programs. This information is considered necessary in guiding adolescents and young adults in making intelligent vocational or educational choice or their personal and social adjustments. The Student Information Service involves collecting data about students, maintaining their records systematically, so that they can be retrieved and applied at the right time for the benefit of the student. This service is provided by a team of professional counselors and guidance officers who work on fulltime or part-time basis in educational institutions.

The State Vocational Guidance Bureau also provides this service. Students need information to enable them to make decisions about various courses, occupation and institutions; information about

(a) colleges, part-time courses, training opportunities, distance education programmes, (b) available occupations, (c) scholarships and financial help for the course or training period.

Educational and occupational information may be compiled from various sources (newspapers, periodicals/magazines, government notifications, employment exchange centres, etc. Educational and occupational information may be given at group sessions, through classroom discussions, exhibitions, use of audio-visual aids, parent-teacher meetings and visits to places of occupational interests.

The Student Information Service assists students to obtain a realistic picture of their abilities, personality characteristics, interests, achievements, mental health, social skills, aspirations and academic abilities. This information is collected through many devices like questionnaire, interest inventories, aptitude tests, personality tests, attitudinal scales and observation schedules. Non-testing techniques like observation, interviews, cumulative records, anecdotal records and case studies can be used to complete the student information bank. Information gathering processes should be up-to-date, complete and their scheduled time-table must be distributed in the form of printed pamphlets or, it may be displayed on the notice board.

Whatever be the facilities, the Student Information Service should be easily and promptly available to students, parents and teachers, who seek educational and occupational information.

Check your progress: (5)

Qs. Explain the benefits of the Student Information Service

4.6 COUNSELING SERVICES IN GUIDANCE AND COUNSELING

4.6.1 The Concept of Counseling Services:

Counseling is a very important service given in schools and colleges, for the educational, personal and vocational development of each student. ***Counseling services are considered the 'heart' of the guidance programme.***

The counseling service must assist the individual to identify, understand and solve challenges and problems that s/he may come across, during education and work. Full-time school and college counselors should provide counseling in three domains: academic, career, and personal/social. Their counseling services and programs help students resolve their emotional, social or behavioral problems and help them to develop a clearer focus or sense of direction in their life.

Effective counseling services are intended to establish a relationship between the student and the institution, so as to enable the student to achieve optimum adjustment and development, which is important to institutional progress.

The counseling service helps the student to :

- a) understand what she can do and should do, about her progress,
- b) understand the choices she faces, the opportunities available and the qualification required to choose a particular goal in life
- c) understand the difficulties, handle them in a rational manner
- d) strengthen her best qualities and abilities
- e) make decisions and plans on the basis of self-understanding, acceptance of responsibilities and
- f) formulate the future action-plan, in that direction

4.6.2 Methods in Counseling Services:

The school counselor conducts **small group counseling sessions** to enhance developmental areas such as friendship skills, personal adjustment, anger management skills, interpersonal concerns, academic development, behavior modification, self-image and self-confidence. Group counseling can also address concerns about family issues, such as separation, divorce, grief, and loss. Many other group counseling topics may be offered, inquire with the middle school counselors if you and your student have a need for a particular group. Parents, teachers, and administrators may refer students to group counseling. Students

also may self-refer. If the student is referred for this service by someone other than the parent and it is appropriate to be part of small group counseling sessions, the parent will be contacted for permission before group counseling begins.

The school counselor works with **individual students** to help them better express their concerns and problems, to better understand themselves and others, and to work toward positive educational, personal, and social development. A parent can access this service for their child by contacting the school counselor. Students also may self-refer for an individual brief counseling appointment. Parents, teachers, and administrators may refer a student for an individual brief counseling session.

A well-trained counselor will appraise the student by analysing data from checklists/rating scales, diagnostic records, interest inventories, observations, case studies, anecdotal records, cumulative academic records and medical records. The student's individual strengths and weaknesses in the areas of personality, aptitudes, interests, needs and job skills are assessed through the use of standardized tests. Test results are interpreted to the students by their respective guidance counselors for self-awareness, growth and development. Test interpretations are also made available in groups. Individual Adjustment is brought about by means of participation in co-curricular activities, using community resources, providing job-related discussions, developing work-related skills, and visiting places/experts in chosen occupations.

Check your progress: (6)

Qs. Explain the purpose of the counseling service

4.7 PLACEMENT SERVICES IN GUIDANCE AND COUNSELING

4.7.1 The Concept of Placement Services in Guidance and Counseling:

The Placement Service helps the individual to obtain employment. A guidance programme is incomplete, unless the

student is directed towards gainful occupation, or placed in a course, training programme or job; where he can make optimum use of her/his knowledge, attitudes and skills. The Career and Placement Service provides information for all job descriptions submitted by recruiting companies and organizations. It serves as a bridge between the college and the world of employment, maintaining close contact with government offices, community agencies, educational institutions, and industrial firms. These external relations pave the way to finding employment for students who are ready for employment.

According to Downing, "Placement is a service, designed to assist students in selecting a suitable courses, extra-class activities and part-time or full-time employment."

The three stages of a placement service are:

- Stage 1: Assessing abilities, aptitudes and interests of the student
- Stage 2: Analysing several occupations, particularly those occupations, in which the student is interested; and
- Stage 3: Relating the relevant occupations with the students' interests.

4.7.2 Educational Placement:

The guidance officer or counselor assists the student in selecting suitable curriculum, courses, training programmes, internships and co-curricular activities; which are related to occupational interest of the student. The student needs assistance in

- (a) Getting information regarding the availability of additional educational opportunities, that match her/his abilities, interest, needs and life-goals
- (b) Getting admission into the institution of her/his choice and
- (c) Getting information about financial help or scholarships for the chosen higher educational courses.

The guidance officer or counselor or career master must orient class X and XII students, with regard to university and non-university courses, part-time courses, distance-mode and Open University programmes.

4.7.3 Vocational Placement:

The guidance officer or counselor assists the student in

- (a) Identifying a suitable training programme or occupation,
- (b) Securing full-time or part-time employment or admission into a training institution.

This requires the guidance officer or counselor to keep up-to-date information about course and occupations, maintaining good working relations with other educational and occupational authorities and institutions; as well as continuous evaluation of the occupational information, student registers and guidance-counseling services.

Check your progress: (7)

Qs. Discuss the benefits of Placement Service

4.8 REMEDIAL SERVICES IN GUIDANCE AND COUNSELING

4.8.1 The Concept of Remedial Services in Guidance and Counseling:

School counselors and teachers offer assistance to children who are experiencing difficulty with reading or mathematics. Remedial specialists work closely with teachers and parents to provide the most effective assistance for each child.

The School Guidance officer and counselor should work with children, teachers, parents and the community to assist students in developing their full potential. One of the most important counseling goals is helping children form a favorable self image and give them confidence in meeting new challenges, both in and out of school. The counselor may meet with students on an individual basis, in small groups, as well as with the entire classroom during guidance classes. All children with disabilities who qualify are entitled to special education and related services.

Secondary school students (12-18 years old) need special remedial services, as reading difficulty is a defining characteristic for many of these students. Many adolescents fail to develop the basic reading skills that are critical to compete in school and college, and in the adult world.

Further, there remains a group of students with reading disabilities who require more intensive instruction, provided in special education resource rooms to help them become more successful readers. Remedial teachers provide tutorials and reading instruction and implement effective reading interventions that target the learning and curricular difficulties encountered by school slow learners, students with dyslexia, language disabilities and autism.

Check your progress: (8)

Qs. How are Remedial Services useful to students?

4.9 FOLLOW-UP SERVICES IN GUIDANCE AND COUNSELING

The Follow-up service begins before the students complete their studies and leave school or college. It seeks to determine the reliability and appropriateness of the educational and vocational adjustment of students. Many students finish their studies without planning their next step into the world. The guidance officer or counselor needs to follow the development of some ex-students, to ensure that they adjusted well in their careers or to know if they need additional guidance and counseling.

Many institutions maintain contact with their ex-students, so as to know their levels of adjustment and success in their occupations. College guidance officers and counselors visit different work organizations and companies, where their ex-students are employed to find out how satisfied they are, and gather some information about their work and their employers.

Student-Peer-Facilitators are trained to assist a new-employee through the 'buddy' approach. Follow-up services in guidance and counseling may be (a) incidental, (b) systematic or (c) flexible in nature. The Follow-up service should be planned and conducted to serve the needs of all students as well as the institution.

The purpose of the follow-up service is three-fold:

- (i) Obtaining information about student-performance after completing their studies
- (ii) Appraising the school/college educational programme
- (iii) Appraising the school/college guidance & counseling service
- (iv) Planning for the improvement of programme and services.

In Indian institutions, for various reasons, the placement and follow-up services are not provided in school or college guidance services.

Check your progress: (9)

Qs. Why is the follow-up service important to counselors?

4.10 RESEARCH SERVICES IN GUIDANCE AND COUNSELING

4.10.1 The Concept of Research Services in Guidance and Counseling:

Research shows that school counseling interventions have a substantial positive impact on students' educational and personal development. A developmental guidance and counseling program should help students acquire the knowledge, skills, self-awareness, and attitudes necessary for successful mastery of normal developmental tasks.

Research on school and life success clearly demonstrates that quality school guidance and counseling services which focus on personal, social, learning, and career/vocational needs, definitely enables its students to cope with the many challenges and opportunities occurring during the school/college years.

Research on school counseling services must be conducted to show whether the school counseling is effective and if the services of school counselors have a positive effect on students.

Data must be collected from various institutions that provide school/college guidance and counseling services. The quantitative analyses of this data must be studied to prove if the school guidance and counseling programs are beneficial to students, in their academic achievement and solving their problems.

4.10.2 Some areas of Research in Guidance and Counseling:

Some research questions that are used in the research service of a school/college; are:

- Does the school/college guidance and counseling service, help to develop more positive attitudes toward school; than those students who did not participate in the guidance and counseling program?
- Does group counseling provided by school counselors significantly decrease the student's aggressive and hostile behaviors?
- Do students who are experiencing family problems, report that they are being helped by school counselors?
- Are school counselors effective in reducing student-victimization by assisting the victimized child, reducing bullying behaviors, and modifying the school climate?
- Are counselors effective in assisting school students with college choices?
- Do school principals provide enthusiastic support for the guidance and counseling programs and encouragement to the counselors?
- Do individual and small-group counseling, classroom guidance, and consultation activities; contribute directly to students' success in the classroom and beyond?
- Are school counselors effective in involving the parents of extremely troubled students in the counseling process, and thereby preventing students from committing suicide?
- Do educational institutions use counseling services to prevent students from dropping-out of school/college programs?
- Do students who attend counseling sessions, report being more positive feelings of belonging and safety in their school/colleges?
- Do school/college counselors influence their students' future plans by encouraging them to have high educational expectations?

4.11 EVALUATION SERVICES IN GUIDANCE AND COUNSELING

4.11.1 The Importance of Evaluating Guidance and Counseling Services:

Guidance and counseling is a continuous process aimed at assisting the individual to make decisions and adjustments from time to time.

Guidance and counseling services are characterized by a specific plan, delivery system, and evaluation mechanism to determine effectiveness. Institutions must determine the effectiveness of counseling services for school / college students. Some areas of improvement are: student registration for counseling sessions, social and personal problems, and class schedule changes, availability and accessibility of counselors, as well as the availability of up-to-date educational and occupational information.

The guidance and counseling service should assist pupils with learning readiness, school achievement, vocational/employability skill development, goal setting, decision making, and personal maturation. The evaluation of guidance and counseling programs and their activities and services, is receiving attention. School counselors are being asked to demonstrate that their work contributes to student success, particularly student academic achievement. They are meant for all students, and not just for those who enter the guidance officer's or the counselor's office.

4.11.2 Types of Evaluation of Guidance and Counseling Services:

Three kinds of evaluation are required for guidance officers and counselors to demonstrate that their work within the framework of comprehensive guidance and counseling programs contributes to overall student success.

- 1) Evaluation of Guidance and Counseling Personnel, describes the way school counselors are evaluated.
- 2) Evaluation of Guidance and Counseling Program, reviews the quality status of a school's guidance and counseling programs program, to get the degree to which the program is being implemented.
- 3) Evaluation of Guidance and Counseling Results, focuses on the impact that the guidance and counseling services are having on students, the school, and the community.

Many educational institutions do not evaluate their guidance and counseling services. Some areas in guidance and counseling services that need constant assessment are:

- i. The lack of trained and committed teachers to provide educational and vocational guidance to all students
- ii. The lack of a full-time counselor
- iii. The lack of training facilities for personnel in guidance services
- iv. The apathetic (“I don’t care”) attitude of educational administrators, regarding the need for guidance personnel and programs in the school/college.
- v. The lack of easily available standardised tests constructed in India.
- vi. The heavy work-load of teachers
- vii. The lack of operational research in guidance
- viii. The lack of space and recording resources for effective guidance and counseling
- ix. The lack of coordination among agencies, working in the field of guidance
- x. Conservative and rigid mindsets among several parents and teachers about using guidance and counseling services for occupational development.

Check your progress: (10)

Qs. Explain in brief the uses of any three of the following:

- (a) Admission services in guidance and counseling
- (b) Orientation services in guidance and counseling
- (c) Research services in guidance and counseling
- (d) Evaluation services in guidance and counseling

4.12 LET US SUM UP

In this unit, we have discussed various services in Guidance and Counseling that are offered in schools and colleges.

Pre-Admission and Admission Services: Provided for students seeking admission to pre-university (junior college) courses and degree programs.

Orientation Service: Aims to facilitate adjustment to School or College Life.

Student Information Service: Provides the student with sufficient educational, social, and occupational data to guide his choices and decisions

Counseling Service: Aims to assist student to achieve self-knowledge for decision-making and responsible studentship.

Placement Service: Designed to give information about the student to aid him/her toward self-knowledge and self-actualization.

Remedial Service: The most important service of the Guidance program designed to help student towards maximum self-realization and development to become fully integrated, mature, and responsible individual

Follow-up Services: Provides career counseling, systematic contacts with alumni, and provision for continuing education, occupation and involvement in citizenship.

Research and Evaluation: Provides a systematic evaluation of the effectiveness of the student guidance and counseling services offered by the institution, to be utilized for improvement of the services.

UNIT END EXERCISES

1. Briefly describe the nature and functions of any three guidance and counseling services in schools.
2. Discuss in detail the admission service, orientation service and student information service for college students.
3. Discuss the pre-admission, counseling service, placement service and remedial services for school students.
4. Describe the nature and functions of and follow-up, research and evaluation services in schools and colleges.

5. Discuss the pre-admission, counseling service, placement service and remedial services for college students.

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TESTING AND NON-TESTING DEVICES

Unit Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Psychological Test
 - 5.2.1 Intelligence Tests
 - 5.2.2 Interest Tests
 - 5.2.3 Achievement Tests
 - 5.2.4 Aptitude Tests
 - 5.2.5 Attitude Tests
 - 5.2.6 Personality Tests
- 5.3 Let us sum up

5.0 OBJECTIVES

After reading this unit you will be able to:

- List one different psychological tests
- Explain the meaning of various tests.
- Describe the uses of various tests.
- Discuss the limitations of various tests.

5.1 INTRODUCTION

The education in any country aims at developing an individual at his/her fullest potentialities. The various activities are conducted in the schools and colleges to achieve this aim. Guidance is one of the important activities at school level. Good education and good guidance are interrelated. They support and complement each other for the students' benefit.

The school guidance programme occupies prominent position because

- I. It recognizes the right capabilities of an individual to make decision an plan.
- II. It recognizes the uniqueness of the individual
- III. It recognizes and respect the worth and dignity of the individual.

It is therefore very important to assess an individual or a group so that a proper guidance programme can be planned. The various tools and techniques are used for the assessment of an individual's competencies. The tools commonly used are discussed in the following paragraph.

5.2 PSYCHOLOGICAL TESTS

Do you remember any behavior of yours where you behave differently in the same situation? For example, if student A asks a question you may get angry but if student B asks you given clarification for the query? Why does it happen? Different teachers can have two extreme opinions for a student or for a class. One cannot rely on information given by people related to student or a group because each one's perceptions are different. To avoid subjectivity we take help of standardized tests, which can provide objective and more authentic information.

These tests intend to

- Get numerical data on quality or trait under study.
- Find out individual differences
- Obtain objective scores for exploration of one's personality.

5.2.1 Intelligence Tests:

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

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

Uses

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

Limitations

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

5.2.2 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.

5.2.3 Achievement Tests:

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

Characteristics	Teacher made achievement tests	Standardized Achievement tests
Direction for administration & scoring Content	Direction of administration is not specified Content is decided by teacher	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 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 weaknesses of students 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 a picture of only cognitive development. It does not give any idea about emotional quotient and other personality traits.

5.2.4 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 an 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 on individual in making educational and career decisions or other choices between competing alternatives;
- They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate; and
- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

Types of Aptitude Tests :

There are different types of aptitude tests. Some of them are single aptitude tests like tests of mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests covering a group of related abilities are necessary for performing in an occupation like becoming a mechanic, clerk, teacher, musician etc. Another type of aptitude test is work sample aptitude test. It requires the individual to perform all or part of a given job under the conditions that exist on the job. An example of a work sample test for the job of automobile mechanic is to repair a faulty carburetor. Besides this, there are differential tests Batteries as well. A commonly know differential Aptitude Tests (DAT). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and accuracy, mechanical reasoning, language usage, spelling, grammar occupations. Such test batteries can give comprehensive information about the relative picture of the student's specific abilities. Administration of total battery can prove to be costly in terms of time but one can make selective use of certain sub tests. For example, a student trying to explore whether s/he will have the required aptitude to go to engineering, may not be required to take tests like clerical speed, language usage, grammatical or verbal reasoning tests but may be

required to take numerical abstract and spatial reasoning tests. Most of the batteries of tests available for 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 contribute to or one's success in a career which are not measured by aptitude tests.

5.2.5 Attitude Tests :

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

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.

5.2.6 Personality Test:

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

- 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.

5.3 LET US SUP UP

In this unit we have studied the testing devices to know the intelligent, interest, achievement, aptitude, attitude and personality of an individual which is helpful to you to guide an individual on the basis of the data.

Unit End Exercises :

- Q.1 Write the uses of any two testing devices in guidance with example.
- Q.2 Write short notes on :
- a) Types of achievement test
 - b) Types of aptitude test

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TOOLS & TECHNIQUES IN GUIDANCE

Unit Structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Questionnaire
- 6.3 Anecdotal Record
- 6.4 Interview Schedules
- 6.5 Case Study
- 6.6 Observation
- 6.7 Diary
- 6.8 Let us sum up

6.0 OBJECTIVES

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

- 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
- 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
- State the different types of observation
- State the importance of a diary
- Explain the meaning of case study
- Describe the importance of case study in guidance
- Discuss the uses & limitations of anecdotal record

6.1 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 is 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 learns from a teacher not only mastery over a particular subject, but also develops proper values, attitudes and habits.

6.2 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 Qs are misinterpreted, nothing can be done

- Some avoid giving views on controversial issues in writing
- Chance of wastage of time. Unnecessary Qs,
- Depends on willingness and honesty of interviewee
- Cannot be used in group situations
- Time restriction for answering

6.3 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.

6.4 INTERVIEW SCHEDULES

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 regurgitating 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. A 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 counselmg 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 and 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 personality 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.

6.5 CASE STUDY

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

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

Let's study how a case method can be implemented

- 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?

6.6 OBSERVATIONS

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

What to Observe :

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

How to Observe :

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

- The setting that was observed,
- The activities / behaviour that took place in the given setting,
- The people who performed the behaviour or participated in the activities, and
- The meaning of what was observed from the perspective of those observed.

As counselors you can make use of different sources for collection of observational data. These sources could be documents (such as personal diaries, registers, or memos, etc) interviews, informal talks, physical settings (how space is used, lighting etc.), social settings (communication pattern, how decisions are taken etc.), non-verbal cues, or unobstructive indicators (equipment in the laboratory, books used in the library, conditions of carpets etc.)

6.7 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 imp source of inf.
- A Natural record.

6.8 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.

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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JOB ANALYSIS AND OCCUPATIONAL INFORMATION

Unit Structure

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Concept of job analysis
 - 7.2.1 Meaning of job analysis
 - 7.2.2 Characteristics of job analysis
- 7.3 Need of job analysis
 - 7.3.1 Advantages & uses of job analysis
- 7.4 Job satisfaction
 - 7.4.1 Meaning of job satisfaction
 - 7.4.2 Factors affecting job satisfaction
- 7.5 Relation between job analysis and job satisfaction
- 7.6 Let us sum up

7.0 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

7.1 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 about job analysis, it's types, purposes and uses, we will also read about occupational information, it's need & sources and dissemination of occupational information.

7.2 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.

7.2.1 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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7.2.2 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.

7.3 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."

7.3.1 Advantages of 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 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 and 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.

7.4 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 be satisfied with salary whereas others with the position.

7.4.1 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.

7.4.2 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. Jb 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
-
-
-
-
-
-
-
-

7.5 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.

7.6 LET US SUM UP

In this unit we have studied job analysis it's need & job satisfaction it's importance in life. We also read about the factors that affect job satisfaction. So you can analyse you job & try to solve the problems that affects job satisfaction.

Guidance is concerned with educational, vocational and other problem. these services help students to make proper adjustments with the environment. Educational guidance refers to guidance tot students in all aspects of education.

Vocational guidance is concerned with enabling students to acquire information about career opportunities, career growth and training facilities. The students abilities, interests, attitude, aptitude and needs are identified to understand, accept and utilize his traits, opportunities for learning about areas of Educational and Vocational endeavour, obtaining experiences, assisting him in making of free and appropriate choices, developing his potential to the optimum so that they may be a capable individual.

Check Your Progress: Key

1. I. Failures in Examinations and Tests.
 - a) Poor standards of assignments, unsatisfactory involvement in the academic work.
 - II. b) Answer – 3
2. I. 1-b; 2-c; 3-d; 4-a
 - II. 1. Abilities and interests of the individual.
 2. Counseling.
 3. The correction of conditions interfering with student's capacities and interests and advantageous use of educational opportunities.
3. I. Helping individuals make decision involved in planning future and building a career, decision and choices in vocational adjustment.
 - II. 1. Wrong profession and economic loss.
 2. Wrong profession and psychic loss.
 3. Economic advantages.
 4. Personal and social values.
 5. Maximum utilization of human potentialities.
4. Write any two of your choice.
5. 1,4,5
6. 1. False. Educational guidance can be given by teachers and sometimes expert also, while vocational guidance is given by expert only.
 2. False. Vocational guidance dominates educational guidance.
 3. True.
7. I. Information about educational and training facilities, professional institutions, jobs & industrial patterns, newly emerging occupations, information trends.

- II. 1. Through individual contacts.
- 2. Through group contacts.
- 8. I. 1) self 2) society 3) work
- II. a) Improving working 'methods & processes'.
- b) Protecting health and safety
- c) Training.

Unit End Exercise :

1. Indicate the need of educational guidance.
2. Discuss scope of educational guidance.
3. How is educational guidance important at different stages of educational?
4. Define and explain meaning of vocational guidance. Enumerate various objective of vocational guidance.
5. "Vocational guidance dominates educational guidance." Discuss & Justify.
6. Write short notes on:
 - a) Collection of occupational information
 - b) Dissemination of occupational information
- Q.7 What is job analysis? Explain it's relation with job satisfaction.
- Q.8 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 SLOW LEARNERS AND STUDENTS WITH DYSLEXIA

Unit Structure

- 8.0 Objective
- 8.1 Introduction
- 8.2 Definition of slow learners
- 8.3 Characteristics of slow learners
- 8.4 Causes of slow learning
- 8.5 Identification of slow learners
- 8.6 Definition of dyslexia
- 8.7 Characteristics of dyslexia
- 8.8 Causes of dyslexia
- 8.9 Identification of dyslexia
- 8.10 Mainstreaming of slow learners & dyslexia
- 8.11 Let us sum up.

8.0 OBJECTIVES

After reading this unit you will be able to:

- Define slow learners
- State the characteristics of slow learners
- Explain the causes of slow learning
- Identify slow learners
- Define dyslexia
- Tell the characteristics of dyslexia
- Explain the causes of dyslexia
- Identify dyslexia children
- Explain the advantages of mainstreaming

8.1 INTRODUCTION

One of the important functions of guidance and counseling programme in organization is to fulfil various needs of learners. In a class, there are various types of students like gifted, slow learners & students with learning disability. They are the challenge before

the teacher. Your role as a teacher is crucial in handling various, types of learners in the class. Current approach in mainstreaming the children & inclusive education expects educator to have knowledge and skills in handling in day to day life. It is also expected that these children with special needs are to be taught in the normal classroom along with others so that they do not feel isolated nor feel that special attention is paid to them.

8.2 DEFINITION OF SLOW LEARNERS

According to Burf (1973) “slow learners” are those who are unable to cope with the work normally expected to their age group. Kirk (1972) related to “rate of learning”.

Sometimes a large segment of school going children present a serious problem to public schools, because they have limited scope for achievement. These pupils have intelligence quotients between 76 and 89 and they constitute about 18 percent of school population. Their ability to deal with abstract and symbolic material (i. e. language, numbers and concepts) is very limited and their reasoning in practical situation is inferior to that of average students. These pupils differ slightly from normal children in learning ability. Research shows that attention span of slow learners relatively short. They need much external stimulation and encouragement to do simple type of work.

8.3 CHARACTERISTICS OF SLOW LEARNERS

- Poor self esteem
- Normal vision and hearing ability – unaffected sensory organs – but suffer from dyslexia and aphasics, reading disability.
- Limited cognitive capacity – do not have reasoning, logical and retentive ability
- Poor memory – due to lack of concentration
- Poor communication skills
- Poor motivation, indulge in anti-social activities

8.4 CAUSES OF SLOW LAARNING

There are many causes of slow learning:

- a) Poverty – Poverty is considered to be the primary causes of slow learning. Poverty affects children in two ways (i) by impairing child’s health. (ii) by reducing learning capacity.

- b) Intelligence of family members – It indirectly affects the slow learning of children. Educated parents provide support and environment conducive for child's learning.
- c) Emotional factors – Emotional factors contribute a lot towards the slow learning of children. Research show that in democratic homes, children get less frustration than the autocratic homes.
- d) Personal facts – Long illness or absence results into lack of confidence – are usually slow learners.

8.5 IDENTIFICATION OF SLOW LEARNERS

- a) Observation technique
- b) Case study method
- c) Medical examination
- d) Scholastic examination
- e) Personality test
- f) Intelligence test
- g) Psychometric and psychological tests

Educational provision for slow learners:

- a) Elastic curriculum – The curriculum for slow learners should be flexible to suit the requirement and needs of the individual students. Curriculum should have scope for concrete aspects of learning experience.
- b) Remedial instruction – Studies have shown that the remedial instruction proves profitable incase of specific slowness in a specific area. First the deficiencies are determined and confirmed by the experts.
- c) Healthy environment – An important aspect of remedial measures for slow learners in rich environment. The school atmosphere of children should be healthy and reasonably free.
- d) Periodic medical check up – Physical anomalies are important contributory factors for slow learning. Poor health and other malfunctions also have similar effects. If a particular anomaly is detected, it should be corrected.
- e) Non-promotion – Experimental facts of a group of psychologist in favour of non-promotion of slow learners.
- f) Motivation – Slow learners lack the experience of reinforcement in the home environment.

- g) Individual attention – Slow learners should be given individual attention, individuality of the learner should be respected.
- h) Special methods of teaching – Slow learners require short and simple methods, concrete experiences.
- i) Home visits by the teacher - Teacher can interact with family to suggest the methods to help slow learners.
- j) Maintenance of progress record – well planned regular evaluation, curricular and co-curricular records.

Learning disability

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding and using language, spoken and written and that may manifest itself in an imperfect ability to listen, think, speak, write, spell or do mathematical calculations. This term includes such condition such as perceptual disabilities, minimal brain dysfunction, dyslexia and developmental aphasia.

Features of learning disabled child

Child does not achieve commensurate with his age and ability in one or more of the areas:

- a) Oral expression
- b) Listening comprehension
- c) Written expression
- d) Basic reading skills
- e) Reading comprehension
- f) Mathematical calculation
- g) Mathematical reasoning
- h) Poor short term memory
- i) Inattentive in class
- j) Performs poorly on timed tests.

Who is a learning disabled child?

There are many children who do not do well in school, many children who have difficulty in learning, but not all are learning disabled:

- The learning disabled child is not mentally retarded
- The learning disabled child is not physically impaired
- The learning disabled child is not emotionally disturbed
- The learning disabled child is not culturally disadvantaged

Identification of learning disabled

Identification of learning disabled requires the elimination of other causes of the learning problem, e.g. mental retardation, emotional disturbance and cultural deprivation.

Identification consists of following steps:

- Informal assessment by the teacher observed performance deficit, whether learning problem is due to his /her weakness in a particular ability. These “abilities” are usually classified as perceptual – motor, sensory, or psycholinguistic disorders.
- Direct daily measurement means observing, and recording every day, the child’s performance on the specific skill that is being taught.
- Using criterion – referenced test where child’s score is compared to a predetermined criteria or mastery level.
- Norm referenced tests are designed so that one child’s score can be compared with other children of his age who have taken the test.
- Interdisciplinary approach – in this approach, number of professional, including neurologist, psychologist, speech therapist, teacher etc are involved. This strategy is rarely used in India for three main reasons:
 - a) It is very costly
 - b) Educational decisions are not made by educators
 - c) Emphasis is on specifying the weakness or their causes, which are hypothetical.

Educational approaches for learning disabled

Most learning disabilities specialists believed in a diagnostic-prescriptive approach, where the results of diagnosis (assessment) lead directly to a prescription (plan) for teaching.

Ability training – educational remediation involves testing the child to determine his abilities, and then prescribing instructional activities designed to premeditate those disabilities.

Multi-sensory approach:

Multi-sensory approach- in this approach teachers are more likely to work directly on academic skills than in other ability – training methods. This approach employs as many of the child’s senses as possible in an effort to help him learn. Instruction can be individualized.

Check your progress

- 1. Suggest educational provisions for gifted children

- 2. True or False:
 - a) Giftedness includes multi-dimensional concept.
 - b) Gifted learners have less than 90 I.Q.
 - c) Gifted learner has rich vocabulary
- 3. Prepare a list of characteristics a slow learner exhibits in a normal classroom.
- 4. Suggest educational programs for slow learners.
- 5. Make a list of characteristics, learning disabled child manifest.
- 6. Suggest techniques of identification for learning disabled.

Proficient reading is an essential tool for learning a large part of the subject matter taught at school. With an ever increasing emphasis on education and literacy, more and more children and adults need help in learning to read, spell, express their thoughts on paper and acquire adequate use of grammar.

A dyslexic child who finds the acquisition of these literacy skills difficult can also suffer a lot of anguish and trauma when they feel mentally abused by their peers within the school environment, because they have a learning difficulty. Much can be done by integrating the child into the class environment where he/she can feel comfortable and develop confidence and self esteem.

8.6 DEFINITION OF DYSLEXIA

Dyslexia is difficulty with language. People with dyslexia have average to above average intelligence. They may have difficulty with reading, spelling, understanding language they hear, or expressing them selves clearly in speaking or in writing. An unexpected gap exists between their potential for learning and their school achievement.

Dyslexia is a broad term defining a learning disability that impairs a person's fluency or accuracy in being able to read, write, and spell, and which can manifest itself as a difficulty with phonological awareness, phonological decoding, orthographic coding, auditory short-term memory, and /or rapid naming. Dyslexia is separate and distinct from reading difficulties resulting from other causes, such as a non-neurological deficiency with vision or hearing, or from poor or inadequate reading instruction. There are three proposed cognitive subtypes of dyslexia; auditory, visual and attentional. Although dyslexia is not an intellecutal disability, it is considered both a learning disability and a reading disability. Dyslexia and IQ are not interrelated, since reading and cognition develop independently in individuals who have dyslexia

The National Institute of Neurological Disorders and Stroke gives the following definition for dyslexia:

“Dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics among people with dyslexia are difficulty with spelling, phonological processing (the manipulation of sounds), and /or rapid visual-verbal responding. In adults, dyslexia usually occurs after a brain injury or in the context of dementia. It can also be inherited in some families, and recent studies have identified a number of genes that may predispose an individual to developing dyslexia”

8.7 CHARACTERISTICS OF DYSLEXIA

- Average ability to understand and comprehend.
- Poor development of written language skills.
- Lack of ability to differentiate between letters of similar shape, such as 'b' and 'd' and 'q'. mirror image reversal of these letters.

- Inability to spell and learn things in sequence, such as months of the year.
- Difficulty in copying notes and answering examination questions.
- Slow Word Recall
- Average or Above Intelligence
- Beyond third grade continuing to reverse and invert letters and transpose words
- More difficulty decoding nonsense words than content words
- Difficulty decoding single words in isolation
- Difficulty with letter/sound relationships
- Confusing small words such as at for to, said for and, does for goes.
- Transposes number sequences and arithmetic signs (+, -, x, =) although math skills are typically a strength
- May have difficulty learning to tell time
- Spelling is usually difficult, frequently spells the same word differently in a single piece of writing
- Frequently able to decode a word they cannot spell
- Listening comprehension is usually a strength and the student typically can comprehend at grade level what he hears orally
- Poor grasp of abstract concepts
- Difficulty in telling or retelling a story
- Difficulty with rhyming words

8.8 CAUSES OF DYSLEXIA

- Research shows that dyslexia is unrelated to home environment, intellect or social class. Dyslexics usually follow the normal distribution curve of IQ pattern, and several dyslexics have average to above average IQ.
- Birth traumas such as oxygen deprivation, head injuries and certain medications such as those for seizures are also one of the factors.
- Recent research also indicated that the brains of dyslexics differ structurally from brains of others. Their information processing system also differs in a distinctive manner.
- There is also some evidence to suggest that dyslexia is largely inherited.

8.9 IDENTIFICATION: DYSLEXIA SYMPTOMS

A discrepancy between the pupil's ability and their actual achievement

A family history of learning difficulties

Difficulties with spelling

Confusion over left and right

Writing letters or numbers backwards

Difficulties with math/s

Difficulties organizing themselves

Difficulty following 2- or 3- step instructions

8.10 MAINSTREAMING

Mainstreaming in the context of education is a term that refers to the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes. Schools that practice mainstreaming believe that special needs students who cannot function in a regular classroom to a certain extent 'belong' to the special education environment.

Access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents have advocated the important of these classrooms amongst political environments that favor their elimination.

Proponents of both mainstreaming and inclusion assert that educating children with disabilities alongside their non-disabled peers fosters understanding and tolerance, better preparing students of all abilities to function in the world beyond school.

Advantages: Benefits to students with disabilities

It is believed that educating children with disabilities alongside their non-disabled peers facilitates access to the general curriculum for children with disabilities. Studies show that students with disabilities who are mainstreamed have:

- **Higher academic achievement:** Mainstreaming has shown to be more academically effective than exclusion practices. Access to a resource room for direct instruction has shown to be effective in increasing student's academic skills and thus increasing the abilities applied by students in a general educational setting.
- **Higher self-esteem:** By being included in a regular-paced education setting, students with disabilities have shown to be more confident and display qualities of raised self-efficacy. Overall, students feel that they are equal to their peers and they should not be treated any differently.
- **Better social skills:** Mainstreaming, allows students with disabilities to learn social skills through observation, gain a better understanding of the world around them, and become a part of the "regular" community. Mainstreaming is particularly beneficial for children with autism. Mainstreaming also benefits other children. It opens the lines of communication between those students with disabilities and their peers. If they are included into classroom activities, all students become more sensitive to the fact that these students may need extra assistance.

Benefits to non-disabled students: Many people believe that educating non-disabled students and students with disabilities together creates an atmosphere of understanding and tolerance that better prepares students of all abilities to function in the world beyond school. Students without disabilities who engaged in an inclusive physical education program reported increases in self-concept, tolerance, self worth, and a better understanding of other people. The students also reported that the inclusion program was important because it prepared them to deal with disability in their own lives. Positive aspects that come from inclusion are often attributed to contact theory. Contact theory asserts that frequent, meaningful, and pleasant interactions between people with differences tend to produce changes in attitude.

8.11 LET US SUM UP

In a guidance program teacher/ counselor have to address the special needs of the learners. In a heterogeneous group there are pupils with special needs e.g. gifted children with high I.Q. and giftedness in various / one area will have different need than slow learners and learning disabled.

Keeping the characteristics of these special children, teacher will use assessment strategies and educational program.

Mainstreaming approach suggest handling all the learners in a scientific method and providing educational program.

Unit End Exercises :

- State the definition of dyslexia
- List the characteristics of dyslexia
- Analyze the causes of dyslexia
- Identify the symptoms of dyslexic children
- Explain the Advantages of mainstreaming dyslexic children
- Prepare observation schedule to record the learning disability, give written, oral and comprehension tests to compare the score with same age children.
- Administer the criterion reference test to your class and make profile of learners.
- Make a list of behavioral traits of academically gifted learners.

References :

www.google.com



PRACTICAL

Unit Structure

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Interview with a school counselor
- 9.3 Finding out problems faced by students in the present times
- 9.4 Reporting the findings
- 9.5 Expt. No. 2 Visiting a special school
- 9.6 Writing a report on the school
- 9.7 Let us sum up

9.0 OBJECTIVES

After going through this unit you will be able to:

- Tell the importance of practical
- Take interview practically
- State different problems faced by students
- Write report about your findings
- List on various special schools
- Explain about a special school
- Write report about the school

9.1 INTRODUCTION:

Students, the whole book, as you know is giving importance to the process of guidance & counseling. All you know is theoretical pleat. In this unit you will know some reality a practicability of the situation. There fore, the two practical work given to you is very important. In the Practical No.1 you will experience about the counselor & his role & in Practical No.2 you will experience the difference between a general & special school. You will also learn how to write a report. The feelings of reality will help you to know the need & importance of guidance & counseling in the present scenario.

9.2 EXPERIMENT NO. 1

Title – Interview with a school counselor

Objectives:

1. To know the real problems faced by the students
2. To know the interview produce
3. To know about the counselors views
4. To know report writing

Material Need:

1. Questionnaire
2. Interview Schedule
3. Tapes
4. Pen, Blank Paper

Conducting the Interview:

First of all get ready with the material. Term establish rapport with the interview. Let him know about the purpose of the interview and it's uses. Then start with your interview. During interview continue to problem as long as the probeing seemed to produce additional information. Encouragle them to talk openly & freely, when they made generalization, ask them to give instances.

Analysis of the interview

Writing a report :

Practical No. II

Name : Visit to a “special School”

Location of the place:

Surroundings: your observations:

Objectives of the Institution:

Management /owner/founder of the institution

Strength of the staff / workers / students

Process of teaching:

Contribution of society

Specialities of the institution

Your observation/ memorable incident itany

Date:

your signature



I

S.Y.B.A.

EDUCATION PAPER - III

GUIDANCE & COUNSELING

3 lectures / week

100 marks (50+50)

Objectives:

- i) to develop an understanding of the concepts of guidance & counseling.
- ii) to develop an understanding of educational, vocational & personal guidance
- iii) to acquaint students with the different types of counseling
- iv) to acquaint students with testing devices & techniques of guidance
- v) to develop an understanding of the role of the teacher as a counselor
- v) to create an awareness of the working of guidance centres.

Term I

Unit 1: Meaning, nature, functions, need and principles of Guidance. Types of Guidance Educational, Vocational and Personal – their meaning and need.

Unit 2: Counseling – concept, Theory of Self (Rogers), types of counseling – directive, non directive and eclectic-

Unit 3: Process of counseling, skills in counseling (listening, questioning, responding, communicating)- role of teacher as a Counselor, qualifications of a counselor, Professional ethics of a Counselor

Unit 4: Guidance and Counseling services: pre admission service, admission service, orientation service, student information service, counseling service, placement service, remedial service, follow-up service, research service, evaluation service

Practical: Visit a guidance centre and write a report thereon.

II

Term II

Unit 5: Testing and non testing devices to study an individual – Tests – Intelligence, Interest, achievement, Aptitude, Attitude, personality & Intelligence (an overview)

Unit 6: Tools & Techniques in Guidance – Questionnaire, Anecdotal records, Interview schedules, Case study, Observation, Diary.

Unit 7: Job Analysis and Occupational Information: concept and need of job analysis, job satisfaction concept and factors affecting it, relation between Job Analysis and Job Satisfaction.

Unit 8: Guidance of slow learners and students with dyslexia, definition of slow learners, dyslexia, characteristics of such learners, causes and identification and mainstreaming such children.

Practical: interview a school counselor and find out the problems faced by students in the present times. Report the findings.

Visit a 'Special School' and write a report on the school.

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