MANONMANIAM SUNDARANAR UNIVERSITY

(Accredited with 'B' grade by NAAC)

B.Ed., Degree

II- Year

GUIDANCE AND COUNSELLING

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Optional Course

i

WELCOME

Dear Student Teachers,

Welcome to the B.Ed. Degree Programme and wish you all success in your endeavours.

This subject deals with the optional paper Guidance and Counselling which you will have to study during the course.

The self-instructional material for the paper is sent to you and supplemented by a few contact classes.

You must be aware that learning through distance education involves a great deal of self-study. We hope that you will put in your whole-hearted efforts.

On our part we assure you of our help in guiding you throughout the programme.

Best Wishes

Department of Education
Directorate of Distance and Continuing Education
Manonmaniam Sundaranar University

OPTIONAL COURSE: GUIDANCE AND COUNSELLING

Objectives

At the end of the course, the student- teachers will be able to

- To recall the principles underlying guidance
- To recognize the need of guidance and counselling in schools
- To describe the different services in the school guidance programme
- To acquire the skills necessary to administer and interpret standardized tools
- To know the qualities required for a good counsellor

Unit-I: Guidance & Counselling

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types Educational, Vocational, Personal, Social- Relationship between guidance and Counselling - Benefits Limitations. Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

Unit II: Guidance Movement in India, Qualities of a Counselor

History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India. Qualities – Functions- Professional Ethics- Difference between Counsellor and Teacher. Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

Unit III: Theories of Vocational Choice

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory. Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

Unit IV: Testing Devices in Guidance

Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories Attitude scales – Achievement tests – Creativity tests -Mental health – frustration conflict.

Unit V: Guidance Services in Schools & Exceptional Children

Guidance services at different school levels–Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference. Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents.

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SCHEME OF LESSONS

UNIT – I   GUIDANCE AND COUNSELLING

Structure

1.1   INTRODUCTION

Guidance as a movement within the larger field of education has succeeded in focusing the attention of teachers, administrators and parents on the wide range of individual differences among the pupils and their respect for the individual. It has made a valuable contribution in directing the attention to a careful study of the individual and imitating co-operative relationship between school and community. Guidance is a process of helping every individual through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness. In simple words Guidance helps a person in solving his problems. Its main purpose is to promote the growth of individual in self-direction. In the present unit we will try to provide the definitions and meanings of the terms Guidance and Counselling, the principles and needs of Guidance and Counselling, types of Guidance and Counselling and the relationship and difference between Guidance and Counselling. These will help lay the necessary foundation about the course. However, the concept of Guidance and Counselling is as old as man.

1.2   OBJECTIVES

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

- state the meaning and definition of guidance and counselling
- describe the nature of guidance and counselling
- enumerate the aims and objectives of guidance and counselling
- discuss the need of guidance and counselling
- describe the relationship between guidance and counselling
- list out the difference between guidance and counselling
- acquaint yourself with various types of guidance and counselling

1.3 MEANING AND DEFINITION OF GUIDANCE

1.3.1 Meaning

Guidance is the assistance made available by qualified and trained persons to an individual of any age to help him /her to manage his/her own life activities, develop his/her own points of view, make his/her own decisions and carry on his/her own burdens. In the educational context, guidance means assisting students to select courses of study appropriate to their needs and interests, achieve academic excellence to the best possible extent, derive maximum benefit of the institutional resources and facilities, inculcate proper study habits, satisfactorily participate in curricular and extra-curricular activities.

1.3.2 Definitions

The early guidance workers defined "Guidance is not making decisions for an individual, which he should make for himself. It is rather an assistance offered by some competent person to an individual of any age to help him direct his life" (Crow and Crow).

"Guidance is a systematic, professional process of helping the individual through educative and interpretative procedures, to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accordance with social and moral values"(Mathewson).

"Guidance as a process of helping individuals to understand themselves and their world" (Shertzer and Stone). When a person understands who he/she is his/her environment, positive adjustment will take place. Thus, guidance is seen and used as a generic label, an umbrella that covers all the means whereby an institution identifies and responds to the individuals need no matter is source to help the client develop his/her maximum potentials and be able to face life challenges.

"Guidance as assistance made available to an individual by personally qualified and adequately trained men or women to an individual of any age to

help him mange his own life, activities, develop his own points of view, make his own decisions and carry his own burdens" (Bulus).

"Guidance as a more directive or prescriptive form of assistance" (Bakare).

"Guidance as a systematically organized phase of the educational process which helps a youth grow in his power to give point and direction to his own life, to the end that he may gain richer personal experiences in making his unique contribution to our democratic society" (Welty, Tural & Weitzel).

"Guidance is a process of helping every individual through his own efforts, to discover & develop his potentialities for his personal happiness &social usefulness." (Ruthstrange).

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

"Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behavior of a person" (Good).

From the cluster of definitions, there is a consensus that guidance is a professionally planned programme, purposely designed to help handle problems of individual adjustments in school, home, industries and society to maximum human performance. It is a cognitive educational services (within or outside the school system) that help people understand themselves, provided the client reveals accurate, reliable and valid important himself and his environment.

Check Your Progress

Notes: a) Write your answer in the space given below

      b) Compare your answer with those given at the end of the unit

1) Try to define guidance in your own words in the space provided.

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1.4 AIMS AND NATURE OF GUIDANCE

1.4.1 Aims of Guidance

Robert Henry Mathewson has given the four main objectives of guidance:

1. *To appraise and interpret personal characteristics:* Self-understanding the discovery of aptitudes and capabilities, attributes of the self, weak points and strong points abilities to evaluate the self in relation of personal and several experiences and to use the self-more effectively in everyday living in sought by guidance

2. *To adjust to school, to teachers & pupils:* guidance aims at satisfactory adjustment to academic work, getting the most out of studies & school activities.

3. *To provide orientation to educational, vocational & avocational opportunities & requirements:* guidance seeks selection of appropriate courses in line with individual's needs, interests, abilities &circumstances by making choice of various types of experiences in the whole school curriculum including co-curricular activities

4. *To develop personal potentialities:* Guidance aims at growth in intellectual & academic capacities, skills & understandings commensurate with personal potentialities.

   Objectives related to curriculum guidance:

   Recognition, prevention &remedying to learning difficulties of pupils. Orientation & articulation of the students.

   Orientation & articulation of the teachers.

   Orientation & articulation of the parents.

   Orientation & comprehensive testing programme.

   Participating in curriculum development programme.

   Helping researchers in curriculum development.

Objectives related to Personal Development:

Identification of learning difficulties of the learners. Prevention of learning difficulties of the learners.

Remedying the learning difficulties of the learners.

Referring the learners to appropriate experts if found necessary. Follow up work.

Objectives relating to educational &vocational Guidance:

Counselling with learners for helping them to understand their educational & vocational aspirations in relationship to their aptitudes, abilities & achievements.

Assisting teachers to understand the use of proper methods of assisting students in making educational & vocational decisions.

Making parents aware of the need for guidance program s.

1.4.2 Nature of Guidance

1. Guidance is promotion of growth of the individual in self-direction.

2. Guidance is a process that never ceases. It remains dynamic. In this process, an individual understands himself, learns use maximum his own capacities, interests and other abilities.

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

4. Guidance helps the person in his adjustment in different situations. This process allows to learn to adjust with different types of problems.

5. The process of guidance is helpful in preparing a person for his future.

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

7. Guidance is assisting an individual to find his place.

8. Guidance is helping an individual to establish harmonies relationships.

1.5 PRINCIPLES AND NEEDS OF GUIDANCE

1.5.1 Principles of Guidance

The basic principles of guidance and counselling as accepted by most authorities in the field of guidance and counselling are described as follows:

1. *Holistic development of individual:* Guidance needs to be provided in the context of total development of personality.

2. *Recognition of individual differences and dignity:* Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme.

3. *Acceptance of individual needs:* Guidance is based upon individual needs i.e. freedom, respect, dignity.

4. *The individual needs a continuous guidance process from early childhood throughout adulthood.*

5. *Guidance involves using skills to communicate love, regard, respect for others.*

1.5.2 Need of Guidance

With the advancement in the field of science and technology, life is becoming more and more complex, and hence more is the need of guidance. Guidance is needed from individual point of view, i.e. interests, aptitudes, values, attitudes, personality, etc. and social point of view, i.e. social mixing up, socialization, migration, job performance, breaking up of joint family system etc. If guidance services are not provided properly it may result into wastage of time, money, and energy. The need of guidance may be discussed in the following areas.

Educational Guidance: Educational guidance is needed to

- Monitor academic progress of students.
- Identify special learners, such as academically backward, gifted and creative.
- Assist students in further/continuing education.
- Provide assistance to special learners by catering to their educational needs.
- Diagnose the learning difficulties and disabilities of students in different subjects.

- Help students in their adjustment to curricular and co-curricular demands of educational programme.
- Make students familiar with the world of work and its diverse requirements.
- Provide career information.

Vocational Guidance: Vocational guidance is needed to

- Enable students to discover their potentialities and interests vis-à-vis occupational requirements
- Make available information about vocational training.
- Assist in choice of vocation.
- Train students for adjustment in a chosen vocation.
- Assist students in attaining emotional stability
- Help students to get opportunity adjusted in life.

Personal Guidance: Personal guidance is needed to

- Help students to improve mental health
- Assist students in becoming progressively responsible for their own development

Social Guidance: Social guidance is needed to

- Develop in students proper attitude for social life
- Inculcate in students right social values.
- Train students for leadership and fellowship qualities.
- Build a spirit of team work in students.

Avocational Guidance: Social guidance is needed to

- Provide opportunities for participation in extracurricular activities.
- Assist students in developing hobbies and interests.
- Provide avenues for recreation.
- Inculcate interest in games and other forms of recreation.
- Assist in using leisure time profitably

Health Guidance: Health guidance is needed to

- Indicate need for sound health

- Provide for sex education.

- Encourage students to follow a well-balanced programme of physical activities.

- Encourage students to overcome any remedial defects they may have or to receive medical treatment for them.

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

  4) What is the need of educational and vocational guidance for students?

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1.6   TYPES OF GUIDANCE

While guidance is needed for every individual who faces a problem, it varies from situation to situation. Some problems stem from subjects one studied and the choice one needs to make at the appropriate stage for further specialisation. There are occasions where one would need guidance to choose an appropriate vocation suited to one's interests, aptitudes and capabilities. One needs to have job satisfaction. Apart from these specific areas of guidance students might also need guidance, to sort out their personal problems that impede scholastic progress. Unless corrective steps are taken, one would not be able to give of his/her best in life. We would consider these three kinds of guidance in the following pages. However, we consider these three types of guidance are not mutually exclusive. One might overlap with the area of another.

1.6.1 Educational Guidance

It is an admitted fact that all is not well with our educational ladder-elementary, secondary and university requires reformation and reorganization. There is a lot of wastage and stagnation. The number failures is increasing in various examinations. Education is not according to the abilities, aptitudes and interests of the individual. He/she has to face many difficulties in making adjustments at school and in life. Educational guidance would enable him/her to make adjustment with his/her educational environment by assisting him/her in developing good study habits, choosing a particular group of subject, making progress in it by removing the subject difficulties.

"Educational guidance is vitally related to every aspect of school, the curriculum, the methods of instruction, the supervision of instruction, disciplinary procedures, attendance, problems of scheduling the extracurricular, the health and physical fitness program & home and community relations".

-Traxlers

"Educational guidance is concerned with assistance given to pupils in their choices and adjustments with relation to school, courses and school life".

-Arthur Jones

It is an admitted fact that all is not well with our educational system. It has many defects. Some of the reasons for the justification of educational guidance.

i. *Wastage and Stagnation:* There is a lot of wastage and stagnation in Education. Talents of the individuals are not being property harnessed because education is not child centred. They fail to adjust in the society. Thus there is a lot of need of educational guidance.

ii. *Diversified curriculum:* Since the curriculum has been diversified in the higher secondary and multipurpose schools, the need for the guidance in the selection of subjects of studies has become an utmost necessary.

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iii.   *Decision for further education:* As it has been pointed out that students make haphazard and unguided decisions in the choice of further educational training, industrial school or college.

iv.   *Preparation for further vocation:* Lack of educational guidance has created what is called as the problem of educated unemployment. So there is need for preparing and helping the pupil for future vocation with keeping in view their potentialities, interests and aptitudes and the demand of the society.

1.6.2 Vocational Guidance

Twentieth century is said to be the age of science and technology. In this scientific and technological age one of the most important aspect of man's life is vocation, as bread earning occupies an important place in one's life. So one has to choose vocation for himself/herself. Its foundation should be laid when one is receiving education. If vocational aim of education is not fulfilled then education is worthless. So there should be organized programme for vocational guidance in the school.

"Vocational guidance is a process of helping the person to develop and accept an integrated and adequate picture of himself and his role in world of work, to test this concept against reality and to convert into reality with satisfaction to himself and benefit to society."

-Super

"The vocational bureau is attended to aid young people in choosing an occupation, preparing themselves for its finding an opening in it and building up a career of efficiency and success".

- Frank Parson

In broad terms vocational guidance is to assist the youths in choosing and preparing for an occupation. One should not just drift along into an occupation. The specific aims of vocational guidance are:

i.   To assist the pupil to obtain the necessary knowledge about the characteristics and functions of different occupations.

ii. To enable the pupil to obtain information about the specific skills and abilities required by different occupations such that he/she may make an appropriate choice of an occupation to suit him/her abilities.

iii. To give the pupil the necessary opportunities for knowing about different occupations even while he/she is in school.

iv. To help the pupil obtain information about conditions of work in different occupational fields.

v. To help the pupil in understanding what rewards and personal satisfactions the occupations will provide, and

vi. To save themselves from the experience of being square pegs in round holes (misfits).

If educational guidance is properly provided and followed, the task of the counsellor regarding vocational guidance would be, to a great extent, simplified.

Counsellor who offers vocational guidance is called a Career Master. He would invite successful practitioner of different vocation – Doctors, Lawyers, Engineers, Businessmen, Chartered Accountants, Bank Managers, etc., to give career talks for the benefit of students about to leave the school. They would discuss the scope of the job, complexity of job, training needed, risk involved, challenges to be faced, rewards both in terms of monetary returns and job-satisfaction.

1.6.3 Personal Guidance

Students face many personal problems related to themselves, their parents and family, friends and teachers, etc. They often have memories related to home or family which creates feeling of disappointment in them. If their parents are expecting too much of them it leaves them with a feeling of incompetence and insecurity leading poor self-concept and self-esteem. The objectives of personal guidance are to help the individual in his/her physical, emotional, social, rural and spiritual development.

The aims and objectives of personal guidance are:

- To assist the individual in understanding himself/herself.
- To assist the individual involving the personal problems.
- To assist the individual in taking independent decisions and judgment.
- To assist the individual to view the world and the social environment in right perspective.
- To assist the individual in making sound adjustments to different problems confronted in life.

Personal guidance is necessary at all stages of life. At the elementary school stage opportunities should be given to students for their self-expression. Personal guidance at this stage deals with the problems related to feeling of insecurity, social acceptance, discipline etc. Personal guidance at this stage is aimed at

- To make a right start in the school.
- To build a good physique.
- To help in making emotional adjustment.

At the secondary stage, the students have more intricate personal problems. During the secondary stage adolescent students due to peculiar physical, emotional and social developments undergo noticeable changes in their attitude and behaviour. Personal guidance at this stage should therefore aimed at

- To help the pupils to solve the problems concerning physical health.
- To help the pupils to solve problems concerning sex, emotionally and mental health.
- To help the pupil in making family adjustments.
- To help the pupil in making social adjustment with the school.

Personal guidance at the tertiary stage aims at helping them view life in relation to reality. The scope of personal guidance at this stage is very wider. Personal guidance at this stage aimed at

- To help the pupil in solving all the types of emotional problems, sex problems and other personal problems
- To help the pupil in making adjustment with new environment i.e. with the changing environment, college environment and environment of the society at large.
- To help the pupil in developing healthy ideas and building a new philosophy of life.
- To help them in participating in social activities.

1.6.4 Social guidance

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

- Social guidance is a process by which a pleasant harmony between the individual and the society is produced so as to make the individual beneficial for the society.
- Social guidance is concerned with indoctrination of social role in the individual.
- Social guidance refers to the scientific process of character education and personality development corresponding to the social values.
- Man, society and life depend on each other. A pleasant balance among them leads to prosperity and global peace. Social guidance is a help of the individual in the establishment of this very pleasant balance.
- Social guidance aims at imparting the students those habits, traits, and attitudes which are socially desirable. Group discussions, organized socio-cultural activities, group-games and group therapy are the most

commonly used techniques and procedures for administering social guidance. Children social organizations like Boy scouts and Girl guides are also used for imparting social education and guidance.

Social guidance is needed for all those, individuals who have the desire for performing their positive social role in the society.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

5) What are the reasons for educational guidance?

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6) Two important aims of vocational guidance are…………………………...

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1.7   RELATIONSHIP BETWEEN GUIDANCE AND COUNSELLING

We must be clear about what guidance is and what is counselling. As already mentioned, guidance is broader term which includes counselling as one of the services. The following points will further clarify the similarities and differences between guidance and counselling.

- Both guidance and counselling are continuous process and not isolated activities.

- Guidance is a broader and comprehensive process, whereas counselling is characterised by specificity, depth and precision.

- The fundamental task of collecting accumulated data about the individual and his environment is performed through the process of guidance service, before actual counselling can start. It is only in the

professional setting of counselling that the technical task of interpreting and communicating the outcomes of the data takes place.

- The primary responsibilities of data collecting and scoring may be shared by other guidance workers working at various levels. The subtle skill of counselling can be performed only by the trained counsellor.

- Counselling is the centre of guidance programme but guidance programme has broader filed to perform.

- Counselling is more specialised and technical service than guidance.

- Counselling pertain more to the affective domain whereas guidance pertains more to the cognitive domain.

Hence we can say that guidance and counselling although not synonymous terms are clearly and intimately related to each other.

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

  7) Find out the relationship between guidance and counselling.

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1.8 BENEFITS AND LIMITATIONS OF GUIDANCE

1.8.1 Benefits of guidance

Benefits to the students

i.   It assists the students to understand him/her.

ii.   It helps the student to get maximum out of the school.

iii.   It helps the students to become acceptable to other students.

iv.   It helps the student in making a careful choice of subjects and courses for himself/herself.

v.   It helps in developing good study habits in the student.

vi.   It helps the students to make a proper choice about occupation.

vii.   It provides for special provision for the education of gifted students, slow learners and differently abled students.

viii.   It helps the students in developing better personal social and emotional relationships.

Benefits to the Teachers

i.   It helps the teacher to have a better understanding of his/her students.

ii.   It helps the teacher to know more about strengths and weaknesses of his/her students.

iii.   It enables the teacher to devise suitable methods so as to meet the specific and individual needs of the students.

iv.   Teachers come in closer contact with the students and can obtain useful information from them.

Benefits to the Parents

i.   It helps the parents in understanding their child in a better way.

ii.   It helps the parents to get suitable and adequate information about various courses of study and vocations.

iii.   It helps in improving parent-teacher relationship.

iv.   It helps in improving the relationships between the parent, the school and the university.

Benefits to the Community

   i.   It provides to the community with better adjusted citizens.

   ii. It avoids various problems which otherwise would lead to mental illness.

Benefits to the Administrators

   i.   It helps the administrators to make admissions to various courses.

   ii. It helps the administrators to make best use of available resources (e.g. money, time, energy etc.) of the staff, students, parents and the community.

1.8.2 Limitations of Guidance

   i.   Mostly these services are not properly organized.

   ii. Such services lack in men and materials.

   iii. More emphasis is being laid on psychological tests.

Check Your Progress

Notes: a) Write your answer in the space given below

       b) Compare your answer with those given at the end of the unit

  8) What are the benefits of guidance to the community?

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  9) What are the limitations of guidance?

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1.9 MEANING AND DEFINITION OF COUNSELLING

Counselling is often referred to as the heart of any guidance programme. It is process of assistance extended by an expert to a needy person in an individual situation. The Dictionary definition of counselling stresses

"advice", mental exchange of ideas" or to recommend. This definition is the reason why so many people see counselling as a profession anybody can undertake.

There is this erroneous belief that anybody can advise without proper training for the course. Meanwhile, counselling has more in-depth meaning technically. The America Psychological Association Division of counselling psychology committee defines counselling as "a process designed to help individuals towards overcoming obstacles to their personal growth, wherever these may be encountered and towards achieving optimum development of their personal resources". In other words, counselling helps the individual to acquire skills that will enable him or her overcome blocks' infringing on his/ or her development.

Roughly one can say that "Counselling is an interpersonal process by which one facilitates growth or change in another by adopting certain attitudes and employing certain skills appropriate to the context". This is only a provisional description so that you can further be motivated to learn more about it and modify the description rather than rest on it as the final word.

There are some definition of counselling given below.

"Counselling as that process which takes place in a one to one relationship between an individual troubled by problems with which he cannot cope with alone, and a professional worker whose training and experiences have qualified him to help others reach solution to various types of personal difficulties".

- Helin and Macleans

"Counselling as the process, by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved".

-Idown

"Counselling as a person to person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved".

-Thomson and Poppen

"Counselling; mental interchange of opinions; deliberating together."

<div align="right">- Webster's Dictionary</div>

"Face to face relationship in which growth takes place in the counsellor as well as the counselee."

<div align="right">- Strang</div>

"The application of the personal resources of the school or other institutions to the solution of the problems of individuals."

<div align="right">- Traxler</div>

"Counselling is a personal and dynamic relationship between two individuals – an older, more experienced and wiser, and a younger, less experienced and less wise. The latter has a problem for which he seeks the help of the former. The two works together so that the problem may be more clearly defined and the counselee may be helped to self-determined solution."

<div align="right">- Warner</div>

"Counselling is a mental learning process. It involves two individuals – one seeking help and the other a professionally trained person who helps the first to orient and direct himself towards a goal which leads to his maximum development and growth in his environment."

<div align="right">- Wiley and Andrew</div>

"A relationship in which one person endeavours to help another to understand and solve his adjustment problems."

<div align="right">- English H.B.</div>

"Counselling is a process which takes place in a one-to-one relationship between an individual troubled by problems with which he cannot cope alone and professional worker whose training and experience have qualified him to help others reach solutions to various types of personal problems."

<div align="right">-Hahn and McLean</div>

There are many more definitions of counselling. To summarize, counselling is aimed at:

- Bringing about desired changes in the individual for self-realisation.
- Providing help to solve problems through an intimate relationship.
- Personality development.
- Prevention of serious emotional difficulties.
- Helping an individual to gain self-understanding, self-realisation.
- Achieving positive mental health.
- Improving personal effectiveness.
- Resolving the problems.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

10) What does counselling mean?

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11) Define counselling.

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1.10 ELEMENTS OF COUNSELLING

There are three distinct elements in the process of counselling which are as follows:

- First, counselling involves two persons.
- Second, the specific objective of counselling is to help and assist the counselee to solve his problems independently.

And thirdly, counselling is a professional task and must be performed by professionally trained persons.

William Cottle, a famous worker in the field of counselling, has differentiated five elements in the process of counselling. These are:

i. *Rapport:* The first element in rapport which involves establishing relationship of mutual respect between the two individuals, the counsellor and the counselee.

ii. *Communication:* Communication between the counsellor and the counselee should be free and frank, without inhibition. Efforts should be made to increase the effectiveness of communication by using different devices such as depth interview.

iii. *Qualification:* The counsellor should be professionally qualified person with some practical experience and liking for people. This will enable him to understand the problems more adequately.

iv. *Confidence:* The fourth element is directly related with the counsellor who starts with confusion and feelings of bewilderment and gradually progresses towards his goal of understanding his problems. In the process he undergoes a change in his attitudes and acquires insight into his problems. By and by the counselee gains confidence to tackle his problems and increases his capacity of adjustment to his environment.

v. *Counselling interview:* The last element is the counselling interview which is comprehensively planned by the counsellor to lead the counselee to the desired goal. The counsellor tries to understand the problems of the counselee and attempts to find out some remedy.

1.11 CHARACTERISTICS OF COUNSELLING

An effective counselling has the following characteristics:

i. It involves two individual one seeking help and the other a professionally trained person who can help the first. One who seek help is counselee and the one who provide help is the counsellor.

ii. There is a mutual respect between the two individuals.

iii. It is aimed to bring about desired changes in the individual for self-realization and providing assistance to solve problems.

iv. The counsellor identifies the problems of counselee and help him to take decision, make a choice or find a direction.

v. It is more than advice giving, solution emerge through thinking that the person does for himself rather than solutions suggested by the counsellor.

vi. It involves more than offering assistance to find a solution to an immediate problem. Its function is to produce changes in the individual thereby enabling him to deal with the difficulties in a more productive and independent manners.

vii. It is a purposeful learning experience for the counselee.

viii. Counselling process is structured around the felt needs of the counselee.

ix. Main emphasis in the counselling process is on the counselee's self-direction and self-acceptance.

1.12 OBJECTIVES AND NEEDS OF COUNSELLING

1.12.1 Aims and Objectives of Counselling

Counselling aims at helping the clients understand and accept themselves "as they are", and counselling is to help the student to help himself/herself.

The main objective of counselling is to bring about a voluntary change in the client. For this purpose the counsellor provides facilities to help achieve the desired change or make the suitable choice. According to Duns moor and miller, the purpose of student counselling are:-

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

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

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

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

v. To help the student know himself/herself better-his/her interests, abilities, aptitudes, and opportunities.

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

vii. To inspire successful endeavour toward attainment.

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

The goal of counselling is to help individuals overcome their immediate problems and also to equip them to meet future problems. Counselling, to be meaningful has to be specific for each client since it involves his/her unique problems and expectations. The goals of counselling may be described as immediate, long-range, and process goals. A statement of goals is not only important but also necessary, for it provides a sense of direction and purpose. Additionally it is necessary for a meaningful evaluation of the usefulness of it. The counsellor has the goal of understanding the behavior, motivations, and feelings of the counselee. The counsellor has the goals are not limited to understanding his/her clients. He/she has different goals at different levels of functioning. The immediate goal is to obtain relief for the client and the long-range goal is to make him/her 'a fully functioning person'. Both the immediate and long- term goals are secured through what are known as mediate or process goals. Specific counselling goals are unique to

each client and involve a consideration of the client's expectations as well as the environmental aspects. Apart from the specific goals, there are two categories of goals which are common to most counselling situations. These are identified as long-range and process goals. The latter have great significance. They shape the counselee and counsellors' interrelations and behavior. The process goals comprise facilitating procedures for enhancing the effectiveness of counselling. The long range –goals are those that reflect the counsellor's philosophy of life and could be stated as

     i.   To help the counselee become self-actualizing.

     ii.   To help the counselee attain self-realization.

     iii.   To help the counselee become a fully –functioning person.

The immediate goals of counselling refer to the problems for which the client is seeking solutions here and now. The counselee could be helped to gain fuller self- understanding through self–exploration and to appreciate his/her strengths and weaknesses. The counsellor could provide necessary information but however exhaustive, may not be useful to the client unless he has an integrative understanding of himself/herself vis-a-vis his/her personal resources and environmental constraints and resources. There is an inter relation between the long-range and immediate goals as both depend on the process goals for their realization. The process goals are the basic counselling dimensions which are essential conditions for counselling to take place. They comprise empathic understanding, warmth and friendliness which provide for inter personal exploration which in turn helps the client in his/her self-exploration and self-understanding and eventually lead to the long range goals namely self-actualization, self- realization and self enhancement. Discussing the goals of counselling, Parloff (1961) distinguishes between immediate and ultimate goals according to him the former refers to the steps and stages in the counselling process which lead to the realization of the ultimate goals. Patterson (1970) suggests a third level of goals namely intermediate goals in addition to mediating and ultimate goals. Ultimate goals refer to the broad and

general long term outcomes like positive mental health. Intermediate goals are explained by the reasons for seeking a counsellor's help and immediate goals as those that refer to the present intentions of the counselee. A major criticism levelled is that goals such as self- actualization, actualizing potentialities, etc., are too general and amorphous and hence not useful in actual practice. Krumboltz (1966) holds that an operational definition of terms would be a more useful approach. He suggests that a general concept could be reduced to specific objective and measurable variables. Mediate goals (Parloff, 1967) may be considered as specific steps contributing to the realization of general goals. Behaviourists play much emphasis on mediate goals like reduction of anxiety, acquisition of adaptive habits, etc. The immediate goal of counselling is to motivate a potential counselling to make an appointment with a counsellor and go through the counselling process till the mediate goals are realized. It is through the realization of mediate goals that the ultimate goals of self–understanding, self–realization and self–actualization can be reached. The process of self–exploration is perhaps a kind of immediate goal which sets the counselling process in motion. Areas in which change is considered desirable are relations with other individuals, academic achievement, job satisfaction, etc. Some of the major goals of counselling generally accepted by the counsellors are given below:-

i. *Achievement of positive mental health:* It is identified as an important goal of counselling by some individuals who claim that when one reaches positive mental health one learns to adjust and response more positively to people and situations. Kell and Mueller (1962) hold that the "promotion and development of feelings of being liked, sharing with, and receiving and giving interaction rewards from other human beings is the legitimate goal of counselling"

ii. *Resolution of Problems:* Another goal of counselling is the resolving of the problem brought to the counsellor. This, in essence, is an outcome of the former goal and implies positive mental health. In behavioural

terms three categories of behavioural goals can be identified, namely, altering maladaptive behavior, learning the decision – making process and preventing problems (Krumboltz, 1966).

iii. *Improving Personal Effectiveness:* Yet another goal of counselling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioral change(s).

iv. *Counselling to Help Change:* Blocher (1966) adds two other goals. The first, according to him, is that counselling should maximize individual freedom to choose and act within the conditions imposed by the environment. The other goal is that counselling should increase the effectiveness of the individual responses evolved by the environment. Tiedeman (1964) holds that the goal of counselling is to focus on the mechanism of change and that the counselee should be helped in the process of 'becoming' – the change which pervades the period of adolescence through early adulthood during which the individual is assisted to actualize his potential. Shoben (1965) also views the goal of counselling as personal development.

v. *Decision–Making as a Goal of Counselling:* Some counsellors hold the view that counselling should enable the counselee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that "the primary objective of counselling is that of stimulating the individuals to evaluate, make, accept and act upon his choice". Sometimes the counselees have goals which are vague and their implications are not fully appreciated. It is perhaps one of the primary functions of a counsellor to help clarify a counselee's goal.

vi. *Modification of Behavior as a Goal:* Behaviourally-oriented counsellors stress the need for modification of behavior, for example, removal of undesirable behavior or action or reduction of an irritating

symptom such that the individual attains satisfaction and effectiveness. Growth-oriented counsellors stress on the development of potentialities within the individual. Existentially-oriented counsellors stress self-enhancement and self-fulfilment. Obviously the latter cannot be realize without first securing the former, namely, symptom removal or reduction as a necessary pre-condition for personal effectiveness.

1.12.2 Need of Counselling

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

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

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

ii. To help in the proper choices of courses.

iii. To help in the proper choices of carvers.

iv. To help in the students in vocational development.

v. To develop readiness for choices and changes to face new challenges.

vi. To minimize the mismatching between education and employment and help in the efficient use of manpower.

vii. To motivate the youth for self-employment.

viii. To help freshers establish proper identity. Guidance and counselling service is needed to help students deal effectively with the normal developmental tasks of adolescence and face life situations boldly.

ix. To identify and motivate the students form weaker sections of society.

x. To help the students in their period of turmoil and confusion.

xi. To help in checking wastage and stagnation.

xii. To identity and help students in need of special help.

xiii. There are such students as the gifted, the backward the handicapped who need special opportunities. They need special attention and opportunities.

xiv. To ensure the proper utilization of time spent outside the classrooms. The manner in which student spend their non-class hours clearly affects their success in achieving both academic competence and personal development of all types a positive direction to students should be provided by influencing how they can use those non class hours.

xv. To help in talking problems arising out of students population explosion.

xvi. To check migration to prevent brain drain.

xvii. To make up for the deficiencies of home.

xviii. To minimize the incidence of indiscipline.

Bargadon has mentioned the following situations where counselling in required:

i. When a pupil requires not only reliable information but also an interesting introspection of those in formations which can solve his personal difficulties.

ii. When a pupil needs intelligent listener who has more experience than the pupil to whom he can recite his difficulties and through which can seek suggestions for his working plan.

iii. When the counsellor has to assess those facilities which can help in resolving the pupil problems but the pupil doesn't enjoy such an access to those facilities.

iv. When the pupil has some problem but he is unaware of that problem and his development, he is to be made aware of that problem.

v. When the pupil is aware of the problem and difficulties created by the problem but he feels difficult to define it and to understand it that is, when the pupil is familiar with the presence of the problem and its nature but he is unable to face the problem due to this temporary tension and distraction.

vi. When the pupil suffer the main maladjustment problem or some handicapped which is temporary and which needs careful long due diagnosis by an expert.

Majority of students lack a sense of direction, a sense of purpose and a sense of fulfilment and include in destructive activities which lead to social damage and loss. Adequate guidance and counselling facilities is the only answer to help and guide the youth to worthwhile channels and help them to realize the goals of optimum academic personal and social development. Problems and needs in society are nothing new. But today they seen to be proliferating unprecedented rate. The unique problems in the changing family, cities in up level, conflicts in values, attitudes and moral , the new criticism about politics, economic factors the changing role of work, new pressure and demands on school and the problems of the youth all points out the needs for the counselling services. Guidance and counselling have a challenging role to play in every developing economy much more so if it is a labour surplus one.

1.13 TYPES OF COUNSELLING

Counselling can be group counselling or individual counselling.

1.13.1 Group Counselling

It is a technique where a group of persons is counselled by applying group interaction method with the purpose of arriving at a solution to the problem common to the group. All the group members were provided with an opportunity to discuss their problem together, in a free atmosphere. Knowledge of reality, self-knowledge and self- realization can be achieved through group interaction process. These help to modify certain faulty social learning and to relearn certain attitudes and dispositions which are essential for healthy adjustment.

The counsellor initiates the session with the students chosen on the basis of common problem. Everyone in the group gives his opinion and shows respect for others viewpoint and the group finally take a decision which is acceptable to all. The limitation here is the size of the group. It should be small otherwise the interaction among the members will result in confusion instead of solution.

Techniques of Group Counselling

There are various techniques used for group counselling.

i.   *Informal discussions:* - Discussions done under a skillful leader with desirable objectives result in conclusions helpful to the whole group.

ii.   *Group reports:* - Students with similar specific problems are divided into groups, the solution arrived at is discussed in the larger group.

iii. *Lectures:* - Lectures delivered by experts on specific problems is used to impart group guidance.

iv.   *Dramatics:* - Guidance is given in an interesting   way   by dramatization.

v. *Question box:* - Shy students get a solution for their problems when similar problem is discussed in a group.

vi. *Case conference*: - It is an experience in social thinking where the problem faced by the majority of the group is stated concretely by way of a case.

1.13.2 Individual Counselling (Interview)

Interview is one of the main techniques employed in assisting the individual to understand himself. It is the fundamental operation in the counselling process.

According to Bingham and Moore Interview is 'Conversation with purpose'. Irrespective of the nature of the interview, facts about the involved individual are gathered, inferred and sometimes judged and verified during the counselling process. In addition to the obvious picture of the students' traits as obtained through structured tools in the form of data blanks, questionnaire, rating scales, a proficient counsellor can enrich the data collected by having casual conversations with teachers concerned and parents.

Types of Interviews

i. *Introductory Interview:* The first interview with the counsellee for getting mutually acquainted and building rapport is introductory interview. It makes the follow up procedure easy. The counsellor introduces himself and states the purpose of the interview to the counsellee. It also develops confidence in the counsellee about the counsellor's competence, interest, knowledge, skill and feeling of freedom. This type of introductory interview does not provide all the data needed to understand the counselee. To get details about the counsellee, the introductory interview is to be followed by fact finding interview.

ii. *Fact Finding Interview:* This helps the counsellor to identify the intensity of counselee's attitudes towards family, friends, school, subjects and situations which are not revealed by the counselee in

writing. Counsellor knows about the strengths and weaknesses of the counselee by this follow-up interview.

iii. *Informative Interview:* A counselee may be interviewed by the counsellor with the purpose of informing him about the data collected from various sources. The students who seek educational and vocational choices require this type of interviews by expert counsellors.

iv. *Counselling Interview or Therapeutic Interview:* It is a conversation with a purpose between two individuals in the specific context of counselling. It requires a cooperative attitude and readiness for sharing on part of both the participants, an expert counsellor can arouse a confidence in the counselee that they are close enough for his free expression of any of his feelings which he cannot talk openly with others. Thus with the development of counselling interviews, the counsellor is increasingly able to understand the counselee's special need without getting emotionally involved with the counselee. A proficient counsellor can observe significant facts in the counselling situation. The gestures, looks, tone, pitch and movements of the counselee during the interview also give information about the counselee's emotional state, his attitude towards the problem and his ego strength. Termination of a counselling interview should be an achievement experience for the counselee and fulfilling experience for the counsellor.

Check Your Progress

Notes: a) Write your answer in the space given below

      b) Compare your answer with those given at the end of the unit

12) What are the elements of Counselling?

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13) What are the various types of interviews applied in individual counselling?

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1.14 APPROACHES TO COUNSELLING

Counselling is a broad term which encompasses all the fields of life. For the convenience of study, the scholars have divided the concept of counselling into various types. All these types are based on the general principles which run the process of counselling. The experts have pointed out the following well-defined approaches to the theory and practice of counselling.

1.14.1 Directive Counselling

The directive Counselling, which is g also called as prescriptive or counsellor-oriented counselling, was founded by Professor. Williamson, University of Minnesota, USA. He holds that the counsellor is competent, mature and qualified person. .He has the ability to handle a problem and can advise the counselee regarding the solution of the problem. The process of counselling should evolve around the counsellor. Counsellor is the person who can lead the counselee out of the problematic situation. The counsellor owns the responsibility of solving the problems of the counselee.

The directive counselling refers to the counselling strategy in which the counselee follows the directions of his/her counsellor to solve the problems. In Directive counselling process the counselee depends on the directions and experiences of the counsellor for the solution of his problems.

Characteristics of directive counselling

i.   This approach of counselling is counsellor-centred. The counsellor designs the strategy for his counselee.

ii. The focus of attention in the directive counselling is 'the problem' rather than 'the counselee'. But it does not mean that they are two different things.

iii. The counsellor plays an active role in this approach of counselling. He is well aware of the situation and wishes to control the conditions according to his own will.

iv. The counsellor employs various tools of research for the collection of date about the counselee.

v. The counsellor prepares suggestions for the solution of the problems faced by the counselee. The counselee can get rid of the painful situation by acting upon the suggestions advised by the counsellor.

Steps in Directive Counselling

The following steps are followed in this type of counselling:

i. Analysis: In this step data is collected from a variety of sources for an adequate understanding of the pupil.

ii. Synthesis: This step implies organizing and summarizing the data to find out the assets, liabilities, adjustments and mal-adjustments of the pupil.

iii. Diagnosis: Formulating conclusions regarding the nature and causes of the problems expressed by the pupils is the major concern of this step.

iv. Prognosis: This step implies predicting the future development of the problem of client or pupil.

v. Counselling: This step indicates taking steps by the counsellor with the pupil to bring about adjustment in life.

vi. Follow-up: This step implies helping and determining the effectiveness of the counselling provided to the pupil or client.

Advantages of Directive counselling

i. This method is useful from the time consuming view-point. It saves time.

ii. In this type of counselling, there is more focus on the problem and the person.

iii. The counsellor can look the client directly.

iv. Counselling focuses more on the intellectual aspects of the person than emotional aspect of the personality.

v. In this process, the counsellor becomes readily available to help which makes the client very happy.

Limitations of Directive counselling

i. In this process the client is more dependent. He is also less able to solve new problems of adjustment.

ii. As the client is never independent of the counsellor, it is not an efficient best guidance.

iii. Unless and until a person does not develop some attitude through experiences, he cannot make any decision himself.

iv. The counsellor fails in serving the client to commit the mistakes in future

1.14.2 Non-Directive Counselling or Client-Cantered Counselling

The non-directive counselling, which is also termed as permissive or client-cantered counselling, has grown out of reaction to the directive approach of counselling. This new approach was founded by its chief exponent Carl Rogers. He believes that every individual has to right and ability to choose a right path to attain the goals of life. In the non-directives approach, the counsellor pushes himself into the background and allows the counselee to play on the front foot. Rogers calls his approach of counselling, as 'client-centred counselling' as it evolves around the personality of the client. This counselling aims at facilitating each person in his self-directed process of becoming.

The non-directive counselling is concerned with the counselling process in which the counsellor, aids his/her counselee in solving his/her problems by himself/herself so as to lead a better and balanced life.

Non-directive counselling is a counselling approach which aims at facilitating each person in his self-directed process of becoming.

Characteristics of non-directive counselling

  i.   This approach is counselee-centred. It evolves around the personality of the counselee.

  ii. Non-directive counselling not only aims at solving the problems of an individual but also trains him to solve his problems by himself.

  iii. In this approach of counselling, the counsellor creates an environment of mutual trust so that the counselee may express his feelings and expose himself.

  iv. This approach of counselling is based on non-intervention. The counsellor does not intervene in the expressions of the counselee.

  v.   The counsellor has no authority to impose his wishes on the counselee. He cannot close the doors of choice for the counselee also. The counsellor should help the counselee in the understanding of the problems.

Steps in Non-Directive Counselling

The following steps are adopted in this counselling process:

  i.   The pupil or individual comes for help as the counselee.

  ii. The counsellor defines the situation by indicating that he doesn't have the answer but he is able to provide a place and an atmosphere in which the client or pupil can think of the answers or solutions to his problems.

  iii. The counsellor is friendly, interested and encourages free expression of feeling regarding the problem of the individual.

  iv. The counsellor tries to understand the feeling of the individual or client.

  v.   The counsellor accepts and recognizes the positive as well as the negative feelings.

  vi. The period of release or free expression is followed by a gradual development of insight.

vii. As the client recognizes and accepts emotionally as well as intellectually his real attitudes and desires, he perceives the decisions that he must make and the possible courses of action open to him.

viii. Positive steps towards the solution of the problem situation begin to occur.

ix. A decreased need for help is felt and the client is the one who decides to end the contract.

Advantages of Non-Directive Counselling

There are several advantages of client-centred counselling. They include:

i. A very safe, accepting atmosphere, which is especially vital for clients who have experienced a trauma.

ii. A strong focus on the here and now, which helps clients stop dwelling on the past or worrying about the future.

iii. Unconditional positive regard has a powerful impact on clients, enabling them to feel-perhaps for the first time in their life – accepted and valued for who they are rather than judged for their perceived shortcomings.

iv. The view that the client is the expert encourages clients to search for solutions within themselves and become more self-reliant and self-directing.

v. The non-directive approach greatly reduces counselling clients' tendency to become dependent on the counsellor for answers.

vi. Self-awareness, self-understanding, and personal growth are emphasized.

vii. Clients are not regarded as patients who are sick and in need of being fixed or cured.

viii. The therapeutic environment supports and promotes change.

ix. The client – rather than the therapist – steers the counselling process.

x. Clients are responsible for discovering their own solutions and making changes – this empowers them, encourages personal responsibility, and helps eliminate the victim mind-set.

Disadvantages and Limitations of Non-Directive Counselling

i. Although client-centred counselling is highly regarded by many, it's not without its limitations and disadvantages. Critics of this particular approach to counselling point out the following:

ii. It's more beneficial for clients who are educated.

iii. The approach relies on an overly optimistic view of people.

iv. The belief in people's ability to change – especially within the context of a non-directive approach – is overly generous.

v. Counsellors, in their efforts to be non-directive, fail to gather sufficient information from the client to truly help them reach their goals. Along these same lines, there is too much emphasis and reliance on the belief that the client is the expert and has the answers within.

vi. Unconditional positive regard – especially when it is coming from the therapist (a person whom clients regard as an expert or authority figure) -may inadvertently encourage or enable a client's maladaptive behavior.

vii. The assumption that people are fundamentally good is viewed as fundamentally flawed (and even dangerous) by many critics of person-centred counselling. History has shown time and again that people are often selfish and don't always want or try to what would be considered right or moral by the general population.

viii. Only a small number of counsellors have the genuine ability to be truly humanistic in their practice.

ix. Many counsellors find it difficult to be as non-directive as this approach requires; there's a natural tendency that stems from the desire to help people that makes counsellors vulnerable to influencing the direction and decisions of their clients.

x. Unconditional positive regard, while ideal, may be hindered at times by the counsellor's own countertransference (e.g. when clients trigger negative feelings in the counsellor); it's also not always realistic as some clients are very difficult to work with and will challenge even the most self-aware and well-meaning counsellor.

xi. There's a lack of empirical evidence that supports the efficacy of client-centred counselling.

xii. Too much empathy on the part of the counsellor may interfere with the counsellor's ability or willingness to challenge the client when appropriate or necessary.

xiii. Many people seek counselling for the wrong reasons, such as validation for bad choices in attempt to alleviate guilt or shame. Person-centred counselling doesn't really allow counsellors to challenge inappropriate, self-destructive, or immoral behaviour.

xiv. The actual practice of client-centred counselling is challenging for counsellors due to 1) a lack of therapeutic techniques and 2) a heavy reliance on the counsellor's ability to consistently be non-judgmental, unconditionally accepting, and empathetic with their clients.

1.14.3 Eclectic Counselling

The eclectic counselling is a counselling approach which combines the features of both directive and non-directive approaches to counselling. Carl Rogers and Williamson adopted two opposite lines of action in connection with counselling approach. We are aware of the fact that the purpose of either of the counselling approaches is the welfare of the counselee. Both wish to make the counselee self-reliant and independent. It means that counselee is the focus of the counselling process. The experts have observed various limitations and demerits in both of counselling approaches. Keeping in view the weaknesses of two traditional approaches to counselling, F. C .Thorne presents a new approach to counselling namely the 'eclectic counselling'. He believes

that it is convenient for a counsellor to alternate between directive and non-directive techniques rather than rigidly sticking to a particular mode of counselling. According to Thorne, eclectic counselling refers to a deliberate attempt, made by the counsellor, to combine direction and freedom as the situation demands.

The eclectic counselling refers to the freedom to the counsellor to use whatever procedures or techniques seem to be the most appropriate to any particular situation or to any particular counselee.

The eclectic counselling is characterized by its freedom to the counsellor to use whatever procedures or techniques seem to be most appropriate to any particular time for any particular client.

The eclectic counselling is one who is willing to utilize any procedures which hold promise to solve the problems of the client.

Characteristics of eclectic counselling
i. Methods of counselling may change from client to client or even with the same client from time to time. This is the easiness that is the specialty of eclectic counselling.
ii. Flexibility is the key note of this approach of counselling.
iii. Freedom of choice and expression lies open to both the counsellor and the counselee.
iv. A feeling of comfort is realized both by the counsellor and the counselee in this approach of counselling.
v. Both the counsellor and the counselee observe the experience of mutual confidence and faith in the relationship.

Steps in eclectic counselling
Thorne, suggested the following steps
i. Diagnosis of the cause.
ii. Analysis of the problem.

iii. Preparation of a tentative plan for modifying factors.

iv. Securing effective conditions for counselling.

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

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

For a change, we will look at the disadvantages of an issue first..

Disadvantages of Eclectic Counselling

i. Some people are of the view that eclectic counselling is vague, opportunistic and superficial.

ii. Both directive and non-directive counselling cannot be mixed together.

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

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

Advantages of Eclectic Counselling

The features of eclectic counselling that is, flexibility in choosing directive or non-directive or both the techniques, and alternating between the two techniques, the freedom of choice and expression to the counsellor and the client – are itself its major advantages. It removes the rigidity of the other two methods that is directive and non-directive, and hence produces better results. It is economical and effective.

1.15 DIFFERENCE BETWEEN GUIDANCE AND COUNSELLING

Guidance	Counselling
Guidance is broader and comprehensive.	Counselling is in-depth and narrow.
Guidance is more external, helps a person understand alternative solutions available to him and makes him understand his personality and choose the right solution.	Counselling helps people understand themselves and is an inward analysis. Alternative solutions are proposed to help understand the problem at hand.
Guidance is mainly preventive and developmental.	Counselling is remedial as well as preventive and developmental.
Intellectual attitudes are the raw material of guidance.	Emotional rather than pure intellectual attitude are raw material of the counselling process.
Decision making is operable at an intellectual level in guidance.	Counselling operates at an emotional level.
Guidance is generally education and career related and may also be for personal problems.	Counselling is mostly offered for personal and social issues.

1.16 LET US SUM UP

This unit made an attempt to define the terms, guidance and counselling and explained various types of guidance, relationship between guidance and counselling. This unit also explained different types of counselling, approaches to counselling and their advantages and limitations. Finally, this unit concluded with the difference between guidance and counselling.

1.17 UNIT - END ACTIVITIES

   a) Select three schools of your area (Government sponsored, Government aided and a privately run recognized school) and study their guidance services provided to students.

   b) Define the following term: Guidance, group counselling and client centred counselling.

   c) Eclectic counselling seems to be most appropriate to any particular time for any particular client- justify

   d)   Identify the various elements of a counselling.

1.18 ANSWER TO CHECK YOUR PROGRESS

1. Give your own definition for guidance as you think.

2. To appraise and interpret personal characteristics, to adjust to school, to teachers & pupils, to provide orientation to educational, vocational & avocational opportunities & requirements, and to develop personal potentialities.

3. Self-direction, dynamic, individualized help, adjustment in different situation, not to impose one's view points on others, establishes harmonious relationship.

4. Educational Guidance – Monitor academic progress of students, Identify special learners; such as academically backward, gifted and creative, Assist students in further/continuing education, Provide assistance to special learners by catering to their educational needs, Diagnose the learning difficulties and disabilities of students in different subjects, Help students in their adjustment to curricular and co-curricular demands of educational programme., Make students familiar with the world of work and its diverse requirements., Provide career information.

   Vocational Guidance- Vocational guidance is needed to, Enable students to discover their potentialities and interests vis-à-vis occupational requirements, Make available information about vocational training. Assist in choice of vocation. Train students for adjustment in a chosen vocation. Assist students in attaining emotional stability, Help students to get opportunity adjusted in life.

5. Wastage and Stagnation, Diversified curriculum, Decision for further education, Preparation for further vocation

6. To assist the pupil to obtain the necessary knowledge about the characteristics and functions of different occupations., To enable to pupil to obtain information about the specific skills and abilities required by

different occupations such that he/she may make an appropriate choice of an occupation to suit him/her abilities,

7. Both guidance and counselling are continuous process and not isolated activities, Guidance is a broader and comprehensive process, whereas counselling is characterised by specificity, depth and precision. etc.

8. Benefits to the Community: It provides to the community with better adjusted citizens, It avoids various problems which otherwise would lead to mental illness.

9. Limitations of Guidance: Mostly these services are not properly organized, such services lack in men and materials, more emphasis is being laid on psychological tests.

10. It is process of assistance extended by an expert to a needy person in an individual situation.

11. "A relationship in which one person endeavours to help another to understand and solve his adjustment problems" - English H.B.

12. Rapport, Communication, Qualification, Confidence, and counselling interview

13. Introductory Interview, Fact Finding Interview, Informative Interview, Counselling Interview or Therapeutic Interview

14. A very safe, accepting atmosphere, which is especially vital for clients who have experienced a trauma, A strong focus on the here and now, which helps clients stop dwelling on the past or worrying about the future.

15.

Guidance	Counselling
Guidance is mainly preventive and developmental.	Counselling is remedial as well as preventive and developmental.
Intellectual attitudes are the raw material of guidance.	Emotional rather than pure intellectual attitude are raw material of the counselling process.

1.19 POINTS FOR DISCUSSION

As we have seen in this session guidance and counselling plays a major role in educational institutions. But what actually is the state of affairs? How far have the educational institution provided guidance services and counselling to students and teachers? What more can be done in this direction?

1.20 SUGGESTED READING

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UNIT – II GUIDANCE MOVEMENT IN INDIA, QUALITIES OF COUNSELLOR

Structure

2.1 INTRODUCTION

The importance and the necessity of guidance in the Indian education system were recognised when the Secondary Education Reorganization Commission of India in 1952 that guidance and counselling services be provided in secondary schools.

Good teachers have always been interested in providing understanding assistance to students to help them overcome problems of learning and

adjustment so as to ensure optimum achievement and profitable placement. In the ancient Indian Universities like Nalanda and Taxila, the learned monks were sagacious and wise in their handling of students. Right from admission of students to these seats of learning they were occupied with the process of guidance. The focus of the unit would be to present in detail the history of guidance movement in India, the problems it faces and ways to improve guidance in India.

Further, this unit focuses on the personal and professional qualities of counsellors who are very important in facilitating any helping relationship. A counsellor must be well equipped to assist individuals to make adjustments and live a happy and harmonious life. The adjustment can be with regard to the school and curriculum, vocation and personality. For effective counselling, the counsellor must be equipped with two kinds of data. Fist he must have data relating to the counselee's background aptitudes, achievements, interests, plans etc. Further, he must have the skills to interpret this data. Secondly, the counsellor must have information about the areas in which the counsellee may seek his assistance. These areas may be educational or personal. Unlike a doctor who treats physical ailments with the sound knowledge of the precise medication to be prescribed, a counsellor would invariably face a dilemma. No wonder someone defined counselling as "an undefined technique applied to an unspecified problem with unpredictable results".

2.2 OBJECTIVES

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

- understand the history of guidance movement in India.

- discuss the problems of guidance movement in India.

- suggest ways to improve guidance movement in India.

- describe the qualities of counsellor.

- list out the functions of counsellor.

- analyse the professional ethics of counsellor.

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- differentiate between counsellor and teacher.

- understand the group guidance.

- understand the group counselling.

2.3 HISTORY OF GUIDANCE MOVEMENT IN INDIA

Guidance is as old as social practice as the society itself. In all ages and in all societies parents have provided guidance to their children. Similarly more experienced members of the society have been the people from whom others sought guidance in various situation.

The techniques of guidance can be traced as for as ancient times. The Panchtantra and jataka tales are known for their moral stories, parables and question answer technique in learning. Even before the time of Socrates, these were used in India.

The teacher taught relationship was that of Guru Shishya. The Word "Guru" in Hindustani means the one who guides when the education of pupil was completed, he was given upadesha. Education in ancient India was intimately related with guidance.

Vedic period: Reference to technical &vocational education is found in Rigveda & Atharaveda. Ayurveda (science of medicine) is a branch of Atharvaveda. The Gurukul system of education &many other practices &institutions owed their origin to guidance. They were taught sculpture, drawing, painting &other material objects.

Post Vedic Period: During the post Vedic period, the vocational & technical education continued as prevalent in the Vedic age. The remains of Mohenjodaro & Harappa remind us technical and vocational skills of that period. Vocational & technical education was imparted in the field of military science, medicine, surgery, agriculture, painting etc.

Guidance in Buddhist Period: During Buddhist Period, Vedic literature was also studied along with Buddhist literature. Although Buddhist education was

basically religious but vocational education was also given importance. The vocations of study of Ayurveda (science of medicine), Dhanurveda (science of war) and Gandhararveda (art of music) developed during this period. Pupils were guided in the choice of vocations in accordance with their dispositions, interests, abilities, understanding and skills.

Guidance in Medieval Period: In medieval period there was ample provision for guidance in vocational and technical education in various fields like arts and crafts, architecture, painting, dancing, music, military education and medicine education. Handicrafts made much progress during Mughal rule.

Guidance in British Period: As British felt the need of technicians in various areas they decided to start technical and vocational colleges. In 1847, an engineering college was started in Rookre. Afterwards engineering colleges were started at Calcutta, Madras and Poona. By 1902, about 85 technical and vocational schools were established in the country. Sargent Report (1944) made provision for teaching woodcraft, metal craft, engineering, drawing, shorthand, typing, etc. in technical high school.

Guidance in Modern India: The post-independence period witnessed the tremendous progress in the field of technical and vocational education along with the rapid growth of industrialization in the country.

1915, Calcutta University: It had the privilege of starting the first psychological laboratory in India in 1915. It was introduced guidance as a section of its department of applied psychology as an academic discipline in 1938 under the direction of Dr. G.S. Bose, then Head of the Department, to conduct researches in the field of educational and vocational guidance.

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

1945, Patna University: In 1945, a Department for Psychological Services and Researches was established in Patna University to offer personal and vocational guidance to students.

1947, Parsi Panchayat: Dr. H.P. Mehta, the Director of the Parsi Panchayat Vocational Guidance Bureau established by trustees of the Parsi Panchayat Funds and Properties, published the first journal Vocational and Educational Guidance.

1947, Utter Pradesh Government: The Bureau of Psychology at Allahabad was established by U.P. Government in 1947 on the recommendation of Acharya Narendra Deo Committee.

1950, Bombay Government: In 1950, the Bombay Government set up Vocational Guidance which was renamed in 1957 as Institute of Vocational Guidance.

1950s Delhi: There was workshop and seminars held in Delhi during the 1950s. In March 1953, Dr. W.L. Barnette, an American Fulbright Professor, held a workshop for guidance workers at the Central Institute of Education, Delhi. Another seminar was held in November 1954, at the same venue. It was decided to form an All India Educational and Vocational Guidance Association and to affiliate it to International Association of Vocational Guidance.

1954, Central Bureau of Educational and Vocational Guidance: The Ministry of Education, Central Government of India, set up the Central Bureau of Educational and Vocational Guidance in 1954 with the following specifications:

- Production and distribution of tools and aids serviceable of guidance bureau in schools.
- Technical assistance for setting up education and vocational guidance bureaus in the states.
- Training guidance personnel, particularly psychologists and counsellor.
- Preparation of manuals for dealing with educational and vocational guidance careers and occupation.

This bureau has been rendering valuable service ever since it's established in the field of guidance. The bureau is now part of the Department of

Psychological Foundations of the National Institute of Education under the National Council of Educational Research and Training.

State Bureau of Educational and vocational Guidance: This was established to perform the following functions:

- Organization of sample group guidance activates for a few schools.
- Collection of occupational information and production of information material.
- Development and adaption of translation of tests, questionnaires, etc.
- Training of guidance workers.
- Planning, coordination and supervision of guidance service within the state.
- Consultative and field service.
- Research work.

Government of India's Initiatives

1. Vocational Guidance and Employment Counselling programme of Director General of Employment and Training the website aims to provide career Guidance and Employment counselling services to students and job seekers through employment exchange.

2. The Advanced Training Institute for Electronics and Process Instrumentation in Dehradun has been set up for training and skill enhancement of people from industries, Govt. / Semi Govt. organization in the field of Electronics and process Instrumentation.

3. The Department of Educational Psychology and Foundations of Education (DEPFE), NCERT, New Delhi is a nodal center for guidance activities at the national level has been offering its academic resources to guidance departments/units/agencies at the state level for training of guidance personnel and for setting up guidance services.

4. National Employment Services functions within the frame work of employment Exchange users can register with a district employment exchange online through this portal.

5. National Policy on Skill Development by Ministry of Labor and Employment.

6. Indian Occupational Safety and Health Information Network.

Acts & Policies for Counselling and Guidance

Rehabilitation Council of India Act, 1992: The Act provides for constitution of the Rehabilitation council of India for training of rehabilitation professionals and maintenance of a Centre rehabilitation resister.

Equal Opportunities Act, 1996: It provides disability certificate including assessment and evaluation of various disabilities. It notifies special Employment Exchanges.

The National Trust Rule (2000) and Regulations (2001): It is for registration of the NGOs and the trust; the National Trust Rule and National Trust Regulation apply.

Secondary Education Commission (1952-53) of Education: the first Education Commission in independent India also known as Mudaliar Commission, recognized the importance of proper guidance for students as part of education.

Education Commission (1964-66): expanded the scope of guidance services beyond educational and vocational guidance. Guidance was viewed as both adjectives and developmental; therefore it was regarded as an integral part of education and not a special psychological or social service peripheral to educational purpose.

National Policy of Education (NPE, 1986) and Programme of Action (POA, 1992): linked guidance services with the vocationalisation of education and the POA (1992) stated emphatically the need for a parallel infrastructure of guidance and counselling.

National Curriculum Framework for School Education (NCFSE, 2000): mentioned guidance services mainly for providing assistance to students for choice of courses and selection of a suitable career required at school leaving

stage and not as an intervention to facilitate holistic development throughout the school years.

National Curriculum Framework (NCF, 2005): provided guidelines for facilitating healthy growth and development of students across are school stages and scope for guidance and counselling at each of these school stages from elementary through secondary and higher secondary stages.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2012): a recent initiative of government of India committed to Universalize Secondary Education at Secondary and Higher Secondary stage lays emphasize on guidance and counselling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage.

Counselling & Guidance Programmes for Adult Education in India

The University Grant Commission (UGC) and the United Nations Population Fund (UNFPA) incorporated counselling and guidance through Adult and Lifelong Learning departments from 1988-2003 in higher education. The University system in 2003 offers incorporated Adult Counselling and Guidance for the student youth in form Telephone Counselling and Personal Counselling and Courses on Counselling and Guidance. The University of Delhi introduces certificate course in Counselling and Guidance and optional paper in M.A. in Lifelong Learning & Extension. Several Indian Universities introduced Counselling and Guidance courses including NCERT (Dr. Rajesh, 2014). There are professional organizations such as Sanjivani, Tarshi, Sumetryi and others are involved in professional Adult Counselling Services in India. Care India and Age Care India are involved in Elderly Counselling Services

There are many good policies and programmes in our country related to counselling and guidance but steel the present picture of guidance and counselling in India is dismal as far as organized work, provision of professional services, and implementation of policies. As of now, there is no legislation for the certification of counsellor and guidance workers in India.

There is lack of direction and coordination, supervision and planning, administrative support and finances. In 2014, there is a shift in Government of India and the new Government of India is more conscious about their Youths empowerment & skills Development to improve their employability. They are also preparing new educational policy. The government should keep the importance of counselling & guidance in their mind and give it more importance. They should also keep one thing in their mind that the kind of counselling assistance sought for and provided in the western world need not necessarily be applicable to the Indian society. However, Counselling is as much necessary in India today as it is elsewhere in the world.

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

  1) What was the contribution of Calcutta University, Mumbai University and Patna University for guidance movement in India?

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2.4 PROBLEMS OF GUIDANCE MOVEMENT IN INDIA AND WAYS TO IMPROVE IT

The guidance movement is more than four decades old in our country, but the progress achieved so far is not satisfactory. There are very few schools and colleges in the country where guidance services is existing in an organised form and students are taking advantage of it.

Let us review the problems which are standing in the way of the effective spread of this movement and suggest pointers for reform.

i.   *Tremendous increase in the number of students and lack of facilities for the increasing population:* If all the students have to be guided, huge guidance staff, testing material, occupational information material, etc., are required, and for all these, vast sums of money are needed. A developing country can hardly afford huge funds for a single activity of education. What needs to be done? Guidance workers in India must become cost-conscious and devise guidance methods which are effective and efficient and are within our means. Our students cannot wait for the proper selection of courses and careers till the time the Centre or State spare finances. Even within the existing resources, a lot can be and should be done.

ii. *Teachers and Principals are not ready for responsibility:* They are neither guidance-conscious and nor guidance-mined. Guidance service does not figure anywhere in the time schedule also. Most of the time, the guidance teachers are not given any relief from their normal teaching load. No wonder, even after receiving training in guidance work and the existence of a trained guidance worker on the staff, no guidance work is done in the schools and the pupils continue to be as ignorant as ever. It will be worthwhile if school administrators, education officers and the maximum number of teachers are made familiar with the concept and philosophy of guidance so that they accept it as a very important part of education and provide it with the necessary leadership. The guidance service needs to be made such a pervading service that every teacher feels involved in it and renders help to the child in need.

iii. *The State Guidance Bureaux do not have any administrative control over the district/school counsellors and career masters:* The district counsellors are generally busy doing odd jobs of the District Education Officers as they are always in need of assistance. The confidential reports of these counsellors are written by D.E.O.'s. Thus the majority

of the counsellors are not doing full justice to the jobs for which they are appointed. As far as school counsellors are concerned, due to the general dearth of teachers in schools, teaching load is given to them. Instead of doing guidance work, they teach regular subjects. Guidance work is considered more or less unnecessary. Besides, the guidance bureaux are not consulted even for the transfers/postings of District Counsellors/ School counsellors/ guidance masters-with the result that at times a number of guidance workers gather in a single school and other schools are deprived of the services of even a single guidance master. For the success of the guidance programme, there should be an effective administrative control of the State Guidance Bureaux over the District Counsellors/ School counsellors and guidance teachers.

iv. *Lack of interest and zeal in the programme:* Students and parents have developed very little interest in the type of guidance programme offered in schools. The routine type of half-hearted approach of the workers and lack of coordination of their efforts with other agencies have failed to capture the imagination of the youth, their guardians and the public in general. Concerted efforts need to be mad by all concerned to make it a live programme which helps and which is sought for.

v. *Parents are not conscious of the guidance programme:* In our country subject and career choice is in effect a parental choice. Guidance, therefore, means guidance for the parents. The success of this programme depends upon the satisfaction of the wishes of the parents. It is very essential that parents are made guidance-minded. Their confidence should be won so that there is a scientific basis of the choice of courses and careers.

vi. *A feeling of purposelessness in the guidance programme:* The extreme shortage of employment opportunities for educated youth entering the labour market has made it difficult to relate guidance with placement at

employment exchanges. The administrators questions the validity of guidance, particularly vocational guidance in schools when there is such a large-scale unemployment not only among illiterates, but also among the educated and even amongst the professionally trained. This feeling is true to a great extent. Unemployment is one of the major forces to reckon with. But the solution to the problem of unemployment is not occupational ignorance but wide knowledge of the things so that the students could be guided to prepare for occupations where there is a shortage. Guidance is needed to wipe out occupational ignorance.

vii.   *Lack of proper tools:* Guidance tools, suiting our conditions, are not available. Most of the techniques which work under affluent social conditions may not work in our country. Similarly, norms are not available in respect of the tests. Without the norms, it is not possible to have coherent picture either of one's traits or that of one's individual differences. The principals are faced with the problem of how to translate the existing information in schools into estimates of general ability and how to start work when there is no accepted set of tools for guidance. It is very essential that tests are constructed taking into consideration the culture and economic requirements of our society. A number of tests have already been adopted for use in Indian schools. Difference agencies like Guidance Bureaux, Directorate General of Employment and Training and Development of Psychology and Foundation of Education, NCERT, should work in collaboration for adaptation and construction of psychological tests. Besides, guidance workers in our country must change their strategies and tools. Indian methods of guidance have to be developed. If we have to gear vocational guidance programme to man power planning, as suggested by Indian Education Commission (1964-66), it would take a very different form from what is usually done when we think mainly in terms of psychological tests and educational achievement of students,

Analysis of trends in labour market, in different fields and collections of up-to-date information in occupations and group methods in orientation and dissemination of occupational information through career conferences and interest groups would also serve useful purpose of starting a process of thinking and exploration of the minds of students, their parents and leaders of communities.

viii. *Non-availability of suitable, adequate and up-to-date occupational and guidance literature:* The literature is neither available in sufficient quantity nor in the latest form. The collection of data for occupational information is extremely slow. A proper machinery for quick and efficient dissemination of latest trends in different occupations and employment market in general does not exist. Nothing of much help can be found in the guidance literature of the USA and as yet India has not produced much guidance literature of her own. The responsibility for the preparation of career information literature should be distributed among different agencies. Career study centres in National Employment Services have been assigned the responsibility of dealing with occupational information and supply it to the Guidance Bureaux.

ix. *Lack of coordination and cooperation among agencies like Employment Exchanges, Guidance Bureaux, etc.:* The vocational guidance officers of employment exchange are expected to visit the schools frequently for disseminating occupational information. The State Guidance Bureaux are expected to refer their clients to the employment exchanges. The much needed coordination has not taken place. It is very essential that there is effective coordination among all the agencies. Training of guidance masters/mistresses should be taken up by colleges of education, Extension Services Departments, and State Guidance Bureaux. The Counsellors are being trained by NCERT. As far as the programme in schools in concerned, this work should be done by school teachers, principals, counsellors, guidance

masters/mistresses, and the work of vocational guidance should be taken up by vocational guidance officers and guidance masters/mistresses. The guidance programme in the school should be carried on during the school time according to a set time-table so that it is neither considered as burden nor an extra activity.

x. *Lack of publicity about the utility of guidance services:* Pupils are not aware of the guidance services and very few utilize the services in India. There is a need to increase publicity of guidance services in schools. Both regional and school level effective guidance services must be established for pupils. The guidance services need to be marketed to the pupils to make each and every one of them be aware of the existence of such services in their schools. Benefits of utilizing guidance services must be made know to pupils. There is a need to sensitise the majority of the pupils who do not know the types of services offered by the guidance in schools. The teachers should constantly inform and remind pupils of existence and significance of guidance and counselling services. More time for guidance services should be allocated, possibly time tabling in the normal school calendar. Guidance should be taught in classes in order to reach the children. Guidance and counselling club can be formed just like any other club to allow pupils join and participate freely.

The following are the suggestions made for the better implementation of guidance and counselling programmes.

- Guidance should be conceptualized in a broader and more comprehensive and holistic view, incorporating vocational and other aspects of development.

- Provision of a systemic approach which analyses issues within a broader social system.

- Guidance should be a preventative activity while counselling fulfils a primarily curative function.

- Guidance and counselling should be an integral part of the education process and that more time and status should be allocated. Guidance curriculum and responsive services can then be structured to address human relationships, career development, life skills, social values, self-development, and learning skills.

- Guidance teachers should be given more appropriate training, especially in counselling skills.

- More resources should be devoted to guidance and the private sector should playa" more central role in the guidance provision, particularly as the state is unlikely to be able to afford to support school based guidance programme."

- The guidance curriculum should be sensitive to gender.

- The needs of each student will also be easily identified through guidance and counselling and individual responsive services must be planned.

The main objectives of the guidance and counselling programmes should be the maximum development of the individual and the entire programme should be organized keeping in mind this purpose. Counselling is not an end in itself but it is a means, an integral part of the total educational goal of leading an individual to a more authentic existence than hitherto.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

2) What do you suggest to develop publicity about the utility of guidance services among students?
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3) Mention any three problems of guidance movement in India.
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2.5   QUALITIES OF A COUNSELLOR

Personal qualities to which counsellors and psychotherapists are strongly encouraged to aspire include:

Empathy: The ability to communicate understanding of another person's experience from that person's perspective. Without this quality a counsellor will be unable to comprehend the problem, experience, thoughts and feelings of another person and will not be able to offer clients the level of supportive understanding that they will require. The counsellor's full attention and empathy encourages a client to relax and trust and encourages self-disclosure.

Genuineness: Rogers as well as Truax considered genuineness, as a very important part of counselling. The employees of various public services are well trained to meet the public at large, in a very cordial and friendly manner. "Genuineness" is synonymous with good or honest intentions. A genuine interest in the client is a must for the counselling process to succeed.

Warmth: Personal warmth or being warm is a controversial issue. There is a hairline difference between being warm or being dubbed as 'sickliness'. The quality of being warm refers to a situation, where a person shows interest in other individual/group. 'Cold' individuals rarely become good counsellors. A word of caution here, a too warm counsellor may lead towards the development of over-dependence on the part of the client. The ideal feeling of being warm is the one which demonstrates that the counsellor is non-judgmental and is honestly interested in his/her client. Care should be taken to see that the counsellor does not try to dominate the process of counselling.

Concreteness: It can be termed as a type of skill. It is an ability to listen, to what is being said by the client, instead of what is being implied. Concreteness in counselling is essential, if the counselling process has to succeed. A counsellor possessing the skill of 'concreteness' does not go for details (regarding psychological explanations) of what the client is speaking about, but instead tries to understand what the client is trying to express. Any quick,

preconceived or initial judgment about what the client is saying will not be particularly helpful. In fact, it will be counterproductive. The concept of concreteness almost integrates all the important elements of the counselling process. A concrete counsellor, invariably, listens to and accepts what the client is saying and does not quickly make his judgments

Unconditional Positive Regard: Rogers came up with a term called, 'unconditional positive regard' to refer to 'necessary and sufficient conditions for therapeutic change' in the counselling relationship. Rogers emphasized that the counsellor's positive feeling for the client must never be conditional in nature. He further suggested that the counsellor should feel warmly disposed towards the client, irrespective of the client's feelings or emotions, which is almost impractical or unreal. This is impossible. Further, it is important that a counsellor is broad minded and initially non-judgmental. Also positive general disposition towards the client is a must for the counselling process to succeed.

Respect: Showing appropriate esteem to others and their understanding of themselves. Counsellors must at all times show respect for clients and their welfare. They must also remain impartial and non-judgmental. A client must feel comfortable, safe and confident that confidentiality will be maintained at all times and also that the counsellor is committed to helping, encouraging and supporting. Whilst maintaining a professional focus a counsellor must be able to show a genuine openness.

A Tragic Sense: In order to get involved with a client's problem a 'tragic sense of life' must be developed. All human beings have some limitations. A tragic sense helps the counsellor to remain humble. It also inducts a sense of humanity in him. Counsellors are not people with better brains, but are the people who readily listen to the problems of their clients.

A Sense of Humour: A sense of humour comes quite handy, in rescuing most of the sensitive or delicate situations. It does not means that a counsellor should resort to a comedian's tactics. It also does not mean that a counsellor should start taking the conversation during counselling session lightly. But, it

means to help a client to regain the sight of the larger picture of a problem. It helps in calming down the tense atmosphere that builds up because the clients generally blow the things out of proportion. Even subjects dubbed as 'taboos', can be easily confronted with the help of a sense of humour.

Self-awareness: It means to be aware of oneself i.e. to be aware of one's own limitations and strengths. It means to explore oneself. It is a realistic attempt of comparing oneself with other people. It means to explore one's own life situations.

A GOOD COUNSELLOR is also:

- a positive influencer
- enthusiastic
- caring
- supportive
- trusting
- focused
- goal-oriented
- knowledgeable
- attentive
- clear and concise
- patient observing
- responsive
- Fairness
- Wisdom

Check Your Progress

Notes: a) Write your answer in the space given below

        b) Compare your answer with those given at the end of the unit

  4) Mention any five qualities of a counsellor.

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2.6 FUNCTIONS OF A COUNSELLOR

Increased functions of counsellors has truly professionalised their roles in the school setting. The counsellor needs to be highly trained and educated for the position. Continuous in-service education is necessary. Additional course work toward an advanced degree at a properly accredited university is a must. Engaging in research endeavours and consuming results from carefully designed experimental and descriptive surveys aid in updating the work of counsellors. Reading professional literature applicable to the profession increases skills of school counsellors in working more effectively with students. Attending professional meetings and conventions brings the latest in techniques, procedures, and approaches to counsellors. Speaking at conventions required securing background information relevant to share with listeners and the counselling profession. Writing for publication involves research, reading, and practical everyday experiences. Thus numerous means are available for counsellors to stay current and abreast with developments in the profession, a true need for all.

What makes for a vital counselling curriculum? How can needs of students be met? Which types of in-service programmes should be experienced by counsellors? These are vital questions to answer and deliberate upon. Broad guidelines need to be presented here.

Students eventually need to choose and pursue a career. Each needs to be able to earn a living, as an adult. Counsellors need to consult with teachers and administrators to develop and implement a quality career education curriculum. The curriculum should emphasize carefully chosen careers in units of study for elementary pupils with an awareness emphasis. Sequentially, junior and senior high students should have a career exploration and selection potential.

Objectives for these vital careers and for learner attainment must be selected in terms of relevance and salience. Learning opportunities must be

implemented which guide students in goal attainment. A quality appraisal programme needs to evaluate learner progress.

Counsellors need to be well versed on careers in the community to provide needed information to students. Reference sources on the understanding level of learners must be available to students.

Faculty meetings and workshops on career education need to be in the offering. What does it profit a student to have all the general education possible and not be employable in a future career?

Second, counsellors need to possess effective communication skills. Rapport must be in evidence in a counsellor/counsellee relationship. Feelings of goodwill and service must permeate these relationships. Problem solving skills are inherent. Thus the counsellor/student need to be able to identify and clearly state a problem or problems. Data, critical thinking, and creative thinking must be brought to bear upon the problem. A hypothesis is then developed and tested in a life-like situation. Modification of hypothesis might be an end result.

Third, group counselling skills need to be emphasised. Quality human relations should permeate among members. Discussion skills become salient such as staying on the topic being pursued, unless relevance indicates changing to a different problem. Rambling is to be avoided. All should participate in the discussion. No one should dominate. Interaction rather than coaction must be stressed. Topics vital to counsellee in the group setting include:

- Family problems
- Drug abuse
- Low esteem
- Poverty
- Feelings of isolation
- Unemployment of adult family members
- Abuse in its diverse forms

Fourth, learners need to understand the self. In moving from childhood through adolescence, new stages of development are encountered. Relationships change toward parents, older, and younger students. Students raise questions about the self-such as:

- Who am I and what is my role in society?
- How can I achieve my goals in life?
- What can be done to gain and keep friends?
- How might I be successful as far as schooling is concerned?
- What can be done to get along well with parents, brothers, and sisters?

Bibliotherapy and other trade books, audio-visual materials, group sessions, and resources personnel might provide students with needed information as well as secure food for thought. The counsellor needs to be a good listener to student problems and questions, develop empathy, encourage open ended comments, and involve parents in a positive manner. The goal is to guide students to understand the self, others, and personal abilities at an increased level.

Fifth, a quality evaluation programme must appraise the total guidance programme. Questions which need answering from the appraisal are the following:

- How well are the needs of individual students met?
- How effective are group procedures of counselling?
- How must are parents involved in an effective programme to counsel and guide students?
- How appropriate are individual and group tests in assisting learners in goal attainment?
- How do follow-up results of student progress aid in higher quality choices and decisions made in life?

Appraisal programmes should be comprehensive, continuous, diagnostic and remedial, as well as sequential to determine optimal student performance.

Sixth, as well as actual dropouts. Identification and knowledge of reasons for occurrences are must. These students need to experience relevant objectives, sequential learning opportunities, and a vital evaluation programme.

Alienated youth should also be a major concern of counsellors, teachers, and administrators. Whatever the causes of alienation, students need guidance to become a part of a group and develop feelings of belonging. Definite goals need to be in the offing to assist the alienated to move away from the actual to the ideal. With cooperative efforts of school personnel, those learners who do not possess feelings of belonging and esteem can be aided to achieve increased success in relating to others. Intervention strategies are needed based on diagnosis, to decrease alienation and increase feelings of belonging.

Seventh, students who fail in high school need aid to make career choices. Options in careers need to be discussed and evaluated. These students need backing, support, and assistance. The student who is doing failing work should not fall through the cracks. Rather, a carefully planned programme of career opportunities need to be in the offing. Students who are frequently absent/tardy from school need guidance to perceive the values of formal education. Transfer of learning from the school curriculum to the world of work is a must. Each student has worth and needs to be perceived as a future productive member in society. Not providing for selected students (school failures, high absenteeism and tardiness, among others) is a negative approach and does not harmonise with democratic theory and philosophy of education.

Formal and informal evaluation procedures should be utilised to ascertain interest, aptitudes, and potential of individual students. Traditional curricula need modification and change to provide for all students.

Eight, counsellors need to be well versed in post-high school education. This information needs to be passed on to involved students. Opportunities in college/university course work, junior or community colleges, and trade

schools should be in the repertoire of counsellors. Clear and concise information must be passed on, as needed, to counsellees. The content needs to be accurate, meaningful and up-to-date. Scholarships, grants, and loan information need sharing with students. No student that can benefit from it should be hindered from going further into the halls of learning. Students need to be aided in setting high attainable goals. Plans to achieve the goals must be implemented. Continuous appraisal of movement in the direction of goal attainment, and evaluation of progress are roles for the student to establish and pursue.

Ninth, students who have dropped out of high school need to be sought. They need encouragement and counselling to return to school. Dropouts have their potential, but have not realised potentialities. The role of the guidance counsellor here is to seek and save that which was lost. Thus, students who are not in school and have not graduated should be guided to come back to secure a high school diploma or its equivalent.

Tenth, each students needs to achieve as optimally as possible. Learners need to receive the best instruction possible. Goals for students to achieve must be relevant and salient. Evaluation needs to pinpoint what students have or have not learned. Diagnosis and remediation need to follow that which students have not achieved.

Much is expected of the guidance counsellor in the school setting. Counsellors need to be flexible and open to new professional ideas within their profession. Counsellors then need to be competent in:

    i.   Career education and curriculum

    ii.   Effective communication skills

    iii.   Group counselling procedures

    iv.   Learners becoming increasingly capable of understanding the self

    v.   Evaluation procedures to determine quality in the counselling programme

vi.   Assistance given to actual and potential dropouts

vii.   Aid provided to students failing in school

viii.   Post-high school information provided to students

ix.   Help given to high school dropouts who can work in the direction of completing the high school education.

A counsellor performs the following functions:

i.   Programme of guidance and its organisation: It includes all the services such as vocational information services, self-inventory service, personal date collection, service, counselling service, vocational preparatory service, placement or employment service, follow up on adjustment service and research service.

ii.   Orientation: A sort of preparation, includes collecting the data about sources and job, disseminating information to pupils and planning the activities.

iii.   Data collection: About the individual, administering the test and analysing the same.

iv.   Interview and individual counselling.

v.   Outside agencies: Contacting outside agencies like parents, guidance bureaus and employment exchange.

vi.   Placement and follow-up work.

Check Your Progress

Notes: a) Write your answer in the space given below

      b) Compare your answer with those given at the end of the unit

  5) What are the functions of a counsellor?

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2.7 PROFESSIONAL ETHICS OF A COUNSELLOR

The American Counselling Association (2005) briefly prescribed the following key aspects of Code of Ethics under the different sections:

Section A: The Counselling Relationship

Welfare of clients: Counsellors encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships.

Informed Consent: Clients have the freedom to choose whether to enter into or remain in a counselling relationship and need adequate information about the counselling process and the counsellor.

Confidentiality: Clients have the right to confidentiality and to be provided with an explanation of its limitations.

Non-professional interactions: Non-professional relationships between counsellors and present and former clients should be avoided.

Establishing Fees: In establishing fees for professional counselling services, counsellors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, counsellors assist clients in finding comparable services of acceptable cost.

Section B: Confidentiality, Privileged Communication and Privacy

Counsellors recognize that trust is a cornerstone of the counselling relationship.

Respecting client rights: Respect for the client's rights to privacy and confidentiality.

Section C: Professional Responsibility

Knowledge of standards: Counsellors have a responsibility to read, understand, and follow the ACA (American Counselling Association) Code of Ethics and adhere to applicable laws and regulations.

Professional competence: Counsellors practice only within the boundaries of their competence.

Monitor Effectiveness: Counsellors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counsellors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counsellors.

Continuing education: Counsellors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity.

Accurate advertising: When advertising or otherwise representing their services to the public, counsellors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

Non-discrimination: Counsellors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/ spirituality, gender, gender identity, sexual orientation, marital status/ partnership, language preference, socioeconomic status or any basis.

Section D: Relationships with Other Professionals

Counsellors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

Section E: Evaluation, Assessment, and Interpretation

Counsellors use assessment instruments as one component of the counselling process, taking into account the client's personal and cultural context.

Section F: Supervision, Training, and Teaching

Counsellors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students.

Section G: Research and Publication

Counsellors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society.

Section H: Resolving Ethical Issues

Counsellors behave in a legal, ethical, and moral manner in the conduct of their professional work.

2.8 DIFFERENCE BETWEEN COUNSELLOR AND TEACHER

Sometimes, official school counsellors are also part-time teachers. The two behaviours are largely incompatible and can involve the hybrid person in dramatic role changes. These are mostly concerned with authority and direction-as teacher; and listening and gentle guiding-as counsellor. All forms of communication, including non-verbal, go into even temporary relationship. For example, what is the immediate reaction of pupil and teacher/ counsellor on meeting in the corridor?

Teachers have their place in the school as institution; counsellors, on the whole, have not. Teachers have a job to do and must be seen to be doing it; the counsellor is private and exempt. My own research has shown up some discord between certain types of teachers and their idea of someone employed 'merely' to listen to pupils' problems.

As yet the school counsellor is the only representative of helping professions actually based in schools. Where the counsellor is truly a working part of a close knit team of say, school social worker, educational psychologist

and psychiatrist, then future possibilities emerge. Perhaps pupils could be helped through a phased-out school-leaving process-learning while earning-or the school counsellor could help out in the first year at work, etc. The training of counsellors is interdisciplinary. It is wasteful of resources to use them in specific office-based, school situations.

Counselling is not teaching. The following are some of the points of difference between counselling and teaching:

i. Whereas counselling is one to one relationship, teaching is done in group.

ii. Whereas counsellor is concerned with social and emotional problems, the teacher is concerned with academic and intellectual problems.

iii. Counsellor uses many techniques like diagnostic tools, occupational information and several types of tests to understand the psychological makeup of the counsellee. Teacher uses various techniques like lecturing and audio-visual aids to make the teaching interesting and effective.

iv. In counselling, the counsellor does not know the subject matter of the counselling interview. On the other hand, in teaching the teacher knows the subject matter of teaching.

v. In counselling the most important techniques is interview, but in teaching it is never used as a technique.

vi. Counsellor increases information about self-occupation training institutions, colleges, apprenticeship programmes, etc. Teacher increases information of instructional activities.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

7) Write any three differences between a counsellor and a teacher

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2.9 RELATIONSHIP BETWEEN GUIDANCE AND COUNSELLING

The relationship between counselling and guidance is rather like that between a navigator and a pilot, who both have an important role to play in a ship's voyage. The navigator's job is to ensure that the ship does not get lost in the high seas, but keeps heading in the right direction for its home port. When the ship approaches the harbour, however, it is the pilot who takes over to steer it safely into dock. Both of these roles are vital, but they must happen in the proper sequence. The captain will not be receptive to detailed landing instructions while the ship is still being buffeted by gales in mid-Atlantic, but in the later stages of the voyage pays close attention to the pilot's detailed knowledge of the sand bars and currents around the harbour.

The terms 'guidance' and 'counselling' have been loosely or interchangeably used. Guidance is a term which is broader than counselling and it includes counselling as one of its services. Butter makes a logical separation of the counselling process i.e. (i) adjustive and (ii) distributive phase. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The distributive phase can be most aptly described as 'guidance' while the 'adjustive' phase can be considered as description of counselling'.

Check Your Progress

Notes: a) Write your answer in the space given below

   b) Compare your answer with those given at the end of the unit

8) Explain the adjustive and distributive phase of counselling.

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2.10 GROUP GUIDANCE

2.10.1 Meaning

Group refers to collection of people, interaction between individuals, development of shared perceptions, the development of affective ties and the development of interdependence of roles. For example many students and teacher/teachers at one school may gather together to form a group. Group guidance encompasses those activities of guidance which are carried on in a group situation to assist its members to have experiences desirable or even necessary for making - appropriate decisions in the prevailing contexts. In a more specific term, it is guiding the individual in a group situation. Group could be of any type, but for guidance purposes a group should have a common goal. Just collection of individual may not be called a group for organizing guidance activities. Selection of group members will have to depend on sharing a common problem, volunteering to be members and willingness to group activities.

2.10.2 Definition

Certain definitions of group guidance are cited here to explain the meaning of group guidance clearly.

Crow and Crow defined group guidance as "Guidance in group situations usually is thought of as referring to those guidance services that are made available by school personnel to large or small groups of pupils."

Jones define group guidance as "any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustment"

2.10.3 Objectives

The following are some of the principal objectives which are to be achieved by group guidance programme:

i.   The group guidance is useful for guidance personnel to assist the members of the group to attain increased maturity in relation to realistic goals and adjustment.

ii. It enables the members of group to manifest their individual problem before group and find out the ways for its solution from the group discussion and group judgement.

iii. It helps the members of group to understand and ascertain themselves as a result of which they may be able to achieve broader prospective of themselves and develop insight in relation to others.

iv. It helps the individual to be aware of their personal needs, demands, strength, weaknesses and problems.

v.   It is used to release, painful feelings, frustration and anxiety of the individual member of the group.

vi. It helps individual to explore the unknown problems of the members of the group with typical progress.

2.10.4 Significance

Group guidance is used to address the developmental needs of a functional group consisting of a number of students to implement programme that would benefit them at all time. Students in group with common problems and concerns are helped in groups i.e. small or large. In other words, if guidance is to be available to all, it should be planned in groups.

2.10.5 Techniques of Group Guidance

A number of techniques are used in organizing group guidance.

Group Discussion: For example at senior secondary stage students should have knowledge about different career. A group discussion may be

organized in the school. For organization of the group discussion proper room/hall, group and relevant topic and expert/resource person should be selected. The group discussion will be useful only if the members participate effectively without the fear and all the members have the opportunity to participate. But the effectiveness of the group discussion depends upon the facilitator and the group selected.

Problem solving: For solving individual as well as common problems, problem solving can be applied as a technique. It comprises of the following steps;

- Existence of common problem
- Focused description of the problem
- Initiation of action for solving problem based on relevant facts
- Analysis of problem in the light of data collected
- Listing of possible solutions and Evaluation of them
- Acceptance of degree of acceptance of solution in the group

Role play: In small group role playing can be adopted as a technique of guidance. Role playing is a method where real life situations are simulated by group members/participants. This provide new insight, intuitions, skills and understanding of opposing viewpoints. The role playing may comprise of the following steps;

- Existence of common problem
- Orientation of group to role playing and the problem
- Assigning of roles
- Preparation of other members/audience to observe intelligently
- Assessing the role play
- Concluding session and feedback

Other methods like case study and stoichiometric technique can be used as group guidance technique.

2.10.6 Advantages of Group guidance

We have discussed about different activities and approaches of group guidance. Some of the advantages of group guidance are as follows:

Inspires learning and understanding: Interaction in group setting inspires learning and understanding of students. The student learns from other member of group.

Saves time and effort: Group guidance technique can save time and effort of both the counsellor and students. The time saved can be used for the more difficult and complex problems of students.

Improvement of student's attitude and behavior.

Development of wholesome and helpful awareness of unrecognized needs and problems of student/s.

2.10.7 Limitations of Group Guidance

Group guidance though serves a useful purpose, but they cannot be taken as a substitute for individual counselling. Group activities serve many of the objectives of the school guidance programme, but not all of these. Further students may feel hesitant to come out with their personal problems in the group. So, in these cases group guidance cannot be of help.

Group guidance activities serve useful purposes specially saving in time and effort. While organizing these activities, some problems that a counsellor may face are mentioned below:

A rigid type of administration is often a major cause of trouble. Generally, when the counsellor asks for time in the time table for conducting these guidance activities, he/she may get a discouraging reply, the time table is already full. No periods are free. So the counsellor is left with no other choice than to take the substitute management period.

Lack of cooperation on part of the administration as well as the staff members may also create problems in organizing such activities. Teacher may feel this as an addition burden. Lack of adequate funds is another problem.

2.11 GROUP COUNSELLING (refer 1.13. page no: 32)

Group counselling is a relatively new way of working to help people, sometimes successful even with those students who have not responded well to individual counselling. It is a particularly useful way of helping adolescents for whom peer group values are important. In group counselling the interaction taking place in a counselling group offers the students a means of gaining insight and understanding into his own problems through listening to other students discussing their difficulties. Ideas and values previously found unacceptable may become more understandable and sometimes more acceptable. The counselling group helps the individual students to change, and encourages both his desire and his ability to help others through his relationship in an accepting and meaningful social situation.

2.11. 1 Advantages of group counselling

   i.   According to Seeman, "It is a safe environment, it an understanding environment; it is a caring environment; it is a participating environment; and it is an approving environment".

ii. It provides an opportunity to be open, honest and frank or a situation in which it is safe to test ideas and solutions to problems and where frank evaluations of efforts to change can be obtained.

iii. The counselling officer can use his knowledge of group behaviour to help teachers develop Seeman's optimal conditions for learning within their classroom.

iv. Issues such as study skills, human relations, drug abuse, sex education, etc. can be discussed in a group.

2.11.2 Requirements of Group Counselling

1. **Individual Interview:** After the student has attended group counselling sessions, individual interviews may be scheduled to answer any questions a client may have about group counselling; to help the counsellor get to know the students better in order to determine-how he can best be helped and with whom he would best fit in a counselling group; to give the student a chance to discuss the problems with which he hopes to obtain assistance in the group and to assess the readiness for group counselling and commitment to change his behaviour. The counsellor often supplements the information obtained in the individual interview with a teacher or parent conference and by carefully examining the students' cumulative record.

2. **Proper Physical arrangement of the classroom:** The room for group counselling should be warm and inviting with fairly comfortable chairs.

3. **Homogeneous Composition of the group:** A homogeneous group consisting of students of the same age, or sex, or having problems is the most helpful. Other counsellors find that the wider talents of heterogeneous group make for a better counselling situation.

4. **Adequate Size:** A group of six to eight students is probably the best size for maximum group interaction.

2.12 LET US SUM UP

This unit described the history of guidance movement in India during Vedic, post-Vedic, Buddhist, Midlevel, British period and post-independence period. The problem it faces and suggested to improve guidance movement. This unit also made an attempt to describe the qualities of a counsellor and his/her function. This unit also explained professional ethics of a counsellor, difference between the counsellor and teacher. Finally, this unit concluded with group guidance and group counselling.

2.13 UNIT - END ACTIVITIES

    a) Visit your neighbouring schools and analyse their problems in guidance services.

    b) Identify the various qualities of a counsellor.

    c) In what way teaching differs from counselling

    d) A teacher cannot be a counsellor- justify

2.14 ANSWER TO CHECK YOUR PROGRESS

1. Contribution of Calcutta University: - Calcutta University has the privilege of introducing the guidance movement in India. It setup the first psychological laboratory in India the year 1915.
   Mumbai University: - In 1941, Batliboi vocational guidance bureau was established in Mumbai with the efforts of a retired accountant practicing in Calcutta and Mukherjee, a psychologist from Calcutta university.
   Patna University: -Department of psychological services and research in 1945 offering personal and vocational guidance to students and constituting the no of psychological tests.

2. The guidance services need to be marketed to the pupils to make each and every one of them be aware of the existence of such services in their schools. Benefits of utilizing guidance services must be made know to pupils. There is a need to sensitise the majority of the pupils who do not know the types of services offered by the guidance in schools. The teachers should constantly inform and remind pupils of existence and significance of guidance and counselling services. More time for guidance services should be allocated, possibly time tabling in the normal school calendar. Guidance should be taught in classes in order to reach the children. Guidance and counselling club can be formed just like any other club to allow pupils join and participate freely

3. Lack of interest and zeal in the programme, Non-availability of suitable, adequate and up-to-date occupational and guidance literature, and Lack of publicity about the utility of guidance services (or any three problems which is mentioned in 1.4)

4. Empathy, Genuineness, Warmth, Concreteness, Unconditional Positive, Regard, Respect, a Tragic Sense, a Sense of Humour, Self-awareness.

5. Programme of guidance and its organisation, Orientation, Data collection, Interview and individual counselling, outside agencies Placement and follow-up work.

6. Knowledge of standards, Professional competence, Monitor Effectiveness, Continuing education, Accurate advertising, Non-discrimination

7. (i) Whereas counselling is one to one relationship, teaching is done in group. (ii) Whereas counsellor is concerned with social and emotional problems, the teacher is concerned with academic and intellectual problems. (iii) Counsellor uses many techniques like diagnostic tools, occupational information and several types of tests to understand the psychological makeup of the counsellee. Teacher uses various techniques like lecturing and audio-visual aids to make the teaching interesting and effective.

8. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The distributive phase can be most aptly described as 'guidance' while the 'adjustive' phase can be considered as description of counselling'.

9. Inspires learning and understanding, Saves time and effort, Improvement of student's attitude and behavior, and Development of wholesome and helpful awareness of unrecognized needs and problems of student/s.

10. Individual Interview, Proper Physical arrangement of the classroom, Homogeneous Composition of the group, Adequate Size.

2.15 POINTS FOR DISCUSSION

As we have seen in this session guidance movement has been existing in India ever since Vedic periods to till date. However, what actually is the state of affairs? What practical problems are we facing?

This session describe the qualities of a counsellor, his/her function and how his/her role is different from a teacher. Can a teacher be a counsellor? Justify your answer.

2.16 SUGGESTED READING

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UNIT – III   THEORIES OF VOCATIONAL CHOICE

Structure

3.1 Introduction

3.2 Objectives

3.3 Ginzberg's Developmental Theory

3.4 Donald Super's Life-Span/Life-Space theory

3.5 Holland's Typological Theory

3.6 Havighurst's Developmental Task theory

3.7 Structural Theories

3.8 Non-Testing Devices In Guidance

    3.8.1. Observation

    3.8.2 Cumulative Record

    3.8.3 Anecdotal Records

    3.8.4 Case study

    3.8.5 Autobiography

    3.8.6 Rating Scales

    3.8.7 Sociometry Techniques

3.9 Let Us Sum Up

3.10 Unit-end Activities

3.11 Answer to Check Your Progress

3.12 Points for Discussion

3.13 Suggested Readings

3.1 INTRODUCTION

The field of career development is relatively new, unproven, and incomplete, the theories of career development offer guidelines for counsellors whose clients are working one career issues. Each theory presents the viewpoint or position of its particular proponent. Counsellors should evaluate each theory in view of its utility for working with clients as they develop their own personal theory (Isaacson, 1985). Theories may be classified in a number of ways, but in this unit the following theories will be discussed.

3.2 OBJECTIVES

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

- understand the various theories of vocational choice
- explain the term devices in guidance
- describe the non-testing devices in guidance
- enlist different non-testing devices in guidance
- identify non-testing devices in guidance, and
- discuss the devices of guidance in education.

3.3 GINZBERG'S DEVELOPMENTAL THEORY

Ginzberg, Ginsburg, Axelrad and Herma (1951) were theorists who were part of the paradigm shift in career counselling that began to explore the developmental process as it relates to career choice. Ginzberg et al. (1951) observed that people go through phases in their career decision making at different developmental stages of their life. For example, young children who are still in the *fantasy stage* speak of wanting to become famous singers, actresses and presidents. As children move into adolescence, they began to understand what is involved in these professional endeavours. Between the ages of 12 and 18 young adolescents are in the *tentative stage* where, along

aside other important developmental milestones, adolescents begin to explore their interests as well as their level of self-efficacy with their interests. The third stage Ginzberg et al. (1951) recognised was the *realistic stage*. During this stage, career exploration has led to clear ideas about what individuals are gravitating towards in their career interests.

3.4 DONALD SUPER'S LIFE-SPAN/LIFE-SPACE THEORY

Donald Super, the best known developmental theorist, began contributing in the 1950s, and formalised his "life-span, life- space" approach to understanding career development in the 1980s. Super focused more on the process of career decision-making, and how that process is influenced by various developmental realities, rather than on actual career choices. He believed people were satisfied in their careers to the degree that they were able to integrate their self-concept into the work, and that self-concept changed over time and developed as a result of experience. Super's self-concept is the belief that people's identities and by extension their career identities are a product of how they see themselves. Their vocational choices put this concept into practice in the real world. To that end, self-knowledge is a key element of both career choice and satisfaction. Super's work helped career practitioners understand how people assign meaning to their abilities, interests, and values. In his theory, life-span refers to various stages of development (growth, 0-14 years; exploration, 15-24 years; establishment, 25-44 years; maintenance, 45-64 years; disengagement, or decline, 65+ years) and life-space refers to a combination of life roles (child, student, leisurite, citizen, worker, homemaker, partner or pensioner) and settings (home, school, work, community). Personal (interests, needs, values) or situational (family, culture, gender, societal) factors may impact life-space. There are many other spaces in one's life – other than work and they were an integral part of the rainbow of our lives.

The various stages of the life-span include both age-based chronological development (the "maxi-cycle"), as well as the "mini-cycles" associated with inevitable career transitions. For example, the growth stage for an adolescent involves developing a self-concept, while the growth stage for a person near retirement involves developing non-occupational roles. Super's model (depicted as a "life rainbow) examined career development within the larger context of overall development (Super et all., 1996), and can influence the way we work with client around career management as well as life/work balance.
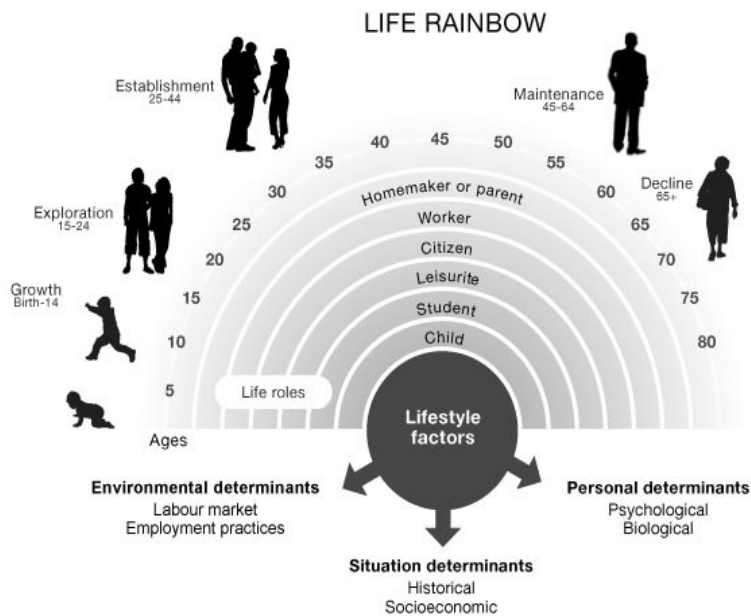

Figure: 3.1 Super's Life Rainbow Model

The stages that Super outlined are guides looking at a macro-perspective of one's life. These stages often correlate with important events and denote a time of transition.

3.5 HOLLAND'S TYPOLOGICAL THEORY

The theory of vocational choice developed by John L. Holland is one of the most widely applied theories of career development. Applications of Holland's theory of vocational choice involve assessing individuals in terms of two or three prominent personality types and then matching the respective types with the environmental aspects of potential careers. The theory predicts that the higher the degree of congruence between individual and occupational characteristics, the better the potential for positive career-related outcomes, including satisfaction, persistence, and achievement.

The typology inherent in Holland's theory organizes the voluminous data about people in different jobs and the data about different work environments to suggest how people make vocational choices and explain how

Holland Type	Description	Examples of Occupations
Realistic	Interest in activities requiring motor coordination, skill, physical strength, and masculinity. People oriented toward the Realistic type prefer acting out problems or being physically involved in performing work tasks; they typically avoid tasks involving interpersonal and verbal skills and seek concrete rather than abstract problem situations.	Automobile mechanic Aircraft controller Electrician Surveyor Farmer
Investigative	Main characteristics include thinking rather than acting, organizing and understanding rather than dominating or persuading, and asociability rather than sociability. Investigative types prefer to avoid close interpersonal contact, though the quality of their avoidance seems different from that of their Realistic colleagues.	Biologist Chemist Physicist Anthropologist Medical technologist Geologist
Artistic	Manifestations of strong self-expression and relations with people indirectly through artistic expression are central to Artistic types. They tend to dislike structure and prefer tasks emphasizing physical skills or interpersonal interactions. They tend to be introspective and a social much in the manner of the Investigatives, but differ in that their interests are more stereotypically feminine than masculine, and they often display relatively little self-control and express emotion more readily than most people.	Composer Musician Stage director Writer Actor/Actress Interior decorator
Social	Social types generally gravitate to activities that involve promoting the health, education, or well-being of others. Unlike Realistic and Investigative types, Social types tend to seek close relationships. They are apt to be socially skilled and often averse to isolative activities, as well as to activities that require extensive physical functioning or intellectual problem solving.	Teacher Social religious counselor Clinical psychologist Case worker Speech therapist
Enterprising	Although often verbally skilled, Enterprising types tend to use these skills for self-gain rather than to support others, as do Social types. They frequently are concerned about power and status, as are Conventional types, but differ in that they usually aspire to attain power and status, while the Conventional types honor others for it.	Salesperson Manager Business executive Television producer Sports promoter Buyer
Conventional	Typified by great concern for rules and regulations, great self-control, subordination of personal needs, and strong identification with power and status. Conventional types prefer structure and order and thus seek interpersonal and work situations where structure abounds.	Bookkeeper Court reporter Financial analyst Banker Cost estimator Tax expert

Table 3. 1. Description of Holland Types

achievement, personal competence, and educational and social behavior.

- The degree of congruence (or agreement) between a person and an occupation (environment) can be estimated by a hexagonal model (see Figure 1). The shorter the distance between the personality type and the occupational type, the closer the relationship.

- The degree of consistency within a person or an environment is also defined using the hexagonal model. Adjacent types on the hexagon are most consistent, or have compatible interests, personal dispositions, or

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job duties. Opposite types on the hexagon are most inconsistent, or combine personal characteristics or job functions that are usually unrelated.

• The degree of differentiation of a person or an environment modifies predictions made from a person's typology, from an occupational code, or from the interaction of both. Some persons or environments are more closely defined than others; for instance, a person may closely resemble a single type and show little resemblance to other types, or an environment may be dominated largely by a single type. In contrast, a person who resembles many types or an environment characterized by about equal numbers of workers in each of the six types would be labelled undifferentiated or poorly defined.

The hexagonal model Identifies the six modal RIASEC types and occupational environments. Counselors' interpretations of clients' Holland codes rely partially on profile configurations, which incorporate an analysis of a profile's consistency.
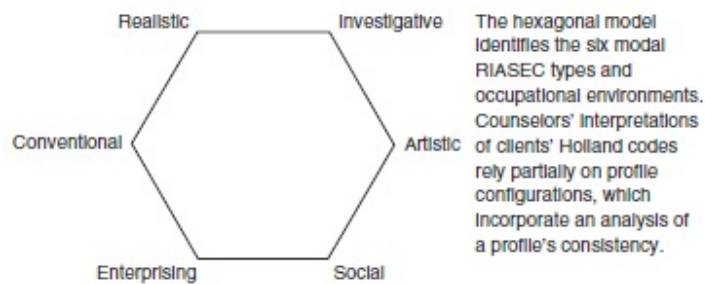
Figure 3.2. The Holland Hexagon

Career development professionals who use Holland's theory of vocational choice typically assess individuals' interest profiles from three primary perspectives: coherence, consistency, and differentiation. Holland has maintained that these factors correlate with the clarity and focus of individuals' vocational personalities. An analysis of a profile in this way is customarily a prelude to a career development professional's subsequent application of the theory, which involves translating an individual's Holland profile into occupational alternatives for further consideration.

Print, computer, and Internet-based sources are available to facilitate this latter process.

- Coherence relates to the degree to which the Holland codes associated with an individual's vocational aspirations or occupational daydreams conform to the Holland occupational themes (i.e., Realistic, Investigative, Artistic, Social, Enterprising, and Conventional). The consistency concept involves analysing the proximity of the individual's two dominant Holland types with respect to the hexagonal scheme. Adjacent types on the hexagon (e.g., Social and Enterprising) reflect high interest consistency; opposite types (e.g., Artistic and Conventional) reflect low consistency. The concept of differentiation relates to the variance between an individual's highest and lowest types, typically computed by subtracting the extreme scale scores as assessed by a measure such as the Self-Directed Search. The larger the difference, the more highly differentiated the individual's occupational interests.

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

  4) What are Holland's six model occupational environment?

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3.6 HAVIGHURST'S DEVELOPMENTAL TASK THEORY

Havighurst (1972) has described critical developmental tasks that occur throughout the life-span. His developmental tasks offer lasting testimony to the belief that we continue to develop through our life. The successful achievement of which leads to happiness and success with later tasks; while leads to unhappiness, social disapproval, and difficulty with later tasks. Havighurst uses slightly different age groupings. He identifies three sources of developmental tasks (Havighurst, 1972).

i.   Tasks that arise from physical maturation (learning to walk, talk, and behave acceptably with the opposite sex during adolescence; adjusting to menopause during middle age)

ii. Tasks that from personal sources (those that emerge from the maturing personality and take the form of personal values and aspirations, such as learning the necessary skills for job success).

iii. Tasks that have their source in the pressures of society (learning to read or learning the role of a responsible citizen).

The developmental task concept has a long and rich tradition. Its acceptance has been partly due to recognition of sensitive periods in our lives and partly due to the practical nature of Havighurst's tasks. Knowing that a youngster of a certain age is encountering one of the tasks of that period (learning an appropriate sex role) helps adults to understand a child's behaviour and establish an environment that helps the child to master the tasks. Another good example is that of acquiring personal independence, an important task for the middle childhood period. Youngsters test authority during this phase and, if teachers and parents realise that this is a normal, even necessary phase of development, they react differently than if they see it as a personal challenge (Hetherington and Parke, 1986).

Havighurst's developmental tasks are described below:

Infancy and Early Childhood

i. Learning to walk.

ii. Learning to take solid foods.

iii. Learning to talk.

iv. Learning to control the elimination of body wastes.

v. Learning sex differences and sexual modesty.

vi. Forming concepts and learning language to describe social and physical reality.

Getting ready to read: from birth to 6-12 years

i. Learning physical skills necessary for ordinary games.

ii. Building wholesome attitudes toward oneself as growing organism.

iii. Learning to get along with age-mates.

iv. Learning an appropriate masculine or feminine social role.

v. Developing fundamental skills in reading, writing, and calculating.

vi. Developing concepts necessary for everyday living.

vii. Developing conscience, morality, and a scale of values.

viii. Achieving personal independence.

ix. Developing attitudes towards social groups and institutions.

Developmental Tasks of Adolescence: from birth to 12-18 years

i. Achieving new and more mature relations with age-mates of both sexes.

ii. Achieving a masculine or feminine social role

iii. Accepting ones' physique and using the body effectively.

iv. Achieving emotional independence of parents and other adults.

v. Preparing for marriage and family life: preparing for an economic career.

vi. Acquiring a set of values and an ethical system as a guide to behaviour; developing an ideology.

vii. Desiring and achieving socially responsible behaviour.

Developmental Tasks of Early Adulthood

i. Selecting a mare.

ii. Achieving a masculine or feminine social role.

iii. Learning to live with a marriage partner.

iv. Starting a family.

v. Rearing children.

vi. Managing a home.

vii. Getting started in an occupation.

viii. Taking on civic responsibility.

ix. Finding a congenial social group.

Vocational Development Stage

i. Development of abilities, interests, and needs associated with self-concept.

ii. Tentative plans, choices narrowed not finalised.

iii. Stable career identity.

iv. Small adjustments.

v. Reduced productivity and retirement.

Children's emotions are spontaneously brief and intense. Their emotions are transitory. They rapidly shift from laughter to rears, from anger to smiles and from jealousy to affection and vice versa. It is a fact that children's emotions appear frequently and their emotional responses are different. The emotions of children change in strength and also change in their pattern of emotional expression.

3.7 STRUCTURAL THEORIES

Understanding and applying some career theory to your own situation may help to give you a fresh perspective on your career.

Structural theories of career focus on the influence of the environment on career choice. Individual career decisions are, it is argued, heavily influenced by the labour market situation, and socio-cultural factors e.g. class background, ethnicity, gender, disability, and the geographical distribution of opportunities.

Popular careers books and articles often write about 'career choice' as if it were solely the prerogative of the individual. But this approach can ignore the many constraints upon the choice you make. Think back to your own situation prior to coming to university. While you made the choice to apply to study at your institution, an admissions tutor chose to have you. These constraints can be seen in the way that graduate outcomes are to some extent related to age, degree classification and gender.

Because of our environment and upbringing we may limit ourselves in terms of what we think is possible or desirable. Various sociologists have noted how young people often internalise the values and behaviours that others

in their communities have, thereby ensuring that they themselves lead very similar lives to their peers.

Some students similarly adopt an approach where the careers they are willing to consider are those which they think others will value, rather than what they might otherwise have chosen and which could lead to a more satisfying career.

Structural theories are often presented as though structural factors act only as constraints. However, your social setting may also enable your career development by providing experiences and contacts.

Practical implications of structural theories

- Consider opportunities that enable you to broaden your social horizons. Work experience may lead to new contacts outside your immediate social situation. Some companies run special schemes to assist disadvantaged groups in having experience of the world of work. Could these help you?

- Failure to secure an opportunity can be disappointing. Structural theories act as a reminder that wider factors beyond your control may be at work. Structural theory can counterbalance the view that lack of success is all one's own fault.

Consider whether there are resources and sources of help relevant to your career goals that are part of your social situation that you are overlooking.

Check Your Progress

Notes: a) Write your answer in the space given below

    b) Compare your answer with those given at the end of the unit

7) What are the practical implications of structural theories?

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3.8 NON-TESTING DEVICES IN GUIDANCE

Helping pupils to solve their problems cannot be done without collecting relevant data. Just as a doctor is governed by data obtained from several sources, such as temperature, heart-bear, blood-composition, x-rays and a host of other examinations to diagnose the sickness of a patient, a counsellor also gathers data regarding human behaviour. It was in this regard we concluded that classroom teacher may not be able to perform the role of a counsellor which is the job of a specialist, only a trained counsellor would be in a position to use several tools to gather data and also to interpret the data to provide effective guidance. Parents must understand that the advice of a counsellor is based on objective data and not on casual observation.

In this unit, you will read about qualitative assessment tools. There are a number of standard techniques used to form a qualitative assessment. Observation, cumulative record, anecdotal record, case study, autobiography, rating scales, sociometry, interviews, analysis of documents, informal talks, artifacts, checklists, self-descriptions etc. are all sources of data in qualitative. You will study in this unit how the techniques of observation, cumulative record, anecdotal record, case study, autobiography, rating scales, and sociometry are used for qualitative assessment to develop a holistic view of the client.

3.8.1 Observation

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

participation and observation of the student/client is considered one of the best approaches.

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

How to Observe: - Systematic and objective observation requires preparation and training. Training includes how to write descriptively, recording field notes, using method for validating observations. Preparation for observation has mental, physical, intellectual and psychological dimensions. The quality of information gathered from observation can be increased with training in the observer's skills. The observer must know what to look for, how to record desired information and how to explain the behaviour. The accuracy, validity and reliability of observations can be improved through rigorous training and careful preparation. 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 counsellors 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 unobstructie indicators (equipment in the laboratory, books used in the library, conditions of carpets etc.).

Variations in Observation: - Counsellors can make observations in a number of settings such as homes, schools, classrooms, communities and organizations depending on the needs of the student. Variations occur due to a number of factors associated with nature of counsellors participation, extent of involvement, duration of observation, duration and focus of observation (Patton, 1990) these five factors can cause variations in an observation.

Nature of Participation: - Observation can be made by being part of clients setting i.e. full participant or it can be made by observing from distance i.e. as a spectator. The extent to which the counsellor or observer participates in the setting /case being studied can also cause variations in observation. A counsellor can start as a spectator and gradually become a full participant or vice versa.

Portrayed of Observer Role: - The observations made can be overt i.e. purpose of making observation is not revealed to the client or it can be covert i.e., clients know that observations are being made.

Duration of Observation: - Observations can vary from one hour to one year. However, all the observations should last long enough to get the answers to client's problem.

Focus of Observation: - The focus of observation could be to gain holistic view of the client, therefore, all the necessary aspects of the client have to be considered, or on the other hand, one single aspect can be studied.

Methods of Recording Observation: - After having learned about what and how to observe, you now read to learn about the technique to record observations i.e. field note taking.

Field Note: - Field notes contain the description of what has been observed. They are descriptive, should be dated, should contain basic information about when and where the observation took place, who was present, what the physical setting was like, what activities took place, and what social interactions occurred. It should permit the counsellor, as observer, to experience the activity observed while reading the observation and analyzing

the data collected. There are a number of ways for developing field notes. Anecdotes records and critical event records are two examples of field notes.

Guidelines for Observation: - There are a few rules to follow when making observations as part of a qualitative enquiry.

- Be descriptive in taking field notes (anecdotal records, critical incidents).

- Gather information from different perspectives (client, peers, parents, and teachers etc).

- Cross-validate and triangulate by using data from different sources; observation, interview and documents, etc. and using more than one investigator.

- Present the views of the people, their experiences in their own words.

- Separate description from interpretation and judgement.

3.8.2 Cumulative Record

Cumulative record gives us a picture of the student from many different sources. It is progressively developed and maintained over a longer period of time, and gives a summarized -growth record indicating the direction and rate of development. It shifts the emphasis from one-time or once a year performance in a few academic subjects to the full development regarding all the important aspects of education and general, physical, social and mental development over a longer period of time. Essentially meaningful and functionally adequate information is collected from various sources, techniques, tests, interviews, observations, case study and the like, is assembled in a summary form on a cumulative record card, so that it may be used when the student needs our advice for the solution of some educational or vocational problem.

The cumulative record has been defined as-a method of recording, filing and using information essential for the guidance of students. A cumulative record and supplies information on points such as the following.

i. *Personal:* (i) name, (ii) date of birth, (iii) place and evidence of birth, (iv) sex, (v) colour (vi) residence

ii. *Home:* (i) Names of parents, (ii) occupation of the parents, (iii) parents live or dead (iv) economic status, (vi) number of siblings, older or younger, (vi) language spoken in the house.

iii. *Test Scores:* (i) general intelligence, (ii) achievement, (ii) other test scores, (iv) personality traits.

iv. *School Attendance:* (i) days present or absent each year, (ii) schools attend with data.

v. *Health:* record physical disabilities, vaccination record, diseases suffered from.

vi. *Miscellaneous:* (i) vocational plans (ii) extra-curricular activities, (iii) counsellors note.

If we analyse the items recorded on a cumulative record card, we find that only such items are included as are recorded in a case study. Data collected through non-standardized techniques like check lists, questionnaires, autobiographies do not find a place in the record card file. It must be remembered that recording and filing of information are not so important as using the information.

Need and Importance of Cumulative Record: - The cumulative records about students provide useful information to teachers, counsellors and administrators. The need and importance of cumulative records in guidance are given below:

Importance in Guidance: - The basic principle and assumptions of guidance take into consideration the individual differences. Cumulative records reveal such individual differences and indicate the nature and amount of professional assistance needed by individual students of various stages of their development. It is useful in analyzing the future needs of the individual student and proper educational and occupational guidance can be offered on the basis of his needs.

Importance in Teaching: - (i) The cumulative records of different students help the teacher in classifying students in accordance with scholastic attitudes and mental abilities. (ii) They are diagnostic tools to analyse a behaviour problem or an educational one. For example, why is a student backward in the class? What steps can be taken to remove his / her backwardness? (iii) Cumulative record indicate the students who had special help and adjust the teaching accordingly.

***Characteristics of a Good Cumulative Record:* -**The following are the characteristics of a good cumulative record.

i. Information gathered should be complete, comprehensive and adequate so that valid inferences may be drawn.

ii. Information recorded should be true and valid. Like other tools of measurement, a cumulative record can be valid only when it measures what it intends to measure.

iii. Information to be reliable should be collected by a number of teachers and then pooled.

3.8.3 Anecdotal Records

The recorded observations usually made by teachers are called anecdotal records. This technique assists in the understanding of each student better.

Froehlich and Hoyt (1959) define anecdotal records as follows: "An anecdotal record consists of an objective description of pupil behavior by the observer writing the description, and a recommendation for future action based on the incident and its interpretation".

An Anecdotal Record is the observed behavior of a child. It is defined as a record of some significant item of conduct, a record of an episode in the life of the student; a word picture of the student in action, ……….. a word snapshot at the moment of the incident; any narration of events in which the student takes such a part as to reveal something which may be significant about his personality.

Anecdotal record is a running cumulative description of actual examples of behavior as observed by teachers and counsellor. The description of the behavior is followed by a comment by the teacher. An example will make it clear:

Place: English class.

Objective Description: I have been finding Ravi/Rashida day after day in the library reading magazines, yet she/he never has time to correct revise/edit or to work carefully on English assignments.

Comment: Ravi/Rashida does not like to write but likes to read. I have asked the librarian not to admit him/her during his/her free periods unless he hears from me that Ravi/Rashida has done all work regarding assignments.

Characteristics of a Good Anecdote: - According to Prescott (1957), the characteristics of a good anecdote are: 1. It gives the date, place, and situation in which the action occurred. This is called the setting. 2. It describes the actions of the individual (pupil/child), the reactions of the other people involved and the responses of the former to these reactions.3. It quotes what is said to the individual and by the individual during the actions.4. It states `mood cues'-- postures, gestures, voice qualities, and facial expressions---which serves as cues to help understand how the individual felt. It does not provide interpretations of his feelings but only the cues by which a reader may judge what they were.5. The description is inclusive of and extensive enough to cover the episode. The action or conversation is not left incomplete and unfinished but it is followed through to the point where an aspect of a behavioural moment in the life of the individual is supplied. The anecdotal record gives information about the name of the student, grade, date, description of the setting, description of the incident and the observer's name.

Guidelines for the Preparation and Use of Records: -We cannot set any limit on the number of anecdotes to be recorded. It depends upon the time which is at the disposal of the teachers or counsellors. The following points should be considered in connection with these records:

- These supplement other records and should not be considered as substitutes.
- The objective description of the behavior should not be mixed up with the subjective comments.
- Any significant behavior, be it in the classroom, in the school or outside the school, should be recorded.
- Behavior, whether it is favourable, unfavourable or neither favourable nor unfavourable to the child, should be recorded.
- The facts presented in all the anecdotes must be shifted and arranged so that they may be studied in relation to one another.
- The record should be regarded as confidential. It should not fall into irresponsible hands

Values and Uses of Anecdotal Records: -

- They provide specific description of personality and minimize generalizations.
- They are very helpful in understanding the child's behavior in diverse situations.
- They provide a continuous record. They provide data for learners to use in self-appraisal.
- A summary of these records is valuable for forwarding with a pupil when he is transferred from one school to another.
- The new members of the staff may use these records and acquaint themselves with the student body. These records aid in clinical service.
- They stimulate teachers to use the records.

On reviewing the utility and value of anecdotal records, Shertzer and Stone (1968) indicated that a systematic programme of observation benefits administrators, teachers, students and counsellors to (1) gain more information about an individual's cumulative pattern of development, (2) become better observers and interpreters of student behavior, (3) obtain better understanding

of the pupils by the administrators and (4) help the students realize that the staff of the school is interested in them. Such realization benefits the pupils.

3.8.4 Case Study

A case study is an in-depth, intensive and detailed study of an individual or the client. The focus in case study is on factors contributing to the development of particular personality patterns and /or problems. The case study employs all possible tools and techniques that seem appropriate to understand an individual (e.g., observation, interview, self-reports, teacher's ratings, checklist, sociometry, document analysis, anti-biographics etc.). It gives detailed information regarding different perspectives that cannot be attained by any other methods. Case study is the most comprehensive of all analytical techniques because it makes use of all other assessment techniques.

Case study as an assessment technique is used by counsellors to provide a means of integrating and summarizing all available information about the client in order to determine what further steps should be taken to enhance his or her development. Remember that collection of case study data is not simple stockpiling of information. Rather, the purpose of a case study is to present the client as a fully functioning totality‖ within his her environment. Therefore, a case may be selected to understand the mechanism by which problems accrue or a case study may attempt to achieve a better understanding of the problems of a child. For example, a case study may be conducted on student who has a problem in reading or in arithmetic. We employ case study method to study the whole individual (in her dynamic developmental process) so that we may better understand his concerns, the reasons for his actions and behaviours and plan the course of action, which is appropriate for him.

Therefore we may say case study is a synthesis and interpretation of information about the client and his/her relationships to his / her environment. As counsellors it would help you to understand the nature and cases of the client's behaviour, personality trends and difficulties in adjustment. Then the

question arises how to conduct a good case study? You will now learn about the characteristics of a good case study, types of information used, how a case study is organized and how to report a case study.

Characteristics of a Good Case Study: - A good case study is concerned with the individual's past, present and future. The data collected from different sources, at different times through various tools and techniques, should be analysed synthesized and presented in a manner to present a complete view of the individual/ clients life.

> A good case study is dynamic and longitudinal and not static and cross sectional.
>
> The focus of the case study may be the whole individual or a small part. The focus of the study varies widely and depends on the age of the client, the purpose of assessment, the working situation and the experience of the counsellor.

Types of information used in a Case Study: - You have learnt that the aim of gathering information about a person is to develop a holistic perspective, to be able to understand him / her and provide proper guidance and counselling. The various kinds of information used in a case study are gathered from all reliable sources. Cumulative records, observations, interviews, self-reports, tests, peer appraisal data, teacher's perceptions, from parents, friends, and relatives.

Organization of a Case Study: - The organization of case study depends on two major factors:

> The purpose for which the case study is being prepared. This depends upon the heads of the client, counsellor, parents, referral agency or purpose of study.
>
> The competencies and skill of the counsellor/researcher in collecting, organizing and using information.

Organization involves providing an outline or format and developing and executing a logical plan such as to present the information in an integrated manner.

*An Outline for a Case Study Report:-*An example of proforma for reporting a case study of a client is given below:

Identification of data : should consist of

Name of the Client   :

Sex   : Male / Female

Father's Name   :

Mother's Name   :

Father's occupation   :

Date of Birth   :

Class   :

School   :

Language used at home   :

Present and permanent address: _____
Referral Source
Personal history   : _____

Date of assessment   _____

Duration   : _____

Nature of problem   _____Opinion of parents: _____

Onset and teachers   : _____

Seriousness   : _____

                                   _____

        Educational History and Record Cumulative record
        card/anecdotal record :

                                   _____

Is there any change school with reason?

        Health background

        Home and family background and neighbourhood

        Friends and acquaintance

The steps in developing a case study are given below.

Recognition and determination of the status of the problem to be investigated.

Collection of data relating to the factors and circumstances associated with the given problem.

Diagnosis or identification of causal factors as a basis for remedial or developmental treatment.

Application of remedial or adjustment measures.

Subsequent follow-up to determine the effectiveness of the treatment.

Caution in using Case Study: - A counsellor may guard against errors which creep in unknowingly.

The case study should penetrate into the problems under study. It should not be superficial.

Parents should be contacted. Medical opinion should be sought. All those who come into contact with the individual should be approached. The study not be one sided.

All possible details should be gathered and not even the slightest detail should be over looked.

3.8.5 Autobiography

You might have read a number of autobiographies of great personalities, some of the common are - My Experiments with Truth by Mahatma Gandhi, autobiography of an unknown Indian by Niral C. Choudhury. An autobiography is a description of an individual in his own words. As a guidance technique for studying the individual, it gives a valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc. In guidance, structured autobiographic items are given to the individual and he is asked to write them out. The autobiographical material is verified by various other means. Since feelings, values and attitude cannot be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics.

The counsellor can ask the student to write a brief sketch about his/her own life. The student is asked to describe his/her likes and dislikes, aspirations as well as frustrations, conflicts and hopes. The purpose of autobiography should not be revealed to the students. This would provide an opportunity for the counsellor to gain access to the innermost feelings of the student, how he/she perceives the world and reacts to events. The student must be told that whatever he/she writes would be kept confidential.

Autobiography could be structured on unstructured. In a structured autobiography the student may be given outline as follows: My family: My childhood, my years before school: My years in school: The place I had lived Trips I have taken, My teachers: My hopes and aspirations:

A counsellor can analyse and find out the significant factors. He may be able to know the kind of role models the student has in life. The advantage of this structured autobiography is that it provides specific answer to specific questions posed by the counsellor. However, there are some defects in using this technique.

i.   It is difficult to determine the consistency and authenticity of the data.

ii.   There is no criterion to evaluate the subject's internal attitudes. However, this can be used along with data collected from other sources.

3.8.6 Rating Scales

In this technique presence or absence of a particular type of behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-today teaching. For example, Ashok has done better than Meena in Maths but Meena scored the highest in Hindi. Ram is taller than Shyam but Shyam is taller than Nitesh. The word 'rate' means judging somebody or estimating the value of something. The rater, who has observed the individual in a number of situations, gives his judgements. In a rating scheme each

student is judged on the same general traits and judgements are expressed in the form of a scale on which are marked 'very poor - poor - average – good - very good'. For contrast and convenience these ratings are shown graphically on profiles.

Rating scale defined: A rating scale is a selected list of 'words, phrases, sentences, paragraphs, following which an observer records a value or rating b d on some objective scale of values'. It is a special kind of checklist in which the items or characteristics checked are rated quantitatively or qualitatively according to the degree of presence or absence of a trait, the degree or perfection of a skill or the degree of completion of a task.

Procedure involved: In a rating scale, the characteristics are rated according to given number of points. The points are in terms of grades or numbers. For example, meeting strangers may present .a serious problem to one individual and no problem at all to another. Between these two extremes, the seriousness of the problem may differ from one individual to another. The ratings may be qualitative or quantitative. For example, seriousness of the problem may be rated as below:

Qualitative Rating	Quantitative Rating	Grading
Never a problem	0	E
Seldom a problem	1	D
Occasionally a problem	2	C
Fairly serious problem	3	B
Serious problem	4	A

Characteristic situations in which rating scales are used are given below. These are the situations when no other technique gives reliable and valid measurements of the individual's characteristics seeking educational or vocational guidance.

1. Areas which cannot be objectively measured, can be easily evaluated quantitatively with the help of rating scales.

2. Rating scales are used to supplement the information collected by standardized psychological tests. Suppose for example, a test

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of achievement is administered to a class of students. The test results can be verified with the help of ratings the class teacher given to them.

3. In situations when the guidance worker wants to collect information about many things and many students in a short-time, teacher's ratings could be obtained.

4. In situations when the construction of standardised tools of studying the individual require special expertise, money and time, information can be obtained through rating scales which are relatively easy to prepare.

5. In guidance and counselling self-analysis, self-evaluation is needed by the individual who has problems. Self-rating scale provides useful information for self-analysis which leads to better self-understanding.

Limitations of Rating Scales

1. Rating scale is an observational technique and has its limitations like other observational techniques. Unless the rater understands clearly the purpose of rating, the data obtained from ratings are not dependable.

2. Rating scales require necessary expertise and understanding on the part of the observers and any one is not suited for this job.

3. Ratings by some raters are too low while by others they are too high. With proper care this shortcoming can be removed.

Types of Rating Scales: Some of the frequently used rating scales include: (i) descriptive (ii) graphic (iii) forced choice (iv) rank order and (v) the paired comparison.

a) Descriptive Rating Scales: These are used to assess a personality trait, an attitude or behaviour of a person. The following is an example of a descriptive rating scale to assess the behaviour of an individual. In the first

column you have a number of phrases describing varying degrees of helpfulness arranged in order which may be descending or ascending.

		Always	Usually	Occasionally	Never
i)	Helpful to others	---	---	---	---
ii)	Does what he is asked	---	---	---	---
iii)	Likes to try new things	---	---	---	---
iv)	Likes to go on trips	---	---	---	---

The above is an example of a rating scale for systematic appraisal of real life behaviour. The rater selects the phrase that applies or comes closer to describing the trait under consideration.

(b) Graphic Rating Scale: In a graphic rating scale an attempt is made to characterise degrees of a trait by brief description. The line showing the presence3f a trait in an individual is divided into 3, 5 or 7 points.

An example of graphic rating scale is given below which measures persistence of effort.

1	2	3	4	5
Give up at the slightest difficulty	Leaves after making some trials in spite of difficulties	Tries to do everything possible and then gives up	Keeps trying in spite of repeated failures	Never leaves, persists till the goal is achieved

The teacher places a mark at a point which describes the trait possessed. A check mark may: be placed in between if necessary.

c) Forced Choice Method: Forced choice rating scale forces the rater to choose between two alternatives. The two alternatives appear to be similar, nevertheless only one statement reflects the presence *or* absence of the trait. A number of such paired statements are given and the rater has to choose only one of the two from each pair.

When the rater chooses A or B, his exact opinion is sought.

d) The paired comparison Rating Scales: These scales use as points of reference certain typical students known by those being rated and then a comparison is made. An example follows: Students Shashi, Prabha and Roshan are typical students. The first is highly cooperative, the second is average, and the third never cooperates with others.

The trait measured is the degree of cooperation.

Never cooperates like Roshan	Cooperates like like Prabha	Always ready to cooperate like Shashi

Rank Order Method: In this method a group of students are ranked according to a certain trait by as many teachers separately as watch them. Then an average rank is obtained for each student.

3.8.7 Sociometry Techniques

The purpose of this technique is to study the nature of social relationship of individual within a group. It offers on opportunity to identify personality problems, especially in isolates and the rejects. The technique is a useful source of information for appraisal of social behaviour of students.

Various aspects of personal-social development of the client can be more effectively evaluated by using Sociometry technique. You too may have observed that in certain areas like leadership ability, concern for others, or effectiveness in doing group work etc. peers often know each other's strengths and weakness better than the teacher or the counsellor. The intimate interactions that occur in the give-and-take of peer relations seldom fully visible to an outside observer. Hence peer appraisal is important to build an understanding of the client. You shall now learn about sociometry which can be effectively used with clients and their peers. Sociometry is a technique for evaluating the social acceptance of the client or individual student. It also provides information on the social structure of a group or class of which client is apart. It provides information relating to how each individual is perceived by the group/class. Students are required to give their choices of companions for

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some group situation or activity. In the example given below children's acceptance is assessed for choices of sitting companions, work companions and play companions.

Example:

Name _____ Date

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

I would choose to sit with these children.
1._____2._____
3._____
I would choose to work with these children.
1._____2._____
3._____
I would choose to play with these children.
1._____2._____

3._____

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

The choices should be real choices that are natural part of classroom activities.

The basis of choice and restrictions on the choices made should be indicated clearly.

All students should be equally free to participate in the activity.

Choices made by the students should be kept confidential.

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

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

The Sociometry data is provided in the form of a sociogram which shows attractions and repulsions within a group and helps the teacher and the counsellor in discovering the problems of students in relation to the group.

Use of Sociometry Results: - Counsellors and teachers can use Sociometry results for:

- Organising classroom groups
- Improving individual students social adjustment
- Improving groups social structure, and
- Evaluating the influence of school practices on students' social relations.

3.9 LET US SUM UP

This explained various theories of vocational choice and also explained different types of non-testing devices in guidance and their uses.

3.10 UNIT - END ACTIVITIES

a) Select a problematic student in your class and prepare a case study report of the student.

b) Prepare a cumulative record for a student with learning difficulty.

c) Sociometry is a useful device to improving individual students social adjustment - justify

3.11 ANSWER TO CHECK YOUR PROGRESS

1. Fantasy stage, tentative stage and realistic stage.

2. Life-span refers to various stages of development (growth, 0-14 years; exploration, 15-24 years; establishment, 25-44 years; maintenance, 45-64 years; disengagement, or decline, 65+ years)

3. Life-space refers to a combination of life roles (child, student, leisurite, citizen, worker, homemaker, partner or pensioner) and settings (home, school, work, community).

4. Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C)

5. Tasks that arise from physical maturation, Tasks that from personal sources, and Tasks that have their source in the pressures of society.

6. Selecting a mare, Achieving a masculine or feminine social role, Learning to live with a marriage partner, Starting a family, Rearing children, Managing a home, Getting started in an occupation, Taking on civic responsibility, Finding a congenial social group,

7. i. Consider opportunities that enable you to broaden your social horizons. Work experience may lead to new contacts outside your immediate social situation. Some companies run special schemes to assist disadvantaged groups in having experience of the world of work. Could these help you?

ii. Failure to secure an opportunity can be disappointing. Structural theories act as a reminder that wider factors beyond your control may be at work. Structural theory can counterbalance the view that lack of success is all one's own fault.

8. i. Information gathered should be complete, comprehensive and adequate so that valid inferences may be drawn. ii. Information recorded should be true and valid. Like other tools of measurement, a cumulative record can be valid only when it measures what it intends to measure. iii. Information to be reliable should be collected by a number of teachers and then pooled.

9. Organizing classroom groups, improving individual students' social adjustment, improving group's social structure, and evaluating the influence of school practices on students' social relations.

3.12 POINTS FOR DISCUSSION

As we have seen in this session various theories explained vocational choice and various non-testing devices in guidance. How far have the educational institutions help students to choose their vocation? What more can be done in this direction?

3.13 SUGGESTED READING

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UNIT – IV   TESTING DEVICES IN GUIDANCE

Structure

4.1 INTRODUCTION

The goal of assessment is to help guidance experts develop an understanding of the client or an individual. By using assessment and appraisal procedures, you will be able to gain understanding of the individual and in turn foster individual's understanding himself or herself. In this sense, you will appreciate that assessment and appraisal processes and procedures are the means of obtaining comprehensive understanding of students thereby fulfilling the goal of counselling.

It is essential that, you need to be familiar with the major tools and techniques of assessment, the purpose for which they are used and how the information provided by these can be used in understanding the individual. Psychological testing is one of the ways of assessment.

The selection of any tool whether quantitative or qualitative depends on the type of information the guidance expert is interested in gathering. In most cases both are required to be used for holistic assessment an appraisal. In this unit, you will read about psychological tests, which are the tools for quantitative assessment.

4.2 OBJECTIVES

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

- understand the meaning of testing devices and measurement.
- understand the various uses of psychological tests
- describe the testing devices in guidance
- enlist different testing devices in guidance
- identify testing devices in guidance, and
- discuss the testing devices of guidance in education.

4.3 DEFINITION AND MEANING OF TESTING DEVICES

Testing devices refer to any devices that can be used to provide impartial and objective data that can be used by guidance expert to derive the same meaning. Data, produced by a testing devices, are called test data. Testing includes verification and validation. Effective guidance is dependent upon accurate and comprehensive information about the individual.

Psychological tests are considered useful devices for providing objective psychological information about the individual characteristics such as intelligence, aptitude, interest and personality etc. Therefore, a psychological test is essentially an objective and standardised measure of a sample of behaviour.

Gathering information through testing devices takes less time than through non-testing devices. Facts about personality or behaviour can be directly ascertained through testing devices. They also help in identifying students needing special help.

4.4 PSYCHOLOGICAL MEASUREMENT

Measurement is the assignment of scores to individuals so that the scores represent some characteristic of the individuals. Psychological measurement is often referred to as psychometrics. It is the development of procedures to measure people's characteristics like intelligence or personality. The aptitude for a job or the presence of emotional disturbance can be determined applying standardized tests. Also known as psychological assessment or testing, it can be employed for researching or for predicting a future behavior.

Psychological tests are designed to assess the characteristics of people such as their abilities, attitudes, motivations, interests, needs and values and so on. Psychological test can be defined as a sample of an individual, behaviour,

obtaining under standard conditions and scored according to a fixed set of rules that provide a numeric score (Anastasi, 2003).

In a standardized test, individual scores are compared with a norm or standard arrived at on the basis of performance of sample of individuals of the same age or grade level from around the country who took the same test when it was first developed. Good standardized tests are the result of years of research. Tests may take many forms. Usually, they comprise of a series of items/questions with well-defined correct answers such as in case of tests of intelligence or achievement, while others such as personality inventories, do not have right or wrong answers, but are designed to assess person's pre-dispositions, tendencies and preferences.

Tests can be used to compare the same individual on two or more traits and also compare two or more individuals on the same trait. Such an assessment is usually quantitative. Although most of the psychological tests provide relatively objective and quantifiable scores such as tests of intelligence abilities/aptitudes. Some other tests may also provide descriptive and qualitative interpretations.

A standard test has a manual which provides complete information of how the test was developed, evidence of its consistency, accuracy and objectivity. It also consists of detailed instructions for administering, scoring, interpreting the test, its uses and possible misuses. The test manual thus, provides you the requisite information to allow you to make an informed judgement as to whether the test is suitable for your use. Besides, the requirement to select the appropriate psychological test, a guidance expert needs to develop various skills in test administration, scoring, interpretation and communicating results to clients.

The following section will describe some type of tests and the purpose for which they are used.

Psychological tests are classified into different types depending on their content and the way they are administered. Tests vary in their content

depending on the aspect of behaviour that is assessed, for example, some tests are designed to assess abilities, others assess motivation, personality characteristics etc. Psychological tests are also classified into individual and group tests, verbal tests and non-verbal tests and performance tests. Let us discuss one by one quantitative methods and techniques.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

1) What do the testing devices refer to?

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2) What is the purpose of psychological tests?

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4.5 USES OF PSYCHOLOGICAL TESTS

The variety of purposes for which psychological tests are used. Some uses of psychological tests are given below:

i. ***Detection of specific Behavior: -*** Psychological test is used to measure and to detect the abilities of a person.

ii. ***Individual Differences: -*** A psychological test is used to measure the individual differences that is different between abilities of different persons and the performance of the same person at different time.

iii. ***To diagnose by the Psychological Test: -*** The psychological tests are usually used in clinical psychology. In clinical psychology a test's function is to diagnose mental disorders. So tests are used in mental hospitals and coaching and guidance

centres for the assessment and diagnose of mental disorders. Major tests are MMPI, (Minnesota Multiphasic Personality Inventory) RISB, (Roter Incomplete Sentences Blank) Bender Gestalt Test, and RPM, (Revon Progressive Matrices) etc.

iv. *Legal Classification: -* A psychological test helps in classifying a number of people into different categories For example normal and abnormal, criminal and innocent, intellectual and mental retarded, able and disable etc.

v. *Promoting Self Understanding: -* A psychological test provide standardized information about the abilities, capabilities, aptitudes, potential competencies interest, trait and states of a person which helps in understanding one's personality and planning future prospective.

vi. *Program Evaluation: -* An effectiveness of a particular program is assessed by the applications of some kind of test. This function is usually perform by an achievement test.

vii. *Scientific Inquiry or Research: -* Some experts use tests for research purpose which provide information about the mental level and personality of the subject.

viii. *Military Selection: -* A closely related application of psychological testing is to be found in the selection and classification of military personal. From simple beginnings in the World War-I, the scope and variety of psychological tests employed in military situations underwent a phenomenal increase during World War-II. Subsequently research on test development has been containing on a large scale in all brands of the normed services.

ix. *Industry: -* In industry and business tests are helpful in selection and classifying personal for placement in jobs that range from the simpler semiskilled to the highly skilled, from the selection

of filling clerks and sales-person to top management for any of these position, however test results are only one source of information , though an important one. Industrial and Organizational Psychology (also known as I-O psychology, industrial-organizational psychology, work psychology, organizational psychology, work and organizational psychology, industrial psychology, occupational psychology, personnel psychology or talent assessment) applies psychology to organizations and the workplace.

x. ***Education: -*** Psychological tests especially those of general intelligence and of specific aptitudes have very extensive use in educational classification, selection and planning from the 1st grade (and sometimes earlier) through the university. Prior to World War-II schools and colleges were the largest user of psychological tests.

xi. ***Mental Hospitals: -*** In clinical or mental hospitals psychological tests are used primarily for individual diagnoses of factors associated with personal problems of learning, behavior attitudes or specific interpersonal relations.

Another areas are jails, correctional centres and training institutions etc.

Check Your Progress

Notes: a) Write your answer in the space given below

　　 b) Compare your answer with those given at the end of the unit

　 3) What are the various purposes of psychological tests?

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　　 …………………………………………………………………………
　　 …………………………………………………………………………
　　 …………………………………………………………………………

4.6 INTELLIGENCE TESTS

Intelligence has been one of the most popular psychological terms used in identifying individual differences. It has helped to explain that people differ from each other in their ability to understand complex ideas or to learn from experience. Different theorists have tried to explain intelligence in different ways following different approaches. Theories by Binet, Weschler Spearman and Thurstone are based on the psychometric approach where intelligence is considered as an aggregate of abilities. It is expressed in terms of a single index of abilities. Howard Gardener's theory of multiple intelligences puts forth that intelligence is not a single entity and there exists multiple intelligences, each distinct from others. According to him, there are nine distinct intelligences that are relatively independent of each other. These different types of intelligences interact and work together to provide a solution of a problem. The nine types of intelligences proposed by Gardener are briefly discussed below.

- *Linguistic Intelligence:* The capacity to use language fluently and flexibly, to express one's thinking and understanding others. Used in reading a book, writing a paper, a novel or a poem; and understanding spoken words. Poets and writers exhibit this ability.

- *Logical Mathematical Intelligence:* Thinking logically, critically, using abstract reasoning to manipulate symbols and solve mathematical problems.

- *Spatial Intelligence:* Abilities involved in forming, using and transforming mental images. Used in getting from one place to another, in reading a map, and is packing suitcase in the trunk of a car so that they all fit into a compact space. Pilots, sailors, interior decorators, surgeons, fashion designers generally exhibit this ability.

- *Musical Intelligence:* Capacity to produce, create and manipulate musical patterns. Used in singing a song, composing a sonata, playing a trumpet or even appreciating the structure of a piece of music.

- ***Bodily-Kinaesthetic Intelligence:*** Ability to use one's body and muscle structure in a coordinated planned way. Used in dancing, playing basketball, running a mile or throwing a javelin. Athletes, dancers, actors, gymnasts, sports person, surgeon exhibit this more than others.

- ***Interpersonal Intelligence:*** Used in relating to other people, such as when we try to understand another person's behaviour, motives or emotions, counsellors, psychologists, politicians, social workers, religious leaders are shown to be high on this ability.

- ***Intrapersonal Intelligence:*** Knowledge of one's internal strengths and limitations and using that knowledge to relate to others.

- ***Naturalistic Intelligence:*** Complete awareness to our relationship with the natural world, useful in recognizing the beauty of different species of flora and fauna and making a distinction in the natural world.

- ***Existential Intelligence:*** Can be defined as the ability to be sensitive to, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as the meaning of life, why are we born, why do you die, what is consciousness or how did we get here.

The multiple intelligences approach focuses on ways in which people can be intelligent. Theorists have also tried to explain intelligence in terms of information processing approach wherein the focus is on how an intelligent person thinks, acts and solves problems. Sternberg's information processing approach focuses on how solutions are arrived. According to Sternberg, the critical aspect of what constitutes intelligence is not necessarily the speed with which one arrives at a solution but the processes one uses. Processing information quickly does not mean it was done accurately or correctly. A relative rather than an impulsive style of problem solving has been associated with higher ability to solve problems. Jumping to conclusions without adequate reflection can lead to erroneous thinking. The notion of emotional intelligence broadens the concept of intelligence and involves;

  o   perceiving or sensing emotions,

  o   using emotion to assist thoughts,

  o   understanding emotions, and

  o   managing emotions.

The concept of IQ dominated intelligence testing for a long time. With the emerging view of intelligence as multifaceted, the concept of intelligence as a single unitary ability or a composite of scores on different abilities is not considered valid. The concept of IQ has been found to be misleading. As counsellors, the focus should be on a holistic assessment focusing on strengths and weaknesses of the client. This would help to plan remedial measures for intervention. The multiple intelligences approach is an alternative approach to assessment of intelligence. It emphasizes a variety of abilities and skills (and not just an aggregate of mental abilities), which are required for success in life situations.

As the meaning of intelligence differs from one culture to another there is a need to understand the cultural context for measuring intelligence. Even though tests of intelligence assist counsellors and other personnel in providing a view of the clients' abilities, the scores of these tests need to be used with caution.

Check Your Progress

Notes: a) Write your answer in the space given below

   b) Compare your answer with those given at the end of the unit

   4) What are the nine types of intelligence?

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   ……………………………………………………………………………

4.7 APTITUDE TESTS

Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities. Often these natural abilities are looked at in relationship

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

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

- They may identify potential abilities of which the individual is not aware;

- They may encourage the development of special or potential abilities of a given individual.

- They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives;

- They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate; and

- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

4.7.1 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 carburettor. Besides this, there are differential tests Batteries as well. A commonly known 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, combination of such abilities is required for success in different occupations. Such test batteries can give comprehensive information about the relative picture of the students' 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.

4.7.2 Caution in the use of Aptitude Test Data

It is important that counsellors select and use aptitude tests carefully, keeping in view the student's/client's 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.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

5) What are the uses of aptitude tests?

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4.8 PERSONALITY INVENTORY

Often by persons use the term personality to indicate the physical make up of an individual. The term-Personality however, signifies much more than simply the physical looks of a person and has a very broad meaning. It includes the emotional, motivational, inter-personal, attitudinal and even moral aspects of a person. Some researchers have included intelligence also as part of personality. Personality refers to a unique combination of characteristics of an individual, which pre-disposes the person to behave in a particular and consistent way.

A personality inventory is an assessment tool that career counsellors and other career development professionals use to help people learn what their personality type is. It reveals information about individuals' social traits,

motivations, strengths and weakness, and attitudes. Experts believe these factors play an important role in job and career satisfaction. Individuals can use what they learn about themselves when they are choosing a career or deciding whether or not to accept a job offer. Guidance expert use this tool, as well, to assist students in making hiring decisions. They can choose a candidate whose personality type makes him or her a good fit for a job.

Personality testing is necessary to achieve the following purposes.

- It helps the students in proper educational and vocational choice. Personality plays an important role in an individual, personal, educational and vocational adjustment and success.

- It is, therefore, important to diagnose the individual's personality pattern to see whether he possess the traits which are likely to contribute significantly to his adjustment to the course or career he is choosing.

- It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the client has no knowledge. When the cause of the mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.

- It helps the clinical psychologist. A clinical psychologist can use personality assessments to help choose the best therapy for his clients. Thus, personality assessment is important for educational, career, personal and social counselling.

4.8.1 Techniques of Testing Personality

- A number of techniques are used for testing personality. The techniques are:
- a Interview
- a Observation

- a Self-Ratings and Personality .Inventories
- a Check-lists
- a Rating Scales
- a Situational Tests or Behavioural Tests
- a Projective Techniques
- a Anecdotal Records
- Autobiography
- The Daily Diary

Interview, observation, rating scales, anecdotal records and autobiography have already been discuss& udder Non-testing devices of Guidance in the previous lesson. The description of other testing devices has been given here.

Checklist: An important approach to the study of personality is the inventorying of the felt problems of students. They have been used as aids in counselling or in surveying the concerns of the student body. For the second purpose they may be filled out anonymously. A problem checklist or inventory consists basically of a list of problems which are common to a population of the age being studied. The student doing the inventory indicates which of these problems are bothering him. Although a student, for a variety of reasons, may not be willing to admit that a problem is concerning him, these checklists, if interpreted properly, furnish interesting and helpful data for counsellors. They may reveal unsuspected problems and in many cases, their hidden causes. Their greatest value is as a basis 'for a counselling interview.

Projective Technique: In contrast to the previous measurement techniques, the global approach to the appraisal of personality attempts to study personality as a whole. This method is often called the projective technique because the individual is stimulated to project his personality into the test exercises. The stimuli used in projective techniques attempt to arouse responses that are a projection of the inner self or motives and personality traits that are usually hidden and often even unsuspected by the individual himself. The subject may

be asked to respond to series of pictures, inkblots, or similarly ambiguous stimuli. The interpretation of the responses requires a long period of training and should be done only by those who are specially qualified.

Self-Rating and Personality Inventories (Paper and Pencil personality tests): An individual's written account of the past behaviour, feeling and wishes can be a good source of information about his personality. Self-ratings can be done through personality inventories and paper and pencil tests. Both of these serve as an excellent basis for later interviews.

Limitations of Paper and Pencil personality tests

i. Majority of the question in these inventories deal with personal matters.

ii. Subjects' unconscious resistance also affect his responses to a great extent. According to Phillip E Vernon, "People literally do not know themselves well enough to answer many of the questions correctly; their responses *m* only too likely to be rationalizations or unwilling self-deceptions." It is very difficult to get valid and correct information.

iii. Suggestion is another important factor which tampers with validity. *Our* recollections of emotionally toned experiences are liable to be false, moreover, it is quite easy that suggestive questioning may lead us to accept experiences as our own which never really occurred.

iv. The influence of temporary mood, optimism, worry, etc. might also affect test responses.

Situational or Behavioural Tests: It is a test in which the behaviour of the individual is evaluated in action by judges or by his peer or he is confronted with, the situations related to his own life, in response to which he gives expression to his feelings for other persons. The subject reveals some of his personality traits through his preference for or against certain contacts with others through his spontaneous method of dealing with life-situations that confront him. Psycho-drama and socio-drama are the two techniques of this type.

According to Jennings, "'Socio-drama" is an intensive, vivid, living through experience of common concern to the group members' experience which may have been cut short in life and blocked from full expression, leaving unresolved buried emotional pact, The process aids the individual in mobilizing his resources for behaving spontaneously and discovering his potentialities of expression, psycho-drama involves the "staging of a situation in which selected members of the, group are the spectators."

As the word psycho-drama implies, the individual has to play a role spontaneously in a specified situation. His behaviour is observed by trained observers. It is assumed that individuals project their inner feelings and conflicts in the role they play.

The Daily Diary: The daily diary maintained by students can also serve as a device for the measurement of personality. The diary, being of a very personal nature, can contain the record of such events, thoughts and feelings as are of great importance to the student. The diary, if properly maintained and made, can serve as a useful medium of' throwing light upon many aspects of the personality of the individual. It being an hour by hour record of the individual, is valuable for showing the general pattern of a student's life, the activities in which he is currently engaged regularly, and some of his special interests.

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

6) Mention any five techniques of personality testing.

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4.9 ATTITUDE SCALE

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 represent 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, favouring – disfavouring 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.

4.9.1 Types of Attitude Scales

Attitudes need to be tested because our social life depends on some desirable attitudes. The success 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 scale. 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 score is obtained by assigning arbitrary weights of 5, 4, 3, 2 and 1 for Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) for the statements favouring a point of view. On the other hand, the scoring weights of 1, 2, 3, 4 and 5 are used for the respective responses for statements opposing this point of view. An individual's score on a particular attitude scale is the sum of his rating on all the items.

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

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.

Check Your Progress

Notes: a) Write your answer in the space given below

      b) Compare your answer with those given at the end of the unit

  7) What are the uses of attitude scale?

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4.10 ACHIEVEMENT TESTS

Achievement is what one successfully accomplishes in an area of study / activity / domain. In the case of students, it may be conceptualized as successful learning of the assigned educational material. Such learning is usually demonstrated to teachers and others either through a verbal presentation or a written examination.

An achievement test measures knowledge and skills attained by the student in a particular area, usually acquired after classroom teaching or training. In an educational system, achievement test scores are often used to determine the level of instruction for which a student is prepared, to indicate academic strengths and weakness, and to indicate the relative standing of the student in a group/class. Achievement test data, in combination with other data, is used to help guidance counsellors plan students' future educational programmes.

4.10.1 Types of Achievement Test

Achievement tests are of different kinds, each scoring a different purpose and providing different information on students' academic proficiency. These have been classified in various ways, and understanding of which helps the counsellor to understand their functions.

Formative and Summative Tests: Formative tests are used to measure progress made in knowledge and skills before and during instruction. Summative achievement tests are given at the end of course instruction, so as to assess the outcome of the instruction.

Prognostic tests: Readiness or prognostic tests are used to predict how well an individual is expected to profit from training.

Diagnostic Test: Diagnostic achievement tests provide information on performance of the students in different subjects and indicate their strengths and weakness in reading, arithmetic and language usage.

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Achievement test can be either criterion referenced (CRT) or norm referenced (NRT). The two tests differ in their intended purposes, the way in which content is selected, and the scoring process which defines how the test results must be interpreted. Norm Referenced Tests (NRTs) are designed to highlight achievement differences between and among students and provide a rank order of students across a continuum of achievement from high achievers to low achievers. These types of tests are used to help counsellors/ teachers to clarify students for remedial or gifted programmes. Criterion-reference tests (CRTs) determine the strengths of the test taker i.e. what they can do and what they know, not how they compare to others. They report how well students are doing relative to a predetermined performance level on a specified set of educational goals or outcomes included in the school curriculum.

An achievement test is designed to measure how much a person knows about a specific topic or area such as math, geography or science. Achievement tests can be standardized test or teacher-made tests.

4.10.2 Uses of Achievement Test Data

Data from standard achievement tests can be used for promoting, classifying, diagnosing or evaluating students. Counsellors can also use the achievement tests for:

Helping clients in decision making. A counsellor can use the achievement test scores to initiate decision on taking appropriate choices for a career.

Assisting in diagnosis counsellors can make use of achievement test data to diagnose problems faced by the students in different subject areas. Accordingly corrective remediation can be planned and carried out.

Encouraging self-study. The student through achievement data, is able to gain insight into his/her strengths and weakness in different subjects which can motivate him/her to put in the desire effort.

Achievement test are used as learning measures of (1) the amount of learning, (2) the rate of learning (3) comparisons with others or with

achievement of self in other areas, (4) level of learning in sub-areas, and (5) strengths and workers in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

Achievement tests of both kinds i.e. standardized and teacher –made tests are based on the content taught and are considered valid. These are used to assess the level of overall proficiency to meet the entry requirements to certain/ programmes or the proficiency in a particular subject. The informal classroom achievement test is suited to a select performance of a group of students. It is flexible and accommodates testing students on a local curriculum. The two types of tests can be used in a complementary manner.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

8) What are the uses of achievement test data?

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4.11 CREATIVITY TEST

With the belief that creativity and intelligence are two independent abilities and with the conviction that traditional intelligence measures are inadequate to assess the mental abilities in their totality, several researchers attempted to develop specific tests to measure creativity. Guilford's D.P. tests, emerged from his factor analytical studies (Guilford & Merrifiled, 1960) and Torrance's tests of creative thinking (Torrance, 1966) are most prominent among them and are widely used in hundreds of investigations.

Some other prominent tests of creativity are the Wallach & Kogan's instruments of creativity testing. The Getzels & Jackson's Test of creativity

thinking, Battery of originality tests by Barron, Flanagan's test of ingenious solutions to problems, Mednick Remote Association tests and Minnesota tests of creative thinking.

Quite a good number of tests of creativity have been developed in India during the seventies (Passi, 1972; Kaul, 1973; Majumdar, 1973; Mehdi, 1973; Chauhan and Tiwari, 1974; Ram Chandra char, 1975 & Kundley, 1977). Some other prominent test are Kerala University test of creative thinking and test of scientific creativity by Grewal and Singh. Most of these test are based on Guilford's conceptualisation of creative thinking or on the lines of Torrance's Test model. Many of them measure general creativity but some are developed to measure creativity in specific areas of content. For example Majumdar (1973) has developed the creativity test battery to measure scientific creativity for the Science Talent Search Scheme of National Council of Educational Research and Training, New Delhi; whereas, Kundley (1977) developed his creativity test in Marathi to assess literary creativity of the school children. Most of the creativity test in India are developed for the doctoral studies. Some of them are published and now are commercially available, e.g. Mehdu (1973), Chauhan & Tiwari (1974).

Passi (1972) developed a battery of creativity tests to measure verbal and non-verbal factors of creativity of higher secondary school students. The battery consists of six sub-tests (both verbal & non-verbal). The sub-tests are: (1) seeing problems, (2) unusual uses, (3) consequences, (4) the test of inquisitiveness, (5) the square puzzle test and (6) the blocks tests of creativity. Fifteen different scores like fluency, flexibility, originality, persistency etc., can be derived from the test battery. The reliability quotients by different methods range between 0.68 and 0.97 for the six sub-tests and the factorial validity of the tests against factors viz. verbal creativity and non-verbal creativity ranged from 0.31 to 0.75. Percentile norms for all the six sub-tests are established.

Another widely used tests of creativity is that of Baqer Mehdi (1973), Mdhdi developed his test battery following the pattern of TTCT. It consists of four verbal test viz. consequence, unusual uses, similarity and product improvement and three non-verbal test viz. picture completion and triangles and ellipses. The reliability quotients estimated by test-retest method are 0.959 and .946 and the validity quotients obtained against teacher ratings are .390 and .385 for verbal and non-verbal tests respectively. Percentile norms for grade VII and VIII are provided. The test battery can be administered over a wide age range of sample from middle school to graduate level.

A somewhat different approach to creativity test constructions is observed in Ramachandra Char's Creative Response Matrices (CRM) (Ramachandra Char, 1975). He developed four matrices, CRM1 and CRM2 contain visual Figural Stimuli of varying ambiguity and complexity. The subjects are required to write in blanks provided in a row against each figure as many title like descriptions as possible. CMR3 contains letter duplets. Each duplet is to be converted into as many triplets of equal sum as possible in two minutes. The letters are to be selected from the given set of nine letters each of which has a definite numerical value assigned. CRM4 contains sets of five single digit numbers. Each set is to be used in combination with the four fundamental arithmetical operations in a given fashion as many times as possible in four minutes to get positive round numbers as end product every time.

The battery measures four factors i.e. fluency flexibility, originality and elaboration and yields composite creativity index (CCI) consisting of eight standard scores. Validity of the CCI against teacher ratings is estimated to be 0.33. Reliability quotient found by K-R method is 0.71 (N=230). Standard scores and percentile norms are tentatively established.

Indian tests of creativity are greatly influenced by models of Guilford and Torrance. Almost all of them are validated against either TTCT or Teacher ratings.

Torrance test of creativity thinking is available with parallel forms to test both verbal and non-verbal creative ability. It is used very popularly in hundreds of researches, including many Indian studies, yielding highly reliable and valid results.

TTCT consists of four batteries of test activities; two verbal, Verbal Form A and its equivalent parallel Verbal Form B; and two figural, Figural Form A and its equivalent alternate Figural Form B. A direction manual and scoring guide accompanies each battery, describing in detail how each test is to be administered and scored. Both the figural and verbal forms can be used from kindergarten through graduate level and can be administered as a group test or an individual test.

The test battery yields three verbal scores (fluency, flexibility and originality) and four figural scores (fluency, flexibility, originality and elaboration). A composite score for either or the abilities or total score also can be obtained.

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

9) Name the creativity test widely used by investigators.

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4.12 MENTAL HEALTH

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

4.12.1 Mental Health Assessments

These assessments are set up by approved social workers (ASWs), that is, social workers who have reached an agreed standard of knowledge about the mental health legislation and mental illness after at least.

A mental health assessment gives your doctor a complete picture of your emotional state. It also looks at how well you are able to think, reason, and remember (cognitive functioning). Your doctor will ask you questions and examine you. You might answer some of the doctor's questions in writing. Your doctor will take note of how you look as well as your mood, behavior, thinking, reasoning, and memory, and how well you can express yourself. Your doctor will also ask questions about how you get along with other people. This includes your family and friends. Sometimes the assessment includes lab tests, such as blood or urine tests.

A mental health assessment may be done by your primary care doctor. Or it may be done by a psychiatrist, psychologist, or social worker. The results of your test are confidential. A mental health assessment for a child is geared to the child's age and stage of development.

Why it is done?

A mental health assessment is done to:

- Find out about and check on mental health problems. This can include anxiety, depression, schizophrenia, dementia, and anorexia nervosa.
- Help tell the difference between mental and physical health problems.
- Check a person who has been referred for mental health treatment. This might be done for problems at school, work, or home. For example, it may

be used to find out if a child has a learning disability, attention deficit hyperactivity disorder (ADHD), or a conduct disorder(CD).

- Check the mental health of a person who has been in the hospital or arrested for a crime, such as drunk driving or physical abuse.

How to prepare?

If you are having a mental health assessment because you have certain symptoms, you may be asked to keep a diary or journal for a few days before the test. You may be asked to bring a family member or friend with you. They can describe your symptoms from their view.

If your child is being checked for behavior problems, you may be asked to keep a diary or journal of how he or she acts for a couple of days. Your child's teacher may need to answer questions about how your child acts at school.

Be sure to tell your doctor about all the medicines you take, even over-the-counter ones. Many medicines can change the results of this test.

Talk with your doctor about any concerns you have regarding the need for the test, its risks, how it will be done, or what the results will mean. To help you understand the importance of this test, fill out the medical test information form (What is a PDF document?).

How it is done?

Health professionals often do a brief mental health check during regular check-ups. If you are having symptoms of a mental health problem, your doctor may do a more complete assessment. Or he or she may refer you to another doctor, such as a psychologist or psychiatrist.

You will have an interview with a doctor. You may also get a physical exam and written or verbal tests.

Interview: - During the interview, your doctor notes your mood and how you present yourself. You will be asked to talk about your symptoms and concerns. Be as detailed as you can. If you have kept a diary or journal of your symptoms, share this with your doctor.

Your doctor may ask you questions to check how well you think, reason, and remember. He or she may ask you questions to find out how you feel about life, and if you are likely to hurt yourself.

*Physical exam: -*You may get a physical exam. Your doctor will ask about your past health as well as that of your family members. He or she will ask what medicines you take. Your doctor may test your reflexes, balance, and senses (hearing, taste, sight, smell, and touch).

Lab tests: - You may have lab tests done on a blood or urine sample. If your doctor thinks you may have a nervous system problem, you may get tests such as an MRI, an EEG, or a CT scan. Lab tests to find other problems may include thyroid function tests, electrolyte levels, or toxicology screening (to look for drug or alcohol problems).

Written or verbal tests: - You will be asked some questions and will answer out loud or on a piece of paper. Your answers are then rated and scored by your doctor.

Written tests most often have 20 to 30 questions that can be answered quickly. These are often in a "yes" or "no" format. You can do them by yourself at a regular office visit.

Many mental health tests are available. They look at:

- Specific problems. For example, the Hamilton Rating Scale for Depression, the Beck Depression Inventory, or the Geriatric Depression Scale can be used to check for symptoms of depression.
- How well you are able to think, reason, and remember. The Mini Mental State Examination can be used to check this.
- How well you are able to carry out routine tasks, such as eating, dressing, shopping, or banking.

Sometimes a longer mental health test, such as the Wechsler Adult Intelligence Scale, may be needed. The test may be given by a specialist such as a psychologist.

Children

How a child's mental health is looked at will depend on the age of the child and what problem the doctor thinks the child may have. Young children may be asked to draw pictures to express their feelings. They may also be asked to look at images of common subjects and talk about how these make them feel. Parents or teachers may be asked to answer a checklist of questions about the child.

How long does it take?

The time it takes will depend on the reason the test is being done. An interview with written or verbal tests may last 30 to 90 minutes. It can last longer if several different tests are done. An in-depth test such as the Wechsler Adult Intelligence Scale may take 1 to 2 hours.

How It Feels

A mental health assessment is used to find out how you think and feel.

- You may feel resentful, angry, or hostile if you are being checked for a problem, such as alcohol dependence. You may not want to have the test.
- You may feel afraid if you are being checked for a health condition, such as Alzheimer's disease.
- You may worry or become upset if your condition is not quickly or easily found. Some mental health problems are hard to diagnose.

Lab tests usually don't cause much discomfort. The blood sample is taken from a vein in your arm. An elastic band is wrapped around your upper arm. It may feel tight. You may feel nothing at all from the needle, or you may feel a quick sting or pinch. And if you have a urine test, it is not painful to collect a urine sample.

Risks

Your doctor may not be able to find the cause of your symptoms. Some mental health problems are hard to diagnose. More than one mental health assessment or other tests may be needed.

Results

A mental health assessment gives your doctor a complete picture of your emotional state. It also looks at how well you are able to think, reason, and remember. Your doctor may discuss some of the results with you right away. Complete results may not be ready for several days.

Many conditions can change the results of a mental health assessment. Your doctor will talk with you about how your results relate to your symptoms and past health.

A mental health assessment can help find:

- Mental health problems, such as anxiety disorders, depression, schizophrenia, attention deficit hyperactivity disorder, conduct disorder, bipolar disorders, and eating disorders.
- Developmental problems, such as learning disabilities, intellectual disability, and autism.
- Substance abuse, including alcohol and drug abuse and dependence.
- Diseases of the nervous system, such as Alzheimer's disease, Huntington's disease, Parkinson's disease, and epilepsy.
- Other problems, such as thyroid disease and brain tumours.

What affects the test

You may not be able to have the test, or the results may not be helpful, if you:

- Are not able to work with and trust your doctor.
- Are not willing to have the test done.
- Have physical or emotional problems that prevent you from being able to complete a written test. In most cases, other testing tools can be used.
- Use some medicines, alcohol, or illegal drugs.
- Have trouble reading, writing, or understanding English.

- Some mental health problems can be hard to diagnose. You may need more than one mental health assessment and other tests to diagnose your problem.
- What your family and friends see or think about your symptoms can sometimes help your doctor diagnose a mental health problem. Think about having a family member or friend come with you to your appointment.
- The results of your mental health exam will be confidential.
- Contact your human resources department or local health department to find out what support services are available in your area.

Check Your Progress

Notes: a) Write your answer in the space given below

   b) Compare your answer with those given at the end of the unit

   10) Why is mental health assessment done?

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4.13 FRUSTRATION AND CONFLICT

Frustration can be understood as a feeling of dissatisfaction that stems from an individual's inability to achieve a goal. For example, imagine you work hard to pass an exam. Even though you have worked as hard as possible, you end up failing the exam. In such an instance, you feel frustrated. This can be viewed as a normal emotional response, just like any other emotion that you feel in the face of defeat. The individual experiences mixed emotions such

as anger, hurt, and powerlessness. If the achievement of the goal were extremely vital for the individual, this would result in a higher degree of frustration. This clearly highlights a link between frustration and the significance of the goal to the individual. If the significance of the achievement were greater, then so would be the frustration. If the significance were lower, then the frustration experienced by the individual would be lower.

According to psychologists, frustration can be caused due to two types of factors. They are internal factors and external factors

Internal factors of frustration are those that stem from within the individual, such as individual weaknesses, confidence issues, personal dilemmas, etc. Let us pay attention to an example. In a working environment, an employee works on a project proposal with the intention of gaining the approval from the board of directors to implement the project. Even though he works hard, at the presentation, he fails to perform well due to his stage fright and lack of confidence. The employee feels frustrated. This is an example of how frustration can be caused due to internal factors.

External factors of frustration refer to those that are outside the individual such as working conditions, co-workers, deadlines, etc. Let us take the same example. Imagine, in this case, the employee worked in a team. The proposal was rejected by the superiors due to the lack of commitment of the other group members. In this case, it is the external factors that lead to frustration.

However, in organizational psychology, it is believed that a small degree of frustration can work as a motivator. However, there are situations where frustration can lead to negativity such as in the case of aggression towards co-workers.

What is Conflict?

A conflict can be defined as a condition where the individual faces difficulty in arriving at a decision due to two or more different interests. For example, imagine a student who has doubts regarding his future. He does not

know whether to enter the University and pursue his higher education or else start working as he has financial difficulties. Such a situation creates a conflict within the individual. This can also be viewed as an emotional state where a person is in a dilemma.

Psychologists believe that such an emotional conflict can lead to frustration. This is the link between frustration and a conflict. A conflict can be associated with physical discomforts such as insomnia, headaches, or inability to eat. People use defence mechanisms when faced with such emotional conflicts. Projection, displacement are some of the widely used defence mechanisms.

However, conflicts can arise between two or more people as well. For example, if an individual is not given the resources to achieve a goal by another, it would lead to a conflict. In this sense, frustration can lead to a state of conflict.

4.13.1 Difference between Frustration and Conflict

Definitions of Frustration and Conflict

- Frustration can be defined as a feeling of dissatisfaction that stems from an individual's inability to achieve a goal.
- A conflict can be defined as a condition where the individual faces difficulty in arriving at a decision due to two or more different interests.

Dissatisfaction and Disagreement

- Frustration is a feeling of dissatisfaction.
- A conflict is a disagreement.

External Frustration and Conflict

- Frustration can lead to conflicts when the cause of frustration is external.

Internal Conflict and Frustration

- Internal conflicts, or else emotional conflicts that take place within the individual can lead to frustration.

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4.13.2 Conflict Analysis

Conflict analysis is the systematic study of the profile, causes, actors, and dynamics of conflict. It helps development, humanitarian and peace building organisations to gain a better understanding of the context in which they work and their role in that context.

Conflict analysis is not an "objective" art. It is influenced by different world-views. The Harvard Approach, the Human Needs Theory and the Conflict Transformation approach are frequently used:

The **Harvard Approach** emphases the difference between positions (what people say they want) and interests (why people want what they say they want). It argues that conflicts can be resolved when actors focus on interests instead of positions, and when they develop jointly accepted criteria to deal with these differences.

The **Human Needs Theory** argues that conflicts are caused by basic "universal" human needs that are not satisfied. The needs should to be analysed, communicated and satisfied for the conflict to be resolved.

The **Conflict Transformation** approach sees conflicts as destructive or constructive interactions, depending on how conflicts are dealt with or "transformed". Conflicts are viewed as an interaction of energies. Emphasis is given on the different perceptions, and the social and cultural context in which reality is constructed. Constructive conflict transformation seeks to empower actors and support recognition between them.

4.13.3 Conflict analysis tools

- **Conflict Wheel:** Introduces six important dimensions of conflict analysis (dynamics, actors, causation, structures, issues and options/strategies). It organizes the other conflict analysis tools and is a "meta" tool.

- **Conflict Tree:** The conflict tree deals with the difference between structural and dynamic factors, visualizing how conflict issues link these two aspects.

- **Conflict Mapping:** The conflict mapping focuses on actors and their interrelationships. It is a good tool to start analyzing a conflict. Power asymmetry can be represented by the relative size of the actors circles. Animosity and alliances are symbolized with lines.

- **Glasl's Escalation Model**: The model aims to fit our conflict intervention strategy to the conflict parties' escalation level. The message is that it may be pointless to talk to a suicide bomber, or shoot people who are shouting at each other.

      Conflict analysis can be carried out at various levels (e.g. local, regional, national, etc) and seeks to establish the linkages between these levels (see Fig 1). Identifying the appropriate focus for the conflict analysis is crucial: the issues and dynamics at the national level may be different from those at the grassroots. But while linking the level of conflict analysis (e.g. community, district, region or national) with the level of intervention (e.g. project, sector, policy), it is also important to establish systematic linkages with other interrelated levels of conflict dynamics. These linkages are important, as all of these different levels impact on each other.

- **INMEDIO's Conflict Perspective Analysis (CPA)**: The Conflict Perspective Analysis (CPA) focuses on the different perspectives of the various parties. By putting them side by side, one can see where there are differences and things in common. CPA follows the phases of a mediation. It is a good preparation for a mediation, can also be used to coach one conflict party. CPA does not look explicitly at structures or context.

- **Needs-Fears Mapping:** Similar to the CPA, this method focuses on actors and their issues, interests, needs, fears, means and options. It

allows for a clear comparison of actors similarities and differences in the form of a table.

- **Multi-Causal Role Model:** This model focuses on causation, on the different quality of reasons, triggers, channels, catalysts, and targets. Content and actors, dynamics and structures are also considered.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

11) Name any five conflict analysis tool.

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4.14 LET US SUM UP

This unit explained testing devices and psychological tests such as intelligence tests, aptitude test, personality inventories, attitude scales, achievement tests, creativity tests, and their uses.

4.15 UNIT - END ACTIVITIES

a) Find the various personality types of the students by administering the personality inventory.

b) Classify your class students based on their intelligence with the help of intelligence test.

c) Mental health is very essential for students' wellbeing. - justify

4.16 ANSWER TO CHECK YOUR PROGRESS

1. Testing devices refer to any devices that can be used to provide impartial and objective data that can be used by guidance expert to derive the same meaning.

2. Psychological tests are designed to assess the characteristics of people such as their abilities, attitudes, motivations, interests, needs and values and so on.

3. To detection of specific behavior, to measure individual differences, to diagnose the mental disorder, to classify the people legally, to help people to understand themselves, etc.,

4. Linguistic Intelligence, Logical Mathematical Intelligence, Spatial Intelligence, Musical Intelligence, Bodily-Kinaesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence, Existential Intelligence.

5. 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.

6. Interview, Observation, Self-Ratings and Personality Inventories, Check-lists, Rating Scales, Situational Tests or Behavioural Tests.

7. Attitude scales are used to measure the degree of positive or negative feeling associated with any slogan, person, institution, religion, political party etc.

8. Helping clients in decision making, Encouraging self-study, Achievement test are used as learning measures of (1) the amount of learning, (2) the rate of learning (3) comparisons with others or with achievement of self in other

areas, (4) level of learning in sub-areas, and (5) strengths and workers in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

9. Torrance's tests of creative thinking.

10. A mental health assessment is done to: Find out about and check on mental health problems. This can include anxiety, depression, schizophrenia, dementia, and anorexia nervosa, Help tell the difference between mental and physical health problems, Check a person who has been referred for mental health treatment. This might be done for problems at school, work, or home. For example, it may be used to find out if a child has a learning disability, attention deficit hyperactivity disorder (ADHD), or a conduct disorder(CD), Check the mental health of a person who has been in the hospital or arrested for a crime, such as drunk driving or physical abuse.

11. Conflict Wheel, Conflict Tree, Conflict Mapping, Glasl's Escalation Model, INMEDIO's Conflict Perspective Analysis (CPA), Needs-Fears Mapping.

4.17 POINTS FOR DISCUSSION

How effectively teachers are using the psychological tests for their students' guidance services? What more can be done in this direction?

4.18 SUGGESTED READING

"Difference between Frustration and Conflict." DifferenceBetween.Com. April 20, 2015. < http://www.differencebetween.com/difference-between-frustration-and-vs-conflict/ >.

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UNIT – V   GUIDANCE SERVICES IN SCHOOLS AND EXCEPTIONAL CHILDREN

Structure

5.1 INTRODUCTION

It has been aptly remarked that guidance is accepted as an integral part of education. Whatever may be the objectives of school education, students need the assistance of teachers and others connected with them to be able to make satisfactory progress. No student has ever been able to manifest and maximize his potentialities on large extent, make appropriate career plans, get a suitable occupation and make satisfactory adjustment in the society without assistance of guidance programme organised in school. It constitutes parents, teachers, community members, administrators, guidance workers, specialists etc. The cause is, in the modern complex society it has become a difficult task on part of home and community to provide appropriate and adequate guidance to students as per their needs and requirements. Hence, the school has a vital role to play in guiding the students.

5.2 OBJECTIVES

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

- understand the meaning of guidance services.
- know the significance of guidance services.
- list the various types of guidance services
- to understand the career and occupational information
- identify different types of exceptional children, and
- understand the guidance services for different types of exceptional children.

5.3 ORGANISATION OF GUIDANCE SERVICES IN SCHOOLS

5.3.1 Meaning

Organisation of guidance services in schools means supervision, planning and co-ordination of the part of the head of the institution. Moreover,

it means active co-operation of the parents, the staff, the guidance experts and the pupils. Thus, organisation of guidance work in schools implies the following:

    i.   Laying down objectives in clear terms

    ii.   Mustering resources and utilizing them in the possible manner

    iii.   Systematic planning of guidance work

    iv.   Co-ordination and conduct of certain activities within administrative framework

    v.   Allocation of duties and responsibilities

    vi.   Provision of minimum essentials

    vii.   An able leadership to co-ordinate, supervise and direct activities

    viii.   Working of various guidance personnel as a team.

5.3.2 Significance of Guidance Services in Schools

Organisation of guidance services is needed to the following advantages which prove its significance:

Advantages for the students

    i.   Understanding of themselves, i.e., their abilities, attitudes, interests, personality patterns, their strengths and weaknesses.

    ii.   Developing their potentialities in the right manner

    iii.   Selection of subjects, books, hobbies, co-curricular activities and preparing from the examination point of view

    iv.   Selection of occupation, preparing for it, entering in it and to make suitable progress in it

    v.   Solving personal, emotional, sexual and social problems

    vi.   Making educational, vocational and psychological adjustments.

Advantages for the teachers

    i.   Understanding their students, i.e., their abilities, aptitudes, interest, personality patterns, their strengths and weaknesses, their emotional and social characteristics, affection, self-recognition, rest, their physical

condition, family history and achievements through intelligence tests, aptitude tests, personality test, interest inventories and various other data collection techniques such as questionnaire interview, rating scale, case history, cumulative record, anecdotal record, autobiography, and sociometry.

ii. Developing their potentialities by detecting maladjustments and solving their problems.

iii. Improving classroom relationships and emotional climate through emphasis upon democratic procedure

iv. Providing educational, vocational and psychological guidance.

Advantages for the Parents

i. Understanding the abilities, aptitudes, interests, personality patterns good and weak point of their children

ii. Improving parent-child relationships

iii. Improving parent, school and community relationships

iv. Improving study habits of children

v. Helping the parents in solving the problems of their children and assisting them in making adjustments.

Advantages for the community

i. Preventing crimes and problems which may lead to mental illness

ii. Identifying and developing the talents of gifted children

iii. Producing better adjusted citizens

iv. Utilizing the staff, energy, money and other resources of the community in more efficient way.

Advantages for the administration

i. Selecting candidates at the time of admission

ii. Selecting or recruiting staff members or employees

iii. Using appropriate techniques of evaluating the educational programme of the school

iv. Using guidance data in promotional policy and practice

v. Setting up and maintaining an effective cumulative record system

vi. Collecting, organising and using occupational information

vii. Decreasing the number of failures and increasing the achievements of the school

viii. Knowing the areas of the school where improvement is needed

ix. Planning, placement and follow up procedures.

x. Increasing the overall efficiency of the school programme by providing more information through contacts between school and employer concerning the educational institution, courses and jobs.

5.3.3 Types of Guidance Services in School

Various types of guidance services in schools are:

Data Collection Service: It collects identifying psychological data such as data regarding pupil's interests, abilities, aptitudes and personality traits, family background or social environment data, school data and data concerning educational and vocational plans. This data is collected with the help of various psychological tests such as intelligence tests, personality tests and interest inventories: questionnaire, interview, observation, rating scales, case history and cumulative record card. This data help the guidance workers in understanding the pupil and also in imparting educational, vocational and psychological guidance.

Occupational Information Service: It relates to supply of information concerning occupations to pupils according to their abilities, aptitudes and interest. The information includes importance of occupation, nature of work, opportunities for advancement, remunerations, advantages and disadvantages, industrial information, training information, educational information, social economic and cultural information. Occupational information may be supplied through: (i) school subjects, (ii) field trips and visits, (iii) career conferences, (iv) films, (v) radio, (vi) television, (vii) library, (viii) charts, (ix) curricular

activities, and (x) takes on occupation by teacher-counsellor or nay other specialist.

Self-inventory Services: It enables the individual to obtain information about his assets, liabilities, aptitudes, interests, limitations and personality traits without which he cannot make a wise selection of an occupation.

Counselling Services: It enables the individual to solve educational, vocational and psychological problems through personal interviews, Counselling interviews are conducted in privacy and friendly atmosphere.

Vocational Preparatory Services: It is designed to help the individual to make preparation through pre-service training, in-service training or apprenticeship. Vocational education helps the individual in such preparation. Success in occupations mostly depends upon how this service is performed.

Placement Service: It is concerned with assisting the pupils to get admission in suitable schools, colleges or training institutions and to get suitable jobs.

Follow-up Services: Its purpose is to find out the progress and achievements made by the students in the educational or professional career. Counselling is incomplete without such service.

Research Service: Research services bring about improvement in the effectiveness of the other services by conducting research regarding new techniques.

5.4 GUIDANCE SERVICES AT DIFFERENT SCHOOLS

Brief outlines of the four different stages of educational guidance for every education are discussed here.

Educational Guidance at the Pre-Primary or Pre-school Stage: - At this stage the guidance has to help the child to adjust himself to the new life of the school which is somewhat important than the home and family. At this stage, guidance is directed more definitely towards the development of personality, social behaviour and problems concerning life. The classroom teacher

performs the functions of both the teacher and the counsellor. He can very easily discover the children who are dependent, shy, easily frightened, over aggressive, quarrelsome, gifted or otherwise.

Besides, school norms are also very helpful in discovering other characteristics. But sympathetic counselling, by organizing activities, and by making contact with home the teacher gradually helps the shy and over-dependent child to overcome his weak points. It has been aptly said that "every teacher is a guidance worker" and guidance is occurring minute by minute, hour by hour and day by day in every classroom of every school building. So guidance at this stage or level should help the child to make a satisfactory transfer from home to school.

Educational Guidance at Elementary or Primary Stage of Education: - Educationists from time immemorial to till date have emphasized the importance of the early years of child's life in the development of habits, attitudes, interests and personality qualities which would be required to live a healthy and well-balanced personality. The level of foundation or base-box development of well-balanced personality is done at this stage of education.

For this a comprehensive educational programme at this stage must consist of not only instructions but also activities and programmes which aim at development of good and healthy habits and attitudes. For this the potentialities of the child are to be identified, his talents are to be explored and proper opportunity or facility be provided for his development. For this a programme of education in guidance should be organized. Besides the child must be helped to develop his power of thinking and understanding. He has also to be oriented to know modes of living and thinking which will become the main ground of his habits and attitudes. Further he is to be helped to adjust himself to an expanding environment both within the school and outside. The child at this stage must be helped to explore his talents and to understand himself.

Hence for all these purposes in relation to educational guidance a well-planned educational guidance programme must be organized and implemented for the developmental needs and requirements of the children or students. This guidance programme is to be planned with the inclusion of curricular and co-curricular activities to develop in a systematic way, his basic potentialities which would be important from the point of view of the individual, as well as from that of the society.

The functions of educational guidance programme at this stage are given below:

i. The programme must help the children to make a good beginning and to plan intelligently of their education.

ii. To get the best out of their education and to prepare pupils how to enter the secondary schools.

iii. The guidance programme can be used in identifying learning difficulties and the special needs of children.

iv. It has to help the potential drop-outs staying in school, in guiding pupils to develop an insight into the world of work.

v. The educational guidance programme at this stage has to assist the children in planning for the future education and training.

For doing all these things properly a sound, conducive and favourable learning climate is to be created and developed in the educational institution or school.

Educational Guidance at the Secondary School Stage: - The secondary level of education is the coordinating level of education between primary and higher or tertiary stage of education. For some pupils or students it becomes the terminal stage of education. The reason is that the pupils at this level of education face a number of problems such as problems related to learning, emotional problems relating to physical and social needs and problems relating to educational choice.

Thus, as there is possibility of arising different types of problems there is the need of organizing different types of guidance programmes in order to solve these problems. Hence, personal, vocational and educational guidance-all these three are necessary at this level of education. At present our concern is to have a look on educational guidance. For this the aims and objectives of educational guidance are as follows:

i.   To assist the child secures information regarding the possibility and desirability of further schooling.

ii. To acquaint students with the nature and purpose of the higher secondary school or +2 curriculum through;

(a) Class talks

(b) Exploratory and try out courses.

iii. To assist them make an assessment of their own abilities, skills and interests and to relate them with the curricular courses in the higher secondary school or +2 stages.

iv. To help the child to know the purpose and functions of the different types of schools.

v.   To enable the pupil or child to know in detail the courses offering in the school that he might attain.

vi. To assist him to know the requirements for entrance into the school of his choice.

vii. To acquaint the pupils with the vocational implications of the various courses of study.

viii. To help the pupils to adjust themself to the curriculum, the school and the social life connected with it. In this objective we may include:

a)   To help them in the selection of subjects.

b)   To help in the selection of books for each subject.

c)   To help them in developing study habits.

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d) To help them in making satisfactory progress in various school subjects.

e) To help them in selecting hobbies.

f) To help them in the selection of co-curricular activities.

g) To help them in knowing the availability of scholarships, loans etc.

h) To help them to find out their tastes, aptitudes and interests.

i) To help them to build good social relationships.

ix. To inform the pupils about the schools in the locality or region which offers some particular course or courses not available in other schools.

x. To acquaint the pupils about the various opportunities available after finishing the school career.

xi. To provide information about polytechnical or university education which the school leavers may like to take up.

xii. To help the students to find out their physical, mental and emotional handicaps and then to treat them accordingly.

In addition of these, aims and objectives of educational guidance there is the necessity of other things which are discussed here.

At this stage the pupils cannot decide between what to do and what not to do. Sometimes the children behave haphazardly. At this stage they show liking and disliking towards certain things, towards different subjects, towards teachers and even schools. Their abilities reach to a maximum point at this stage.

The educational environment which determines the intellectual growth and adjustment pattern must be suitable to the development of the children. The children at this stage must be helped to develop independent thinking, reasoning and problem solving. They must be helped to build healthier

thought, habits and actions which would enable them to live efficiently in this world. Now more emphasis is given on vocationalisation of education.

The reason is to make every child or pupil self-sufficient or self-reliant from the very beginning of their life. Accordingly, the government on the basis of Adishesai Committee, 1978, has made the provision of vocationalisation of secondary education as a result of which our young generation must be oriented in certain vocations at the school stage. Most of our children are ignorant of the needs for planning of the future. The vocational aspiration of the child must be identified at the school stage.

The children must be acquainted with the vocational implications of various school subjects. Besides this children must be trained in democratic living. As a result of which they will act as useful and responsible democratic citizens in their future life. For this they must be encouraged and facilitated to participate in different co-curricular and even in activities outside the school. Besides special guidance be given to the gifted, the backward children and physically and mentally handicapped children.

Educational Guidance at the Higher or University and College Stage: - The type of educational guidance provided to the pupils for sorting out their educational problems should be rich in quality. Because this type of guidance provided at this stage makes a pupil how to become a full-fledged being in his educational career in particular and in his life in general. The students who need guidance at this stage are mature with developed personality and behaviour.

They are aware of their rights and responsibilities. At this stage along with the educational guidance they get a complete picture about the reality of life and they aim at achieving these realities or goals of life. For this they have to tackle the problems they encounter at this level. The pupils at this stage therefore must be provided educational facilities for utilizing their abilities and skills to the wider extent as there is the need for creating adequate reading

facilities. Good tutorial system can be organized to give proper direction and guidance to needy students.

The students at this stage must be oriented about the purpose and scope of higher studies which would help them to stimulate their studies. For this there should be the plan of organizing seminars, workshops, conferences, regular talks and discussions on important emerging problems and issues relating to education. Here it has been highlighted with proper stress or emphasis that lectures and discussions on vocational topics, courses of studies, job opportunities can be organized.

The institutions of higher education must make provision for guidance services. For this it is essential on their part to organize these guidance programmes so as to guide the young students in dealing with their educational and psychological problems. In order to realize this each college must have guidance bureau department with a trained counsellor for the purpose of providing information and organizing services to and for students as and when necessary.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

1) What are the significance of guidance service to community?

    …………………………………………………………………………

    …………………………………………………………………………

    …………………………………………………………………………

2) What is the purpose of vocational preparatory services?

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    …………………………………………………………………………

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5.5 ROLE OF GUIDANCE PERSONNEL IN SCHOOLS

As guidance is a specialized job in schools, it requires specialized personnel. These may include the headmaster, school counsellor, school psychologist, school social worker, child welfare worker, school physician, school psychiatrist, curriculum expert, placement worker and coordinator of school activities. The following is the role of various specialized personnel:

i.   *Headmaster:* The headmaster is the leader, director and coordinator of guidance programme in the school. Some of his functions are the following:

    a. Recommending to the authorities for the employing of competent counsellor

    b. Appointing guidance committee to study the school's guidance needs

    c. Providing necessary facilities to the guidance worker and staff connected with guidance

    d. Providing assistance in planning guidance programme in the school

    e. Encouraging teacher to attend special guidance courses and seminars

    f. Keeping the parents informed about the guidance activities available in schools.

    g. Formulating plans and policies regarding organisation of guidance programme.

    h. Interpreting the programme of guidance services to the school and the community.

ii. *Teacher:* The following is the role of the teacher in organising guidance services in schools:

    a. Collecting information and maintaining cumulative record

b. Observing the pupils in various situations- in the classroom, in the library, in the playgrounds, etc.

c. Detecting maladjustment of pupils

d. Preparing case histories of problem children

e. Helping the pupils to secure better education, personal and social adjustments.

f. Sending information about the pupils to the parents and the headmaster and taking an active part in the Parent-Teachers Associations.

g. Helping the pupils in evaluating their own growth.

h. Providing opportunities for the maximum development of the pupils

i. Taking the help of experts.

iii. *Counsellor:* The role of the counsellor has been explained in unit-I.

iv. *School Psychologist:* The function of the psychologist in organising guidance services in schools may be summed up as follows:

a. To know the individual, i.e., his abilities, potentialities, interests and aptitudes with the help of psychological tests and other sources

b. To help the individual in solving emotional and other problems and making maximum adjustment

c. To conduct research.

v. *Health Specialist:* In organising Guidance Service in schools, the role of the health specialist is as follows:

a. To make arrangement for medical examination of each child after a suitable interval

b. To report physical handicaps of students to parents, teachers and headmaster.

c. To maintain complete record pertaining to the health of children

    d. To develop a programme of improving physical health of the pupils

    e. To take up follow-up work.

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

   3) What is the role of health specialist in school guidance services?

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5.6 CAREER AND OCCUPATIONAL INFORMATION

It is natural that information about anything energizes an individual if he is interested in that matter. For different categories of individuals, different types of information are important. But for the student community, information on different educational careers and occupations is noteworthy and worth mentioning. Because to make a wise choice or proper decision on any matter, the pupils must be well informed about the pros and cons of that matter.

Hence for providing detail information relating any matter, a service may be meant for this. Similarly for giving detail information to pupils on different occupations a service is meant for it which is called "occupational information service." This information service provides a variety of information to the pupils on various occupations as and when needed.

5.6.1 Sources of Collection of Occupational Information

Collection of occupational information can be done from the following sources:

i. Employers and Employees

ii. Training institutions and training centres.

iii. Information from district employment exchange.

iv. Directories, books, postures, monographs, bibliographies, magazines, occupational index, pamphlets and other printed materials.

v. Central and state bureau of educational and vocational guidance.

vi. University employment bureaus.

vii. State service selection boards.

viii. Union Public Service Commission (UPSC) and State Public Service Commission (SPSC)

ix. Staff selection boards.

x. Official notice boards of organizations.

xi. Professional and industrial organizations.

xii. Ministry of education-information section.

xiii. Employment news and employment bulletins.

After collecting various types of information about different types of occupations they should be classified in some systematic manner on some basis. After that there will be dissemination of information about it through different agencies or forms or means.

5.6.2 Gathering Occupational Information

Occupational information service has got two aspects:

(a) Collecting information about a vocation

(b) Distributing or disseminating that information to the concerned students.

Let us see first how we gather information about vocations.

i.   *Visitation Approach:* Let the students visit the works or the factory. They can know about the vocation through the visit and also by asking well-planned and pointed questions. What has been observed should be discussed thoroughly. The only limitation of this approach of collecting information is that only a few places/factories can be visited.

ii.   *Group Conferences:* The next is gathering information through group conferences. The technique has been found valuable as a means of supplementing the information given to a group by a teacher. Persons successful in the occupation under discussion may be invited to appear before the group and discuss things. It becomes a sort of career conference.

iii. *Work Experience:* Information about an occupation can be gathered through work experience programme. Let the youth work for a while and explore the vocation. This way school and community come closer. Child may get some compensation for the work which he puts in. But it should be seen that academic side is not neglected.

iv.   *Community Survey* also help is gathering information. A survey should reveal the number and classification of various trends in occupations. When we know this, counselling is carried out effectively.

v.   *Gathering information through Career and college club:* It is profitable from a guidance stand point to organize career clubs and college clubs. The purpose of these groups is to collect occupational information and materials designed to assist the members in their vocational decisions and adjustments.

vi.   *Government Agencies* also help to gather information about vocations. In India we have Ministry of Labour and Employment doing this job.

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vii.   *Private Publishers* are another sources from where occupational information can be carried.

viii.   *Information normal face* be gathered about vocations from big industrial organizations like Tajas, Birlas etc.

ix.   *Occupational Index* gives as occupational information.

x.   *Films, Slides, Newspapers are another* sources from where information about as occupation can be collected.

All this information can be organized in proper files and properly stored.

5.6.3 Filing the Occupational information

It is not enough to collect information and be content. A mechanism needs to be developed to put the information collected in a usable form. It is obvious that this work has a technical aspect as is usually associated with libraries. The procurement, study, storage, referencing, indexing, display and dissemination are the five main stages which require a constant study of the techniques and ways of implementation. These aspects deserve the greatest consideration for effective use of the information collected. Information must be able to meet the original as well as supplementary queries of the students, and be so stored as to make it easily accessible. Out of date information should be removed to avoid the problem of storage as well as ensuring easy access. It is a good practice to review and scrutinise the information available at the beginning of every academic year, delete the irrelevant information, and add amendments if any.

Some method of filing the information has to be followed to ensure its easy availability and effective use. The use of a particular method will depend upon the technical competence and time available for guidance work. The liaison officer who is a part-time guidance worker can follow the simpler methods such as:

(i) Filing in the alphabetical order: This method is useful where the information is small. The cross references have to be given in this method.

(ii) Filing according to the subjects offered in a college: Information filled subject-wise has a separate file for each subject. Sub-groups may be arranged and files provided. If there is any information relating to two subjects, for example, economics and mathematics, either two copies of occupational information be provided or in the sheet attached for cross reference of one of the files, its reference may be made and a copy of the occupational information may be attached in the other file.

(iii) Filing information on the pattern of division of occupations suggested by Dr. H.P. Mehta: Here 23 groups for classifying the occupational material are suggested:

1. Engineers and technicians at all levels
2. Physical scientists
3. Biological scientists
4. Physician, surgeons and dentists
5. Nurses and other health workers
6. Teachers at all levels
7. Jurists
8. Accountants
9. Economists
10. Social workers at all levels
11. Psychologists, guidance personnel
12. Journalists
13. Artists of all types of levels
14. Administrative, executive and managerial workers
15. Clerical and related workers

16. Sales workers

17. Farmers

18. Fisherman

19. Miners

20. Forestry workers

21. Transport workers

22. Communication workers

23. Defence and police workers.

(iv) *Filing according to national classification occupations:* The qualified counsellor should try to file the information according to the national classification of occupations:

(a) *Filing of information about occupations:* Information about occupations, apprenticeship and on the job training facilities should be filed under family heads of the NCO, that is, information about all occupations in a family should be filed at one place as indicated.

As there are 95 groups under the seven divisions of the NCO (excluding X divisions), 95 loose leaf files containing information about a group of the NCO should be kept. These can be classified as:

Group	CO
Name	Physical scientists

If a filing cabinet with cradles and folders is available for the purpose, the number and name of the group should be entered at the top of the folder. The file should be placed inside the folder which rests on cradles.

According to the NCO, a group of occupations consists of certain number of families. For example, Group CO consists of five

families and group 13 consists of nine families. Hence, the group file should contain as many family sheets as there are families in that particular group. Group file CO, for instance, will have five sheets and group file 13, nine sheets. These sheets should be filed in the same serial order as in the NCO.

Occupational information collected from employers and other sources should be extracted and recoded in the column of the relevant family sheets. For example, information pertaining to an occupation in the family of physicists should be entered in the file CO and sheet OCO. In the remarks column of the proforma, a cross reference about the source from which the information is extracted should be recoded. In the case of information about apprenticeship/ on-the-job training facilities also an appropriate entry should be made in the remarks column. If a sheet is insufficient for any family of occupations, more can be added and numbered.

(b) *Filing of information pertaining to training courses:* Information pertaining to educational and training facilities should be filed according to guidance code numbers which is an indication of an applicant's interests and educational level. A file with this number should contain all relevant information about the courses.

Each file should contain information collected from prospectuses and other sources in the form of leaflets or booklets. These may be filed at the back of the relevant file for reference. In case the source is a bound book, it may be given a serial number and a cross reference to that serial number made in the remarks columns of the proforma.

(c) *Filing information pertaining to Scholarships:* Information on scholarships and fellowships should be filed in a separate folder

and a cross reference to the relevant job on training opportunity file made in the remarks column of the proforma.

Reference Cards: In order to locate all the information in the files useful for a particular type of applicant, it is necessary to maintain reference cards. If a graduate seeks individual guidance, the counselling/liaison officer should be able to locate information about all the opportunities open to him. For this purpose, reference cards should be prepared according to educational levels and kept in a tray.

The reference cards for graduate-occupations, for example, will contain an exhaustive list of all occupations open to a graduate. In the third column of the card, the family number of the occupations should be entered so that for details the relevant occupational information file and the family sheet can be referred to with ease. Similarly, a reference card for training should also be maintained according to the educational level. For example, the reference card for graduate training should contain an exhaustive list of all the courses open to graduates. Here also, in the third column, the file number and page number should be entered.

5.6.4 Dissemination of Occupational Information

There are two chief methods of disseminating occupational information to students:

(a) Group methods

(b) Individual methods

Under the present conditions group method of disseminating occupational information is the most suitable. Besides, the group method has the following advantages:

- Orientation can be given to all students

- Information of common interest and value can be economically imparted
- Experiences of the number of individuals can be pooled for the benefit of each member of the group
- Individuals in need of individual counselling can be discovered.

Career Talk

Students can get information about vocation and career not only from different printed materials, but also directly from experienced persons in the field. Career talk is one of the methods of providing career information through lectures, seminars, and talks by professionals in the field. The value of books and pamphlets which are the principal sources of vocational information increases, it students get a chance to interact with professionals who are actually on the job. The following are the objectives of career talk.

- To enable students to get information about careers directly from an experience d person in the field.
- To enable students to get opportunity to clarify their doubt related to career through direct interaction with experts.

Phases of activities

- Decide the topic which has got importance.
- Prepare a brief note about what is expected from the visitor and send it to the speaker
- Choice of suitable themes.
- Selection of the speaker.
- Decision of date and time.
- Preparation of career brief.
- Coordination of the career talk programme.

Organisation

Success of career talk depends upon the care with which the theme for the programme is selected. The theme should be one of the interaction and useful to a majority of students. The theme identified should cover all details

about job opportunities. It is essential to note that the theme must cover a wide range of jobs instead of narrowing the same to any one job. Some of the themes for career talk are "Career in Banking Services for Technical Diploma holders", "Career in Army Engineering Corps", "Start your own Small Scale Industry". The fact that appropriate speaker should be identified to give the career talk needs no overemphasis. The key to the realisation of objectives of career talk is the expert chosen for the talk. In choosing a person it is necessary to look for the following characteristics.

- Should have worker at different levels.
- Have a thorough knowledge of all details of the job.
- Be conversant with the latest developments in the industries.
- Be a good speaker.

The next important step is to fix the schedule for the programme. One of the usual criteria for deciding the date and time would be the convenience of the identified speaker. Further the schedule must be such that most of the students will be able to attend the programme. It will be useful to arrange the same during the working hours of the Institute rather than after the institutions hours in order to ensure the attendance of a maximum number of students. The talk, should be considered as an integral part of the institutions activity to be deliberately organised. It may be useful to involve the student's union in organising this activity.

Careful preparation is essential for making the career talk useful to students. Both the institution and the identified speaker must make adequate preparation for this programme. In order that the speaker makes necessary planning he should be provided information such as the background of the institution, discipline of student attending the programme, number of students, their areas of interest, aspirations, total time set apart for the session, content expected to be covered, etc.

The institution could prepare a brief note on the talk covering the details of time, date, speaker's name, objectives of the programme, content and

points of discussion. Such a brief be made available to students in advance. The speaker may be requested to use audio visual aids for presentation.

Any photography that he may want to exhibit may be collected well in advance and arrangements for their display. It will be useful and appropriate if teachers who are in charge of programme meet the speaker and discuss with him all details of the programme. Coordination of the programme is very vital if students should derive maximum benefit from it.

Some of the tasks of the programme may be, left to the members of the Student's Union. These may be arranging the lecture hall, receiving the speaker, arranging the display materials, distributing the programme brief etc. There should be a thorough follow up after the programme. The follow up may be in the form of visits to industries by a group of students, discussion sessions on identified themes.

Career Conference

As the way name suggests it is a conference of a few persons from various industries, teachers and students for the purposes of discussing the identified themes for vocational guidance. The main objectives of the career conference are given below:

- To enable students to get opportunity to collect information about different careers of their choice from a panel of experts
- To enable students to get the opportunity to have a direct interaction over a group of careers
- To enable students to get a broader perspective on various career opportunities.

Phases of activities

- Identifying the speakers
- Finalising the date, venue and time
- Monitoring the programme
- Evaluating the programme

- Constituting an organising committee
- Preparing a plan of activities

Organisation

In order to facilitate smooth and effective organisation of the career conference programme, it is necessary to constitute an organising committee in the institution. This committee may consist of a teacher counsellor, one teacher from each of the disciplines, chairman of the student's union and two student representatives. This committee will be responsible for planning, conducting monitoring and evaluating the programme. The various tasks of the committee include selection of the theme for the conference, (give examples of themes) identifying the participants for the conference from the industries to talk on different aspects of the theme, fixing the date, time, meeting identified speaker and getting their acceptance, extending invitation etc. The schedule of the conference activities must be prepared well in advance. It is essential to organise a few career conferences and not just one. Each conference may focus on a discipline or a group of related disciplines. The schedule may be properly spaced out during the academic year. For each programme the plan of activities must be prepared.

Check Your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit

4) Name the phases of activities of career conference.

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5.7 GUIDANCE FOR EXCEPTIONAL CHILDREN

In our educational system more emphasis is given on the normal child and children who deviate from the average and normal are not catered for. These exceptional children are rarely taken care of. There are other areas of growth, like emotional wellbeing, social adjustment, physical health etc. and not only the intellectual aspects of development. Children can show emotional disturbance, social deviance, physical abnormalities which need proper caring and counselling for healthy development of the personality as a whole.

Now we will see what the exceptional groups of children, their categories and techniques of guidance for these children.

5.7.1 Meaning of exceptional Children

The term exceptional children includes both children who experience difficulties in learning and children whose performance is so superior that special education is necessary to help them fulfil their potential.

Hence it is an inclusive term that refers to children with learning and/or behaviour problems, children with physical disabilities and children who are intellectually gifted.

Disability refers to reduce function or loss of particular body part or organ (impairment is often used synonymously)

A disability limits the ability to perform certain tasks (e.g. to see, hear, walk).

A disabled person is not handicapped unless the physical disability lead to educational, personal, social, vocational or other problems (Heward & Orlansky, 1992).

5.7.2 Types of Exceptional Children

Exceptional children are generally classified in the following categories:

1. *Mentally retarded children:* According to Heber, the term retardation refers to "sub-average general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behaviour".

   The classification of mentally retarded children as given by Heber is as follows:

Category	IQ
Borderline	83-68
Mild	67-52
Moderate	51-36
Severe	35-20
Profound	19 and below

2. *Intellectually gifted children:* Intellectually gifted children are those whose performance in a potentially valuable line of human activity is consistently remarkable (Witty). These children are not benefited by normal classroom teaching in school because the teaching does not motivate them for learning.

   According to Lucito, "The gifted are those students whose potential intellectual powers are at such a high ideational level in both productive and evaluating thinking that it can be reasonably assumed that they could be the future problem solvers, innovators, and evaluators of the culture if adequate educational experiences are provided".

3. *Hearing impaired children:* Hearing impaired are those who cannot hear or are partially hard of hearing and cannot be taught with normal children. They need special type of treatment by

specialist teacher with special training in teaching-learning process.

4. *Visually impaired children:* A child who fails to read and write efficiently is categorized as visually handicapped and needs special arrangements for his instruction. Visually handicapped children can be further categorised in the following four categories: (a) blind, (b) partially blind, (c) moderately blind, and (d) colour blind.

5. *Crippled and other health-impaired children:* Children who are physically crippled or suffer health impairments come under this category. They require special educational programmes such as residential school home instruction or hospital schools, etc.

6. *Emotionally disturbed and socially maladjusted:* Those children who do not take interest in their study and fail to adjust in school are either emotionally disturbed or socially maladjusted.

7. *Learning disordered children:* This category is a new one within special education which is emerging very fast. Brain injured, perceptually disabled, neurologically impaired and language disordered come under this category.

8. *Speech handicapped children:* Children who suffer from speech handicaps such as speech delay, articulation problems due to abnormal voice loudness, pitch, rate or quality come under this category.

You are now in a position to make a list of different areas of exceptionality and under each area, their sub-areas also. It is very important to use different guidance and counselling techniques for this special group of children. In this caption we will discuss the same under different headings.

5.8 GUIDANCE FOR GIFTED

The following techniques should be used for the gifted children;

- Acceleration programme may be conducted by providing double promotion or grade skipping
- Providing for summer institute and special workshops
- Organising additional subjects while in the mainstream course
- Conducting special schools and special classes may be started for these children
- Providing early admission to school
- Allowing for in-depth learning of a self-selected topic within the area of study
- Developing independent or self-directed skills
- Focusing on open ended tasks
- Integrating basic skills and higher level thinking into the curriculum
- Encouraging the development of self-understanding i.e. recognizing and using one's abilities.

- Providing curriculum programme that let students investigate topics of interest in much greater detail than is possible with standard school curriculum. It is also known as "broadening the curriculum"

Lastly organizing personality development programme may be conducted for gifted students in the schools because sometimes these children may develop certain angularities in the personality due to feelings of superiority and may indulge in bragging (=boastful talk), looking down upon others etc.

Check Your Progress

Notes: a) Write your answer in the space given below

      b) Compare your answer with those given at the end of the unit

6) Suggest any three technique for the guidance of gifted children.

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Children sometimes perform much below their potentiality. The guidance techniques for these children are:

- Help the child identify and analyse the causes for his poor performance
- Arrange self-analysis workshops to identify them
- Have debriefing (giving a feedback and analysis) where the underachiever is helped to feel the need to improve
- Grouping guidance procedure can be used to improve their study habits and skills
- Identify factors which may hinder adequate performance
- Sensitize the child for self-empowerment and growth
- Call parent-teacher meetings to discuss such problems
- Peer helpers may be trained to motivate and help them

- Child should be helped to set his own goals and motivated to achieve them
- Individual counselling

Check Your Progress

Notes: a) Write your answer in the space given below

     b) Compare your answer with those given at the end of the unit

7) Suggest any three technique for the guidance of backward children.

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5.10 GUIDANCE FOR MENTALLY RETARDED

The primary characteristics of mentally retarded children are their inability to learn and progress in the schools. The guidance techniques for educable mentally retarded are as follows:

- Family counselling programme should be arranged for preparing parents to cope up with this situation. Acceptance of the mentally retarded child is absolutely necessary for the success of any programme of social training and rehabilitation of the child.
- Provide individual instruction
- Activity methods which encourage learning by doing should be employed
- Graded curriculum: Since the rate of learning is slow in these children they have to be carefully graded
- Need for learning readiness: These children should be prepared for appropriate readiness programme

- Concentration: These children cannot concentrate for a longer duration of time on studies, hence teaching period should be of shorter duration.

5.11   GUIDANCE   FOR   ORTHOPEDICALLY HANDICAPPED

Under this category the physically handicapped, cerebral palsied and children suffering from Polio etc. come:

- Cerebral palsy and spastic cases can be treated with the help of postural exercises to improve muscle coordination

- Provide occupational therapy

- Children suffering from polio may attend classes but they should be provided with adequate facilities like crutches, wheel chairs etc.

- Give individual attention

- While guiding handicapped children, their psychological problems should be taken care of. Help these children to increase tolerance and to accept the disability. Other members of the society and parents should be accepted them as human beings who also have dignity and worth

- Provision of special schools.

- For young children games and devices which develop their eye-hand co-ordination should be provided e.g. Peg boards, form board, take apart toys, coloured blocks, puzzles etc.

- School administration should arrange for the services of a physiotherapist, speech therapist and occupational therapist

- School counsellors should also help these children in their personal adjustment

- The most important aspect of the guidance programme is that these children should be made to adjust to the devices, gadgets etc. to make things easier for them in the outside world. They should be helped to develop a healthy self-concept.

Check Your Progress

Notes: a) Write your answer in the space given below

  b) Compare your answer with those given at the end of the unit

9) How should school administration arrange services for guidance services?

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5.12 GUIDANCE FOR VISUALLY IMPAIRED

Under this caption we shall study the guidance techniques for visually handicapped children. Visual defects can range from vision defects to partial and total blindness.

- Vision defects can be corrected by wearing spectacles

- Totally blind children should be sent to special schools where they learn through Braille System

- Partially blind children can learn to read large or regular print when magnified under special conditions or with the help of a magnifying glass

- Teaching aids should include more or auditory and tactile aids, more of verbal cues and three dimensional aids

- Parents should try to make these children gain fully independent in everyday functioning and learning

- Help them to learn some skills like: weaving, caning, candle making etc. so that they become economically independent.

5.13 GUIDANCE FOR DEAF AND DUMB

Under this caption we will see guidance techniques for children with deaf and dumb.

Guidance for deaf

- Children who are hard of hearing should be identified employing scientific instruments by the teacher and should be sent for consultation to an ENT specialist. Teacher may ask such children to sit in the front row. Teacher should try to capture the attention of such students while giving home-work and in the classroom

- For totally deaf children, special instructions that is lip reading, may be tried

- Totally deaf children have problems of communication with others. They need to be provided them with hearing aids

- Provided speech training

- Residential schools have better chances of success

- Parents should love their children and try to develop confidence in them

- Parents should be patient with the child, should not cover-except from them, should talk with their children, should spare time for their

children and should cooperate with the doctor, education specialist, counsellor and the teacher.

- Parents should accept the child as he/she is and allow to mix with other children. Such children should be allowed to use their eyes more as a substitute for ears.

Guidance for dumb

In the guidance programme for this category, the roles of the teacher, the language specialist, and the speech therapist are very important.

- The teacher or language specialist must help the child to improve upon his deficiency in vocabulary by correcting his language pronunciation, spelling and by helping him to enrich his vocabulary

- Teacher should arrange excursion for such children to places of historical on geographical interest e.g. museum, mountain, lakes, etc. Here the children out of curiosity will ask questions, and in turn will get the answer by their teachers. This will help in enriching their vocabulary.

- Speech therapist in hospitals, child guidance clinics, and speech therapy clinics can help such children in correcting and removing the disabilities in articulation and voice to reduce stuttering.

- Stammering is a handicap which owes its origin due to deep psychological factors in the unconscious, which are unknown to the person. Psychotherapists can help in reducing stammering and in building up the confidence of stammered.

5.14 GUIDANCE FOR JUVENILE DELINQUENTS

- Case studies may be conducted of these children and treatment plan can be devised. They may be placed in a rehabilitation centre.

- Psychotherapy may be used for them (Psychotherapy is the method of treatment of emotional and personality problems by psychological means).

- Reality therapy originated by Dr. William Glaser (1969) may be used. Its objective is to make the individual a responsible person within the community. Educational and Vocational Counselling is a must for them.

- Such children needs to be removed to a better environment.

Check Your Progress

Notes: a) Write your answer in the space given below

      b) Compare your answer with those given at the end of the unit

10) What is psychotherapy?

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5.15 LET US SUM UP

This unit explained meaning and significance of guidance services, organisation of guidance services in different school level, and role of guidance personnel. The unit further explained career and occupational information and guidance services for exceptional children.

5.16 UNIT - END ACTIVITIES

a) Identify the various types of exceptional children.

b) How do you identify the gifted and backward children of your classroom?

5.17 NSWER TO CHECK YOUR PROGRESS

1. Preventing crimes and problems which may lead to mental illness, Identifying and developing the talents of gifted children, producing better adjusted citizens, utilizing the staff, energy, money and other resources of the community in more efficient way.

2. It is designed to help the individual to make preparation through pre-service training, in-service training or apprenticeship. Vocational education helps the individual in such preparation. Success in occupations mostly depends upon how this service is performed.

3. To make arrangement for medical examination of each child after a suitable interval, to report physical handicaps of students to parents, teachers and headmaster, to maintain complete record pertaining to the health of children, to develop a programme of improving physical health of the pupils, to take up follow-up work.

4. Identifying the speakers, Finalising the date, venue and time, Monitoring the programme, Evaluating the programme, Constituting an organising committee, Preparing a plan of activities.

5. According to Lucito, "The gifted are those students whose potential intellectual powers are at such a high ideational level in both productive and evaluating thinking that it can be reasonably assumed that they could be the future problem solvers, innovators, and evaluators of the culture if adequate educational experiences are provided"

6. Providing early admission to school, Allowing for in-depth learning of a self-selected topic within the area of study, Developing independent or self-directed skills, etc.,

7. Identify factors which may hinder adequate performance, Sensitize the child for self-empowerment and growth, Call parent-teacher meetings to discuss such problems.

8. Mentally retarded children are their inability to learn and progress in the schools.

9. School administration should arrange for the services of a physiotherapist, speech therapist and occupational therapist

10. Psychotherapy is the method of treatment of emotional and personality problems by psychological means

5.18 POINTS FOR DISCUSSION

How effectively can you handle the inclusive classroom?

5.19 SUGGESTED READING

Sharma, R. N., and Sharma, R.K. (2006). Advanced Educational Psychology. New Delhi: Atlantic Publishers and Distributors.

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