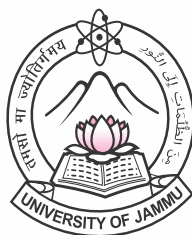


DIRECTORATE OF DISTANCE & ONLINE EDUCATION

UNIVERSITY OF JAMMU

JAMMU



SELF LEARNING MATERIAL

OF

M.A. EDUCATION

Semester-II

SUBJECT: Guidance & Counseling

UNIT : I - IV

COURSE CODE : 203

LESSON No. : 1 - 11

Course Co-ordinator

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Guidance & Counseling

COURSE NO. : PSEDTC203

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**MASTER'S DEGREE PROGRAMME IN EDUCATION
(M.A. EDUCATION) DD&OE
CHOICE BASED CREDIT SYSTEM
SEMESTER II**

Syllabus for the Examination to be held in May 2024, 2025 and 2026

Course No. PSEDTC203

Title : Guidance and Counseling

Credits : 4

Maximum Marks	100
Minor Test-I :	10
Minor Test-II :	10
Internal Assessment Assignment	10
Major Test :	70

Learning Outcomes :

1. Student will understand the concept of guidance and counseling.
2. Students will be made aware about guidance and curriculum, guidance and classroom learning.
3. Students will understand about vocational development.
4. Students will gain insight about organization guidance services.
5. Students will understand the concept of counseling and its relevance.

Course Contents

Unit-I

Guidance : Concept, Principles, Need and Significance of Guidance, Scope of Guidance; types of guidance-Educational, Vocational and Personal, Role of teacher in guidance.

Guidance and Curriculum; Guidance and Classroom learning,

Agencies of guidance - National and State level.

Unit-II

- Vocational choice, vocational development and vocational maturity; factors affecting occupational choice and vocational development; approaches to career guidance, vocationalization of secondary education.
- Tools and Techniques of Guidance - Cumulative records, rating scales, interview and psychological tests, (Intelligence, Aptitude, Interest, Creativity and Personality). Use of tests in guidance and Counseling.
- Organization of Guidance Programme - Principles of organization, organizing various guidance services (Individual inventory; information : Educational, Occupational and Personal - Social; Counseling; placement and follow-up) at different levels of education (School and College / University)

Unit - III

- Guidance of Children with problem and special needs; gifted and creative; Role of the teacher in helping such children.
- **Group guidance** : Concept and techniques of group guidance.
- Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

Unit - IV

- **Counseling Process** : Concept, Principal and Counseling approaches - directive, non-directive and elective
- Group Counseling Vs Individual Counseling, Counseling for adjustment characteristics of good Counseling, the counselor as a person.

Mode of Transaction : Lecture-cum-discussion method

Note for Paper Setting :

There shall be two tests & one Assignment as part of Minor Evaluation & one major test at the end of semester in each semester. The students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows :

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (marks)
Minor Test-I	Unit I & Unit II	Sixty Minutes	10 marks
Minor Test-II	Unit III & Unit IV	Sixty Minutes	10 marks
IAA			10 mark (two question of 5 marks each)
Major Test	Unit I to IV	Three Hour	70 marks

Essential Reading :

1. Chauhan, S. S. Principles and Techniques of guidance, Vikas Publishing House Pvt. Ltd., New Delhi, 1982
2. Crow and Crow. An International to Guidance, Eurasia Publishing House Ltd., New Delhi, 1962
3. Gibson, R. L. and Mitchell, M.H. Introduction to Counseling and Guidance (Sixth edition). Prentice Hall of India (Pvt.) Ltd., New Delhi, 2005
4. Harold, W. Bernard and Daniel, W. Fullmer - Principles of guidance, Thomas Y. Crowell Company, New Yor, 1969.
5. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
6. Kochhar, S. K. Guidance and Counseling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi. 1984

7. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.

Suggested Reading :

8. Nair Psychological Bases of Vocational Guidance, Meenakshi Prakashan, 1972.
9. Pandey, K.P. Educational and Vocational guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi-2000.
10. Super, DE., Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.
11. Traxier, A.E. Techniques of Guidance, New York, McGra Hill

Note for Paper Setters (Major Test) :

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 15 marks. Question No. 1 will be compulsory and shall have 04 short answer type questions (100 words per question). Short answer type questions will be from all the units. Each short answer type question will carry 2.5 marks.

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**GUIDANCE: CONCEPT, PRINCIPLES, NEED AND SIGNIFICANCE OF
GUIDANCE AND SCOPE OF GUIDANCE, TYPES OF GUIDANCE**

Lesson : 1

Unit - I

STRUCTURE

- 1.1 Objectives**
- 1.2 Introduction**
- 1.3 Concept of Guidance**
 - 1.3.1 Definitions of Guidance**
- 1.4 Principles of Guidance**
- 1.5 Need of Guidance**
- 1.6 Significance of Guidance**
- 1.7 Scope of Guidance**
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 - 1.8.1 Educational Guidance**
 - 1.8.2 Vocational Guidance**
 - 1.8.3 Personal Guidance**
- 1.9 Role of Teacher in Guidance**
- 1.10 Let us Sum Up**
- 1.11 Unit End Exercise**
- 1.12 Check your Progress**
- 1.13 Suggested Readings**

1.1 OBJECTIVES

After going through this unit you shall be able to:

- Define the concept of guidance and understand its various definitions.
- Explain the fundamental principles underlying guidance.
- Identify the need and significance of guidance in different contexts.
- Explore the scope of guidance and its application in various areas.
- Differentiate between the types of guidance: educational, vocational, and personal.
- Recognize the role of teachers in providing effective guidance.
- Summarize the key points of the chapter.
- Prepare for examinations with model questions and answers.
- Access suggested readings for further in-depth understanding.

1.2 INTRODUCTION

Guidance is a critical aspect of human development, encompassing various forms of support and direction aimed at helping individuals navigate life's challenges, make informed decisions, and achieve their full potential. It plays a vital role in personal, educational, and professional growth, providing individuals with the tools and insights needed to understand themselves better and to make strategic choices.

1.3 CONCEPT OF GUIDANCE

Guidance is a multifaceted concept that encompasses various processes and strategies aimed at providing direction, support, and assistance to individuals or groups in their decision-making, personal development, or problem-solving endeavours. It plays a crucial role in helping people navigate their way through life's complexities, acquire new skills, make informed choices, and achieve their goals.

1.3.1 Definitions of Guidance

Here are some definitions of "guidance" by various authors:

1. **Dr. B.V. Pattabhi Ram:** Hedefines guidance as "a process of helping an individual

to understand and solve his/her problems. It is a systematic process of helping the individual for his proper adjustment in life. Guidance helps the individual to understand himself and his environment.”

- 2. Prof. Brij Mohan:** He describes guidance as “the assistance given to an individual in the solution of personal problems and the development of personality. It is the help given by an older, wiser, and more experienced person to a younger one in the solution of his problems.”
- 3. Dr. Asha Singh:** He views guidance as “a systematic and organized service to help the individual student to grow and develop in all aspects of life - physical, intellectual, emotional, and social. It aims at assisting the individual in making intelligent choices and adjustments in life.”
- 4. Jesse B. Davis:** Jesse B. Davis, a key figure in the field of educational guidance, defines it as “the help given to individuals in the choices they make in relation to work, leisure, and learning.”
- 5. American Counseling Association (ACA):** The ACA, a leading organization in the field of counseling, defines guidance as “a counseling specialty that emphasizes the developmental and life-span approach to counseling.”
- 6. National Career Development Association (NCDA):** The NCDA, a professional association for career counselors, defines guidance as “a process that helps individuals to clarify their educational and career goals and develop a plan to achieve them.”

In summary, guidance is a dynamic and multifaceted concept that empowers individuals to make informed decisions, achieve their goals, and navigate the complexities of life. It is a process that involves personalized support, knowledge dissemination, and a commitment to the well-being and development of the individuals seeking guidance.

1.4 PRINCIPLES OF GUIDANCE

Guidance is an essential process that provides individuals with direction, support, and assistance as they navigate the complexities of life, make informed decisions, and strive for personal and professional growth. The principles of guidance form the foundation

for effective guidance practices, ensuring that individuals receive the necessary support and resources to make meaningful choices and achieve their goals. This essay delves into the fundamental principles of guidance, shedding light on their significance and application across various contexts.

1. Individualization and Personalization

One of the core principles of guidance is individualization. Each person is unique, with distinct interests, strengths, and challenges. Effective guidance recognizes this diversity and tailors its approach to address the specific needs and goals of the individual. By providing personalized support, guidance practitioners can help individuals unlock their full potential and make decisions that align with their aspirations.

2. Empowerment and Autonomy

Empowering individuals to make autonomous decisions is another fundamental principle of guidance. While guidance offers support and advice, it does not impose choices or decisions. Instead, it equips individuals with the skills and knowledge needed to make informed choices independently. Empowerment fosters self-confidence and a sense of agency, enabling individuals to take ownership of their lives.

3. Information and Knowledge

Guidance is intrinsically linked to the dissemination of information and knowledge. It involves providing individuals with accurate, up-to-date information about their options, whether in education, career, or personal development. Informed decision-making relies on the availability of relevant data, making information sharing a crucial principle of guidance.

4. Goal Setting and Planning

Guidance supports individuals in setting clear, achievable goals and creating structured plans to reach them. This principle ensures that individuals have a roadmap for their journey, enabling them to track their progress and stay motivated. Goal

setting and planning are integral to personal and professional success.

5. Continuous Process

Guidance is not a one-time event but a continuous process that adapts to changing circumstances and stages of life. It involves ongoing support, periodic check-ins, and updates as individuals progress through their educational, career, or personal development journeys.

6. Professional Guidance Practitioners

The involvement of trained and qualified guidance practitioners is essential. These professionals, such as career counselors, educational advisors, and mentors, possess the expertise to offer specialized assistance. They uphold ethical standards, ensuring that guidance is provided effectively and responsibly.

7. Ethical Considerations

Ethical principles underpin guidance practices. Guidance should respect the autonomy of individuals, avoid discrimination, and uphold equal access to support. Ethical considerations guide guidance practitioners in delivering their services with integrity and fairness.

8. Feedback and Evaluation

Continuous feedback and evaluation are integral to the principles of guidance. Assessment of the guidance process helps both the practitioner and the individual refine their strategies. It allows for the improvement of guidance practices and ensures that they remain effective.

Conclusion

The principles of guidance are the guiding lights that underpin the process of providing direction, support, and assistance to individuals in their personal, educational, and career development. By adhering to these principles, guidance practitioners empower individuals to make informed choices, set and achieve their goals, and navigate life's complexities with confidence and autonomy. In doing so, guidance becomes a powerful force for personal growth and success.

1.5 NEED OF GUIDANCE

Introduction

The need of guidance is a fundamental aspect of human existence. In various aspects of life, individuals seek assistance, direction, and support to navigate their journeys, make informed decisions, and achieve their goals. Whether it's in education, career development, personal relationships, or mental health, the importance of guidance cannot be overstated. This essay explores the vital role that guidance plays in our lives and the compelling reasons behind this need.

The Complexities of Life

Life is a multifaceted journey filled with complexities, uncertainties, and challenges. Each person encounters a unique set of circumstances, obstacles, and opportunities. In this intricate web of experiences, the need for guidance arises from the recognition that no one has all the answers. It acknowledges the wisdom in seeking input, advice, and direction from those with expertise, experience, or a different perspective.

Education and Career Development

In the realm of education and career development, guidance is indispensable. Students and job seekers face an array of choices, from selecting courses and majors to pursuing specific career paths. The need for guidance here is rooted in the desire to make well-informed decisions that align with one's passions, strengths, and aspirations. Knowledgeable advisors and career counselors can provide valuable insights, helping individuals chart a course towards a fulfilling and successful future.

Personal Growth and Relationships

Guidance extends beyond the realms of education and career. It's equally essential in the domain of personal growth and relationships. In the pursuit of self-discovery and healthy relationships, individuals often require external support. This support may come in the form of therapy, counseling, or mentorship. Guiding individuals through their emotional and psychological challenges helps them understand themselves better, develop coping strategies, and maintain positive connections with others.

Mental Health and Well-being

Mental health guidance is a crucial dimension of overall well-being. In times of emotional distress, mental health professionals play a vital role in helping individuals navigate their difficulties, manage their feelings, and restore their mental equilibrium. Seeking guidance in these situations is an act of self-compassion, acknowledging that we all need assistance when facing mental health challenges.

Lifelong Learning

In an ever-evolving world, the need for guidance is not limited to one's formative years. Lifelong learning is a reality for individuals who must adapt to changing technologies, industries, and societal norms. Ongoing guidance assists individuals in acquiring new skills, staying relevant, and making successful transitions in their personal and professional lives.

Conclusion

The need for guidance is a fundamental and universal aspect of human existence. It reflects our inherent recognition of our limitations and the complexities of life. By seeking guidance, individuals can make more informed decisions, overcome challenges, and achieve their goals. Guidance provides the direction and support necessary to navigate the multifaceted journey of life and is a valuable resource that helps us grow, adapt, and thrive.

1.6 THE SIGNIFICANCE OF GUIDANCE

Introduction

The importance of guidance cannot be overstated. In every aspect of life, individuals seek direction, advice, and support to help them make informed decisions and reach their goals. Whether it's in education, career development, personal relationships, or mental health, guidance plays a critical role in shaping our paths and outcomes. This essay explores the profound significance of guidance across various contexts and the compelling reasons why it matters so much.

The Complexity of Life

Life is intricate, filled with challenges, uncertainties, and diverse experiences. Each person's journey is unique, marked by distinct circumstances and opportunities. In this

complexity, the significance of guidance emerges from the realization that no one has all the answers. Seeking guidance acknowledges the value of seeking input, wisdom, and diverse perspectives to navigate life's intricate tapestry.

Education and Career Development

In the realms of education and career development, the significance of guidance is undeniable. Students and job seekers are confronted with a multitude of choices, from selecting courses and majors to pursuing specific career paths. Here, guidance is of paramount significance because it helps individuals make well-informed decisions that align with their passions, strengths, and aspirations. Knowledgeable advisors and career counselors provide valuable insights, enabling individuals to chart a course toward a fulfilling and successful future.

Personal Growth and Relationships

The significance of guidance extends beyond education and career. It is equally vital in personal growth and relationships. To discover oneself and foster healthy relationships, individuals often require external support. This can come in the form of therapy, counseling, or mentorship. Guiding individuals through their emotional and psychological challenges helps them gain a deeper understanding of themselves, develop effective coping strategies, and maintain positive connections with others.

Mental Health and Well-being

Mental health guidance is a critical dimension of overall well-being. During times of emotional distress, mental health professionals play a vital role in helping individuals navigate their difficulties, manage their feelings, and restore their mental equilibrium. Seeking guidance in these situations represents an essential act of self-compassion, acknowledging the need for assistance when facing mental health challenges.

Lifelong Learning

In an ever-evolving world, the significance of guidance is not limited to one's formative years. Lifelong learning is a reality, with individuals constantly adapting to changing technologies, industries, and societal norms. Ongoing guidance is significant as it aids individuals in acquiring new skills, staying relevant, and making successful transitions in

their personal and professional lives.

Conclusion

The significance of guidance is deeply embedded in our lives. It reflects our recognition of life's complexities and our acceptance of the fact that we cannot navigate it alone. By seeking guidance, individuals can make more informed decisions, overcome challenges, and work towards their goals. Guidance provides the essential direction and support needed to navigate the intricate journey of life, making it a critical resource for personal growth, success, and well-being.

1.7 THE SCOPE OF GUIDANCE

Introduction

Guidance, in its multifaceted forms, plays an integral role in human development. From personal decisions to professional aspirations, guidance acts as a compass, helping individuals navigate the complex labyrinth of life. The scope of guidance is vast, encompassing various dimensions that empower people to make informed choices, set and achieve goals, and optimize their potential. Now let's explore the expansive scope of guidance, examining how it impacts personal, educational, and career development.

I. Personal Guidance

Personal guidance is the foundation upon which individuals build their lives. It helps them develop self-awareness, emotional intelligence, and interpersonal skills, leading to healthier relationships and personal well-being. The scope of personal guidance includes:

- 1. Self-Discovery:** Guidance aids in self-discovery by encouraging individuals to explore their values, strengths, and weaknesses. Self-reflection, therapy, and mentorship are some tools within this scope.
- 2. Emotional Intelligence:** Learning to manage one's emotions and empathize with others is an essential aspect of personal guidance. This skill enables individuals to make sound decisions and build positive relationships.
- 3. Mental Health:** Guidance plays a crucial role in supporting mental health by identifying early signs of mental illness and offering strategies for coping and seeking help.

- 4. Relationship Building:** It encompasses guidance on building and maintaining healthy relationships, whether in family, friendships, or romantic partnerships.

II. Educational Guidance

Educational guidance is instrumental in shaping one's academic path, from early childhood to adulthood. It aids in selecting the right educational institutions, courses, and extracurricular activities. The scope of educational guidance includes:

- 1. Academic Counseling:** Advising students on course selection, study techniques, and academic goals is a crucial part of educational guidance. It helps students excel academically and prepare for future pursuits.
- 2. Career Exploration:** Educational guidance extends to helping students explore career options, aligning their interests and skills with potential career paths.
- 3. College and University Selection:** Guidance counselors assist students in choosing the right colleges and universities, considering factors like academic fit, financial feasibility, and personal aspirations.
- 4. Scholarships and Financial Aid:** Guidance is essential in navigating the complex world of scholarships and financial aid to ensure that education is accessible to all, regardless of economic background.

III. Career Guidance

Career guidance aids individuals in making informed choices about their professional lives. It helps them set goals, acquire relevant skills, and find opportunities that align with their ambitions. The scope of career guidance includes:

- 1. Skill Development:** Guiding individuals on acquiring and honing the skills necessary for their chosen career is essential. It may involve formal education, vocational training, or on-the-job learning.
- 2. Career Planning:** Career guidance helps individuals identify their career goals and create a roadmap for achieving them. This may include long-term planning, setting milestones, and making informed decisions.
- 3. Job Search and Employment:** Guidance extends to job searching, resume

building, and interview preparation. It equips individuals with the tools to find and secure suitable employment.

- 4. Career Transitions:** As careers evolve, guidance is crucial in helping individuals navigate transitions, such as changing careers, pursuing advanced education, or starting a new business.

Conclusion

The scope of guidance is expansive and integral to personal, educational, and career development. It empowers individuals to make informed choices, develop their potential, and navigate the complexities of life. Whether in the realm of personal development, education, or career advancement, guidance serves as a guiding light, offering support, insight, and direction. As society evolves, the importance of guidance remains unwavering, ensuring that individuals can continually adapt and thrive in an ever-changing world.

1.8 TYPES OF GUIDANCE

1.8.1 Educational Guidance

Educational guidance, also known as educational counseling or guidance counseling, has been defined by various authors and experts in the field. Here are some definitions from notable sources:

- 1. American School Counselor Association (ASCA):** “Educational guidance and counseling programs assist students in developing the skills, knowledge, and attitudes necessary to be successful in school. These programs help students make informed decisions about their academic and career futures and provide support for personal and social growth.”
- 2. Gysbers and Henderson:** “Educational guidance and counseling are developmental in nature and emphasize prevention as well as remediation. They assist students in making decisions and choices concerning their lives, and encourage the development of self-understanding, personal responsibility, and decision-making skills.”
- 3. Norman C. Gysbers:** “Educational guidance is a systematic process of helping individuals make educational, training, and occupational choices and decisions.”

4. **S. R. Sharma:** “Educational guidance is a comprehensive and coordinated guidance program designed to assist learners in their growth and development. It helps students explore their potential, make informed educational and career choices, and solve personal and interpersonal problems.”
5. **John J. Pietrofesa:** “Educational guidance is a dynamic and systematic process by which students are provided information, guided, and assisted in choosing those educational experiences that best suit their interests, abilities, and needs.”
6. **C. H. Patterson:** “Educational guidance refers to the help and assistance given to students in solving their educational, personal, and career problems. It aims at helping students understand themselves, their interests, abilities, and limitations, and to use this knowledge to make wise educational and career decisions.”

These definitions highlight the multifaceted nature of educational guidance, emphasizing its role in helping students develop academically, personally, and in terms of their career choices.

Need and Significance of Educational Guidance:

Educational guidance stands as an indispensable pillar of academic success and personal development. Its need is most evident in its role in helping students unlock their full academic potential. By providing guidance on subjects, study techniques, and exam preparation, it empowers students to achieve better grades and excel in their educational endeavors. Moreover, educational guidance serves as a compass for students as they navigate the complex landscape of educational choices and career pathways. It assists students in setting clear, attainable educational and career goals by aligning their courses and extracurricular activities with their future aspirations. The process ensures that students not only acquire knowledge but also develop the skills, motivation, and resilience to succeed in their academic pursuits.

The significance of educational guidance becomes more apparent when we consider its role in offering personalized learning experiences. It recognizes that each student is unique, with varying strengths and weaknesses, learning styles, and interests. Educational guidance tailors support to address the specific needs of each student, creating a more effective and personalized learning journey. Furthermore, educational guidance has a broader

societal impact. By reducing dropout rates, it contributes to higher levels of educational attainment, which, in turn, can have a positive impact on social and economic outcomes. Additionally, it fosters a culture of lifelong learning by instilling a love for learning that extends beyond formal education. This mindset of continuous growth and self-improvement not only benefits the individual but also enriches the society they are part of. Educational guidance, therefore, is a cornerstone of academic achievement, personal development, and future success.

1.8.2 Vocational Guidance

Vocational guidance, also known as career guidance, is the process of helping individuals make informed decisions about their career and vocational choices. Various authors and experts in the field have provided definitions for vocational guidance. Here are some definitions:

- 1. National Career Development Association (NCDA):** “Vocational guidance is a comprehensive, systematic, and planned program designed to help individuals choose, prepare for, enter, and progress in occupations and professions.”
- 2. Edwin B. Flipppo:** “Vocational guidance is the process of assisting an individual to choose an occupation, prepare for it, enter upon it, and progress in it. It is a continuous process of helping the individual to integrate his abilities, interests, and values with the world of work.”
- 3. Donald E. Super:** “Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter it, and progress in it. This process involves helping the individual to understand and accept themselves and the world of work.”
- 4. Albert E. Roe:** “Vocational guidance is the assistance given by specialists to persons who are in the process of selecting, training for, and entering upon, a vocation or occupation.”
- 5. Garry D. S. Gottfredson:** “Vocational guidance is the process of helping individuals to learn about themselves and the world of work, to identify and reach career goals, and to make well-informed decisions.”

- 6. Vernon G. Zunker:** “Vocational guidance is a process that assists individuals in the development of self-awareness, career awareness, and career decision-making skills.”

These definitions of vocational guidance emphasize its role in helping individuals make informed decisions about their careers, understand themselves, and align their abilities and interests with suitable vocational choices. It is a continuous and dynamic process that extends throughout an individual’s life.

Need and Significance of Vocational Guidance:

Vocational guidance, often overlooked but equally significant, is instrumental in helping individuals make informed career choices. Its need becomes evident when we consider the consequences of misaligned career choices, which can result in career dissatisfaction, frequent job changes, and underutilization of skills. Vocational guidance serves as a lighthouse, guiding individuals in exploring their interests, skills, and values to make career decisions that resonate with their core identity.

This form of guidance also ensures that individuals are equipped with the necessary skills and qualifications for their chosen careers. It plays a pivotal role in aligning educational pathways with vocational aspirations, which not only fosters personal growth but also contributes to economic stability. In this context, the need for vocational guidance is especially clear when we consider the societal impact. It promotes economic stability by helping individuals choose careers that are in demand and offer financial security, reducing instances of unemployment and underemployment.

The significance of vocational guidance extends beyond the individual level. By helping individuals make career choices that align with their interests and skills, vocational guidance enhances job satisfaction, productivity, and overall career fulfillment. Satisfied and well-suited employees are more likely to contribute to economic growth and innovation. Thus, vocational guidance is a linchpin for both individual career success and broader economic prosperity. Its significance lies not only in promoting personal well-being but also in nurturing a thriving workforce and a prosperous society.

1.8.3 Personal Guidance

Personal guidance is a personalized counselling process that empowers individuals

to explore their inner selves, make informed decisions, and overcome personal challenges. It fosters self-awareness and emotional well-being, ultimately leading to personal growth and fulfillment.

1. **E. G. Williamson:** “Personal guidance refers to the process of assisting individuals in exploring and understanding their own personality, interests, values, and abilities. It helps them make informed decisions about personal matters and life choices.”
2. **Vernon G. Zunker:** “Personal guidance is a counseling process that involves helping individuals understand themselves, their emotional and psychological needs, and how to manage personal challenges. It aims to promote personal growth and self-awareness.”
3. **Gerald Corey:** “Personal guidance is a one-on-one relationship in which a trained counselor assists an individual in exploring personal issues, enhancing self-esteem, and making positive changes in their life. It is a collaborative and supportive process.”
4. **Frank Parsons:** “Personal guidance is the process of assisting individuals in understanding their interests, aptitudes, and values, and using this self-knowledge to make decisions about their education and career goals. It involves self-exploration and self-discovery.”
5. **Elizabeth B. Hurlock:** “Personal guidance is the process of providing emotional support, problem-solving, and advice to individuals facing personal challenges or seeking personal development. It is a client-centered process that fosters self-awareness and growth.”
6. **Gerald Stone:** “Personal guidance involves helping individuals identify and address personal issues, dilemmas, and conflicts. It aims to empower individuals to make meaningful life choices and decisions that align with their values and aspirations.”

These definitions illustrate that personal guidance is a counseling and support process that focuses on the personal and emotional development of individuals, helping them understand themselves, make informed decisions, and navigate the complexities of life. It emphasizes self-awareness, self-discovery, and personal growth.

Need and Significance of Personal Guidance:

Personal guidance plays a pivotal role in fostering mental health and overall well-

being. It offers invaluable support by providing strategies for coping with stress, anxiety, and personal challenges, ultimately contributing to emotional resilience. Beyond these immediate benefits, personal guidance has a transformative impact on individuals' lives. It assists them in exploring their values, strengths, and weaknesses, facilitating self-discovery and fostering self-awareness. This self-awareness is a cornerstone of personal growth, as it empowers individuals to make informed decisions, understand their motivations, and set meaningful life goals.

Moreover, personal guidance is a crucial resource for those navigating the complexities of human relationships. It equips individuals with the skills and insights necessary to build and maintain healthy relationships, both on a personal and professional level. It fosters emotional intelligence, empathy, and effective communication, enabling individuals to connect with others in meaningful ways. By enhancing mental and emotional well-being and strengthening interpersonal relationships, personal guidance significantly contributes to an improved overall quality of life. It empowers individuals to lead more fulfilling, purpose-driven lives, creating a ripple effect of positivity in their communities and beyond. Personal guidance is a vital support system for personal growth and well-being, enhancing the individual's capacity to thrive in a rapidly changing world.

1.9 THE ROLE OF A TEACHER IN PROVIDING GUIDANCE

Teachers play a pivotal role in shaping the lives of their students, not only through the transmission of knowledge but also through their guidance and mentorship. The importance of teachers in the education system is well-known, but their role in providing guidance often goes beyond the confines of traditional education. In this essay, we will explore the multifaceted role of a teacher in guiding students, both academically and in life, and how this guidance significantly impacts the development of young minds.

1- Academic Guidance

Academic guidance is one of the most fundamental aspects of a teacher's role. Teachers are responsible for imparting knowledge, fostering critical thinking, and helping students develop academic skills. They are the ones who design and deliver the curriculum, set assignments and exams, and provide feedback on students' performance. However, their role in academic guidance goes beyond these conventional tasks.

2- Curriculum Design

Teachers play a critical role in designing the curriculum that shapes students' education. They must select appropriate textbooks, teaching materials, and instructional methods that cater to students' diverse learning styles and abilities. An effective teacher ensures that the curriculum aligns with educational standards and is engaging and relevant to students.

3- Individualized Instruction

Every student is unique and has different learning needs. Teachers should be able to identify these needs and provide individualized instruction when necessary. They should offer extra help to struggling students and challenge those who excel. This personalized approach to teaching ensures that every student has the opportunity to thrive academically.

4- Assessment and Feedback

Teachers are responsible for assessing students' progress and providing feedback. Constructive feedback helps students understand their strengths and weaknesses, motivating them to improve. A good teacher knows how to give feedback that is specific, actionable, and encouraging.

5- Encouraging Critical Thinking

Beyond imparting facts and knowledge, teachers should encourage students to think critically. They should teach them how to question, analyze, and evaluate information, which is essential for success not only in education but also in life.

6- Life Guidance

While academic guidance is crucial, teachers also play a vital role in providing life guidance to their students. This role extends beyond the classroom and has a profound impact on the personal and character development of young individuals.

7- Moral and Ethical Values

Teachers serve as role models for their students. They demonstrate ethical and moral values through their actions and interactions with students. By fostering a

classroom environment that promotes honesty, respect, and integrity, teachers help instill these values in their students.

8- Mentorship

Teachers often become mentors to their students, offering guidance on various aspects of life, such as career choices, goal setting, and personal development. They provide insights, share experiences, and help students make informed decisions about their future.

9- Emotional Support

Many students face personal challenges and emotional struggles. Teachers often act as a source of emotional support and understanding. They should be approachable and empathetic, creating a safe space for students to express their feelings and seek guidance.

10- Conflict Resolution

Teachers also play a role in helping students navigate conflicts and disputes. They teach conflict resolution skills, encouraging students to resolve disagreements peacefully and constructively.

CONCLUSION

The role of a teacher in providing guidance is multifaceted and crucial to the development of students. While academic guidance is a primary responsibility, teachers also serve as mentors, role models, and sources of emotional support. Their influence extends beyond the classroom, shaping the ethical and moral compass of the next generation. It is essential to recognize and appreciate the profound impact that teachers have on the lives of their students and to support their efforts in guiding young minds to a brighter future. Effective guidance from teachers equips students not only with the knowledge to excel academically but also with the skills and values to navigate life's challenges successfully.

1.10 LET US SUM UP

Overall, guidance is an integral part of personal and collective advancement, offering structured support that helps individuals make informed decisions, overcome obstacles, and achieve their aspirations. Whether through educational counseling, career development,

or personal mentorship, effective guidance empowers individuals to lead more fulfilling and successful lives.

1.11 UNIT END EXERCISE

- Q1- Write the meaning of guidance along with 3 definitions.
- Q2- Explain various principles of guidance.
- Q3- What is the significance of guidance for a learner?
- Q4- How does a teacher play an important role in providing guidance?

1.12 CHECK YOUR PROGRESS

Q1 Explain the Vocational Guidance

1.13 SUGGESTED READINGS

1. "Educational and Vocational Guidance and Counseling: Concepts and Principles" by S.K Kochhar
2. "Guidance and Counseling in Early Childhood Education" by Geoffrey L. Giddings
3. "Guidance and Counseling for Children and Adolescents in Schools" by NamitaRanganathan
4. "Principles and Techniques of Guidance" by S. Chauhan
5. "Guidance and Counseling in Early Childhood Education" by Geoffrey L. Giddings

**GUIDANCE AND CURRICULUM, GUIDANCE AND
CLASSROOM LEARNING**

Lesson : 2

Unit - I

STRUCTURE

- 2.1 Objectives**
- 2.2 Introduction**
- 2.3 Guidance and Curriculum**
- 2.4 Guidance and Classroom Learning**
- 2.5 Let us Sum Up**
- 2.6 Unit End Exercise**
- 2.7 Check your Progress**
- 2.8 Suggested Readings**

2.1 OBJECTIVES

After going through this unit you shall be able to:

- (i) Be aware about guidance and curriculum, guidance and classroom learning
- (ii) Understand the Relationship Between Guidance and Curriculum
- (iii) Explore the Impact of Guidance on Classroom Learning
- (iv) Identify Strategies for Effective Classroom Guidance
- (v) Summarize Key Concepts
- (vi) Prepare for Examinations and Further Reading

2.2 INTRODUCTION

Guidance is a critical aspect of human development, encompassing various forms of support and direction aimed at helping individuals navigate life's challenges, make informed decisions, and achieve their full potential. It plays a vital role in personal, educational, and professional growth, providing individuals with the tools and insights needed to understand themselves better and to make strategic choices.

2.3 GUIDANCE AND CURRICULUM

Education is a dynamic and multifaceted process that aims to nurture the intellectual, emotional, and social development of individuals. At the core of effective education lies the interconnection between guidance and curriculum, both of which play pivotal roles in shaping the learning experience. This essay delves into the importance of guidance and curriculum in education, exploring their interdependence and influence on one another.

Importance of Guidance in Education:

Guidance is an integral component of the educational process, providing support to students in their academic, personal, and career development. It encompasses counselling, mentorship, and advisory services that help learners navigate the complexities of their educational journey. Guidance helps students set goals, make informed decisions, and develop essential life skills. A well-structured guidance system fosters a positive learning environment, enhances student motivation, and contributes to overall academic success.

Curriculum Development and Its Significance:

Curriculum serves as the blueprint for educational programs, outlining the content, objectives, and methods of instruction. It is a dynamic framework that evolves to meet the changing needs of society and aligns with educational goals. An effective curriculum promotes critical thinking, problem-solving, and holistic development. Curriculum development involves a thoughtful and intentional process of selecting, organizing, and delivering content to facilitate meaningful learning experiences. It acts as the foundation upon which educational outcomes are built.

Interconnection Between Guidance and Curriculum Development:

The relationship between guidance and curriculum development is symbiotic, as each influences and enhances the effectiveness of the other. Guidance informs curriculum

development by providing insights into the diverse needs, interests, and learning styles of students. Counsellors and mentors play a crucial role in identifying gaps in the curriculum and recommending adjustments to address these gaps. In turn, the curriculum provides the context for guidance activities, offering a structured framework for academic and personal development.

For instance, a comprehensive guidance program may incorporate elements that align with specific curriculum goals, such as career exploration workshops or academic planning sessions. Conversely, curriculum developers may integrate guidance principles into the design to ensure that the learning experience caters to the social and emotional needs of students. This interconnection ensures that education is not solely focused on academic content but also encompasses the holistic development of individuals.

The Role of Guidance in Fostering Holistic Student Development:

Guidance plays a crucial role in fostering holistic student development by recognizing and addressing the various dimensions of a student's life. Beyond academic achievement, it encompasses social, emotional, and career development. A holistic approach to guidance acknowledges that students are unique individuals with diverse needs, learning styles, and aspirations.

By providing support in personal and emotional development, guidance contributes to a positive and inclusive school culture. It helps students build resilience, self-awareness, and interpersonal skills, which are essential for success both in and beyond the classroom. Moreover, guidance assists students in connecting their academic pursuits with their long-term goals, facilitating a more meaningful and purposeful educational experience.

Fusion of Guidance and Curriculum: Nurturing Holistic Student Development

Introduction:

As education adapts to the dynamic needs of students, the integration of guidance into the curriculum emerges as a transformative paradigm. This chapter embarks on an exploration of the symbiotic relationship between guidance and curriculum, delving into the intricate ways in which these components intertwine to foster holistic student development. From practical integration methods to real-world examples, we dissect successful curriculum

designs that seamlessly incorporate guidance principles, ultimately redefining education as a comprehensive and interconnected journey. To guide you through this journey, we'll first explore the seamless blend of guidance into the curriculum.

Guidance Integration into the Curriculum: A Seamless Blend

The symbiosis between guidance and curriculum becomes apparent as we investigate the possibilities of integrating guidance seamlessly into the academic framework. This section navigates through various models and strategies, such as career exploration modules, social-emotional learning components, and personalized academic planning sessions. By embedding guidance principles into the curriculum, educators create an organic and integral learning experience that goes beyond the traditional confines of academic content. The goal is to cultivate a curriculum that not only imparts knowledge but also nurtures the social, emotional, and career-related facets of student development.

Successful Curriculum Designs with Guidance Principles:

This segment brings the theoretical into the practical realm by showcasing case studies and examples of successful curriculum designs that have embraced guidance principles. These examples go beyond the theoretical framework, illustrating innovative approaches to education. From project-based learning initiatives that incorporate career-oriented projects to interdisciplinary curriculum designs that seamlessly weave personal development into academic content, these cases provide tangible evidence of how effective integration can yield positive outcomes for students. Insights from educators, administrators, and students offer a firsthand account of the transformative impact of such integrative approaches.

2.2 GUIDANCE AND CLASSROOM LEARNING

Education, at its core, is a dynamic tapestry woven with the threads of guidance and classroom learning. In this chapter, we embark on a journey into the symbiotic relationship between guidance and the classroom—an alliance that transcends traditional pedagogical boundaries to shape the very essence of student development. Here, we unravel the intricate interplay between guidance practices and the classroom environment, exploring how the fusion of these elements fosters a holistic and enriching educational experience for learners.

Guidance is not confined to the counseling office; it permeates the very fabric of classroom interactions. As educators, mentors, and facilitators guide students through the labyrinth of knowledge, they play a pivotal role in shaping not just academic achievement but also personal growth and social development. This section delves into the foundational principles of guidance within the classroom context, emphasizing its role in cultivating a positive and inclusive learning

Creating a Supportive Learning Environment

A supportive learning environment is the foundation upon which effective guidance is built. Teachers play a pivotal role in establishing a classroom atmosphere that encourages open communication, collaboration, and mutual respect. By fostering a sense of belonging, educators create a space where students feel comfortable seeking guidance without fear of judgment.

Understanding Individual Needs

Every student is unique, with distinct learning styles, strengths, and challenges. Teachers must recognize and appreciate these individual differences to tailor their guidance effectively. By understanding students' aspirations, struggles, and motivations, educators can provide personalized advice and support that resonates on a deeper level.

Academic Guidance

Teachers are central to academic guidance, helping students navigate the complexities of their chosen fields. This involves not only imparting knowledge but also instilling critical thinking skills, time management, and effective study habits. Through regular feedback and assessments, educators can identify areas for improvement and guide students toward academic success.

Career Counseling

As college students approach graduation, the looming question of "What comes next?" becomes increasingly significant. Teachers serve as valuable resources in offering career guidance. They can share insights into potential career paths, provide information about industry trends, and offer advice on skill development. Furthermore, teachers can

connect students with relevant networking opportunities, internships, and industry professionals.

Personal Development and Life Skills

Beyond academics and career pursuits, teachers play a crucial role in nurturing students' personal development and life skills. By imparting essential skills such as communication, resilience, and adaptability, educators prepare students for the challenges they may face beyond the classroom. Teachers can also provide guidance on time management, stress reduction, and maintaining a healthy work-life balance.

Mentorship

Effective mentorship is a cornerstone of the teacher-student relationship. A mentor provides not only guidance but also a supportive presence, offering encouragement during both triumphs and setbacks. Through mentorship, teachers can help students explore their passions, set realistic goals, and develop the confidence to overcome obstacles.

Encouraging Self-Reflection

Teachers inspire students to engage in self-reflection, encouraging them to assess their strengths, weaknesses, and values. By fostering introspection, educators empower students to make informed decisions about their academic and career paths. Through guided reflection, students can gain clarity on their goals and aspirations.

Effective Guidance Strategies in the Classroom

In the classroom, effective guidance strategies are vital for creating an enriching learning environment. Beyond imparting knowledge, teachers play a crucial role in guiding students, fostering a love for learning, and promoting overall growth. This chapter explores various strategies that educators can employ to enhance the learning experience:

Differentiated Instruction

Recognizing and addressing diverse learning styles is essential for effective guidance. Differentiated instruction involves tailoring teaching methods and content to accommodate various learning preferences, ensuring that students with different strengths, interests, and challenges receive the support they need.

Scaffolded Learning

Scaffolding, as a guidance strategy, entails providing structured support to students as they grapple with new concepts or skills. The gradual reduction of this support fosters independent learning, instilling confidence in students as they navigate increasingly complex tasks.

Feedback and Assessment

Timely and constructive feedback serves as a powerful guidance tool. Formative assessment, in particular, allows educators to identify learning gaps and adjust their guidance strategies accordingly. This iterative process promotes continuous improvement and a deeper understanding of the material.

Active Learning Techniques

Engaging students actively in the learning process is key to enhancing understanding and retention. Techniques such as group discussions, collaborative projects, and hands-on activities promote critical thinking and problem-solving skills. These strategies not only make learning more dynamic but also create an inclusive and participatory classroom environment.

Technology Integration

Leveraging technology can significantly enhance guidance strategies. Educational tools, online resources, and interactive platforms cater to diverse learning styles, making content more accessible and engaging. Teachers can use technology to provide additional support, reinforce concepts, and offer personalized learning experiences tailored to individual needs.

Peer Collaboration and Mentoring

Encouraging peer collaboration fosters a sense of community within the classroom. Collaborative learning allows students to share ideas, discuss concepts, and learn from each other. Implementing mentorship programs, where older students mentor younger ones, can provide valuable guidance and support while building a supportive peer network.

Goal Setting and Reflection

Empowering students to set academic and personal goals encourages a sense of

purpose in their learning journey. Regular reflection on progress helps students assess their achievements and areas for improvement. Teachers can guide this process, providing insights and assisting students in developing realistic and achievable goals.

Inclusive Teaching Practices

Creating an inclusive environment is fundamental to effective guidance strategies. Teachers should be mindful of diverse backgrounds, learning abilities, and experiences within the classroom. This approach ensures that every student feels valued and supported, contributing to a positive and inclusive learning experience.

Cultivating a Growth Mindset

Fostering a growth mindset is a crucial aspect of effective guidance. Encouraging students to embrace challenges, persist in the face of setbacks, and view effort as a path to mastery is foundational. Teachers play a pivotal role in cultivating this mindset by praising effort, providing opportunities for improvement, and emphasizing the process of learning as integral to academic and personal development.

‘Guiding Students Toward Lifelong Learning

In conclusion, the intricate task of guiding students toward lifelong learning encapsulates a profound commitment to their holistic development. Beyond the conventional realms of imparting information, educators assume the responsibility of nurturing a perpetual thirst for knowledge and an enduring love for learning. The expansive exploration of the diverse facets of guidance, from the pivotal role of teachers to the nuanced strategies within the classroom, and the resilient navigation through challenges, underscores the dynamic nature of this transformative journey.

At its core, the endeavor to guide students toward lifelong learning hinges upon cultivating not only academic prowess but also a passion for continuous intellectual exploration. This necessitates the cultivation of curiosity, critical thinking, and adaptability—qualities that extend well beyond the structured confines of the academic curriculum. Chapters illuminating the significance of differentiated instruction, scaffolding, and active learning underscore the need for an environment where students not only acquire knowledge but also develop the cognitive tools essential for self-directed learning.

Overcoming challenges in this educational odyssey, whether stemming from resource limitations, mental health considerations, or resistance to change, represents an integral chapter in the narrative of guidance. The ability to navigate these hurdles signifies not only the resilience of educators but also their commitment to fostering an environment conducive to the holistic growth of every student. Confronting challenges involves collaborative problem-solving, creative thinking, and an unwavering dedication to the well-being and flourishing of each individual within the educational ecosystem.

Guiding students toward lifelong learning is a comprehensive effort that spans academic, personal, and professional spheres. Instilling a growth mindset, promoting goal-setting and reflection, and fostering an enduring love for learning that transcends the classroom are integral aspects of this journey. The integration of technology, collaboration with parents, and the promotion of inclusivity contribute to creating an ecosystem where students feel not just educated but supported and motivated to embark on a lifelong learning expedition.

As this reflective chapter draws to a close, it is imperative to recognize that guiding students toward lifelong learning is an ongoing and evolving process. It requires an unwavering commitment to the holistic development of each learner, coupled with adaptability and genuine investment in their success. By embracing the intricate role of educators, employing effective strategies within the classroom, and demonstrating resilience in the face of challenges, we collectively empower students to embark on a lifelong journey of learning, one that extends far beyond the confines of formal education. Ultimately, it is through these concerted efforts that we contribute to shaping informed, curious, and empowered individuals poised to navigate the complexities of an ever-evolving world with confidence and curiosity.

2.5 LET US SUM UP

Overall, guidance is an integral part of personal and collective advancement, offering structured support that helps individuals make informed decisions, overcome obstacles, and achieve their aspirations. Whether through educational counseling, career development, or personal mentorship, effective guidance empowers individuals to lead more fulfilling and successful lives.

2.6 UNIT END EXERCISE

- Q1- Explain the relationship between guidance and curriculum.
- Q2- “Guidance helps in educational upliftment of learners”. Justify the statement.
- Q3- Summarize the key concepts discussed in this chapter regarding guidance and its role in education.

2.7 CHECK YOUR PROGRESS

Q: How guidance promotes classroom learning?

2.8 SUGGESTED READINGS

1. “Guidance and Counseling in Schools: A Handbook” by Patrick M. Hughes.
2. “Comprehensive School Counseling Programs: K-12 Delivery Systems in Action” by C. S. Cashwell and J. E. Myrick.
3. “The Role of the Counselor in Today’s Schools” by R. J. Wright.
4. “Developing and Managing Your School Guidance and Counseling Program” by Norman C. Gysbers and Patricia Henderson.

AGENCIES OF GUIDANCE - NATIONAL & STATE

Lesson: 3

Unit - I

STRUCTURE

3.1 Objectives

3.2 Introduction

3.3 Agencies of Guidance

3.3.1 National Agencies of Guidance

3.3.2 State Level Agencies of Guidance

3.4 Let us Sum Up

3.5 Unit End Exercise

3.6 Check your Progress

3.7 Suggested Readings

3.1 OBJECTIVES

After going through this unit you shall be able to:

- (i) Understand the Role of Guidance Agencies
- (ii) Identify National Agencies of Guidance
- (iii) Identify State Level Agencies of Guidance
- (iv) Students will get acquainted with role of teacher in providing guidance to the learners
- (v) Summarize Key Points
- (vi) Prepare for Further Study and Examination

3.2 INTRODUCTION

Guidance is a critical aspect of human development, encompassing various forms

of support and direction aimed at helping individuals navigate life's challenges, make informed decisions, and achieve their full potential. It plays a vital role in personal, educational, and professional growth, providing individuals with the tools and insights needed to understand themselves better and to make strategic choices.

3.3 AGENCIES OF GUIDANCE

Guidance agencies stand as sentinels at the intersection of individual aspirations and national progress, orchestrating a symphony of services that shape the trajectory of personal and societal development. This chapter embarks on a comprehensive exploration of the multifaceted landscape of guidance agencies, dissecting their roles, functions, and collaborative frameworks at both the national and state levels. In a world characterized by rapid globalization, technological advancements, and socio-economic complexities, the role of guidance agencies becomes increasingly pivotal in navigating the intricate pathways of education, career, and personal growth.

3.3.1 National Level Agencies

Overview of National Guidance Agencies

National guidance agencies serve as the bedrock of strategic planning and policy formulation, acting as architects of the nation's developmental trajectory. These institutions, including but not limited to the National Planning Commission and the Ministry of Human Resource Development, wield influence in establishing the overarching framework for guidance programs at the national level. By virtue of their strategic position within the government apparatus, these agencies play a critical role in shaping the contours of socio-economic progress. Their mandate involves not only envisioning a future aligned with national development goals but also crafting policies that lay the foundation for effective guidance mechanisms across various domains.

Here are several definitions of national level agencies provided by various authors:

1. Peter F. Drucker:

National level agencies are organizations established by a government to manage and execute policies, programs, and services at the national level. They are tasked

with implementing laws and regulations, providing essential services, and representing the interests of the government and its citizens on a national scale.

2. John M. Bryson:

National level agencies refer to governmental bodies responsible for formulating and implementing policies, strategies, and programs to address national-level issues and objectives. These agencies often have broad mandates and authority, spanning multiple sectors and jurisdictions.

3. Barry R. Cournoyer:

National level agencies are governmental entities that operate at the highest level of government, typically under the direct authority of the executive branch. They are responsible for overseeing and coordinating national policies and programs in areas such as defense, security, economics, healthcare, and social welfare.

4. Christopher Hood:

National level agencies are the core administrative structures of the state, tasked with carrying out the policies and decisions of the government. They encompass a wide range of organizations, including ministries, departments, and specialized agencies, each responsible for specific functions and services essential to the functioning of the nation.

5. David H. Rosenbloom:

National level agencies are the principal instruments of government responsible for implementing public policies and delivering services to citizens at the national level. They play a crucial role in translating legislative mandates and executive directives into tangible actions and outcomes that affect the lives of individuals and communities nationwide.

These definitions offer insights into the nature, scope, and functions of national level agencies as perceived by different scholars and experts in the field of public administration and governance.

Functions and Services

The functions of national-level agencies transcend the realm of policy creation, extending into the realm of implementation through the provision of comprehensive guidance services. These agencies operate as dynamic entities that orchestrate a wide array of initiatives aimed at fostering individual and collective growth. In addition to formulating policies, they actively engage in the execution of these policies on the ground. This involves the deployment of career counseling services, the establishment of skill development programs, and the facilitation of vocational training opportunities. As catalysts for national progress, these agencies become instrumental in nurturing talent, bridging skill gaps, and propelling the workforce towards higher levels of competence. Moreover, these agencies often serve as thought leaders, conducting research to identify emerging trends and challenges in the national landscape. By staying attuned to the evolving needs of the population, they ensure that their services remain adaptive and responsive. This adaptability is crucial in an era characterized by rapid technological advancements and shifts in the global economic landscape.

Needs of National Level Agencies:

- 1. Coordination of National Policies:** National level agencies are required to coordinate and harmonize policies across various sectors such as defense, economy, healthcare, education, and social welfare. This coordination ensures that the actions of different governmental bodies align with overarching national objectives.
- 2. Management of National Resources:** These agencies are tasked with managing and allocating national resources efficiently and equitably. This includes natural resources, financial resources, and human capital to support sustainable development and economic growth.
- 3. Protection of National Security:** National level agencies play a critical role in safeguarding the nation's security interests against external threats, including terrorism, espionage, cyberattacks, and border security. They coordinate intelligence gathering, law enforcement efforts, and defense strategies to protect the sovereignty and integrity of the nation.

4. **Emergency Response and Disaster Management:** In times of natural disasters, public health crises, or other emergencies, national level agencies are responsible for coordinating emergency response efforts, mobilizing resources, and providing assistance to affected communities. Their preparedness and response capabilities are essential for mitigating the impact of disasters and saving lives.
5. **Promotion of Economic Development:** National level agencies formulate and implement policies to stimulate economic growth, create employment opportunities, and enhance the competitiveness of domestic industries. They support entrepreneurship, innovation, trade relations, and infrastructure development to foster sustainable development and prosperity.
6. **Regulation and Enforcement:** These agencies establish and enforce regulations to ensure compliance with laws, standards, and best practices in various sectors. They monitor and oversee industries, markets, and activities to protect consumers, preserve the environment, and maintain public safety.

Significance of National Level Agencies:

1. **Unity and Cohesion:** National level agencies contribute to the unity and cohesion of the nation by promoting a common vision, identity, and purpose among diverse communities and regions. They uphold national values, symbols, and institutions that bind citizens together and strengthen social cohesion.
2. **Representation and Governance:** These agencies represent the interests of the government and its citizens on the national stage, both domestically and internationally. They engage in diplomacy, negotiations, and international cooperation to advance national priorities, protect sovereignty, and promote peace and stability.
3. **Resource Mobilization and Allocation:** National level agencies mobilize financial, human, and material resources from various sources, including taxes, loans, grants, and donations, to fund government programs and services. They allocate these resources based on national priorities, needs assessments, and performance criteria to ensure accountability and efficiency.
4. **Policy Formulation and Implementation:** National level agencies are responsible

for formulating policies, strategies, and action plans to address complex national challenges and opportunities. They conduct research, analysis, and consultation to develop evidence-based solutions and translate policy objectives into tangible outcomes through effective implementation and monitoring.

5. **Innovation and Adaptation:** These agencies drive innovation and adaptation in response to changing societal needs, technological advancements, and global trends. They foster a culture of learning, experimentation, and continuous improvement to enhance the effectiveness and relevance of government interventions over time.
6. **Democratic Accountability:** National level agencies are accountable to elected representatives, citizens, and stakeholders for their decisions, actions, and performance. They promote transparency, openness, and citizen engagement in governance processes to uphold democratic principles, strengthen public trust, and ensure responsiveness to public concerns.

In summary, national level agencies are indispensable institutions that address the multifaceted needs and challenges of modern societies. They play a vital role in promoting national unity, security, prosperity, and democratic governance through coordinated actions and strategic leadership at the highest levels of government.

3.3.2 State Level Agencies

Overview of State Guidance Agencies

State-level guidance agencies occupy a critical position in the intricate tapestry of national development, serving as dynamic conduits that translate overarching national policies into localized strategies. The diversity of challenges faced by different states demands a nuanced and tailored approach to guidance, recognizing the unique socio-economic, cultural, and educational landscapes within each jurisdiction. Agencies such as the State Department of Education and State Employment Boards emerge as linchpins in this process, wielding influence and authority to address the distinctive requirements of their respective states.

Within the framework of state guidance agencies, the commitment to customization is palpable. Recognizing that a one-size-fits-all approach may not resonate with the varied needs of the population, these agencies become architects of state-specific policies that

echo the pulse of the local community. In doing so, they contribute significantly to the harmonious integration of national imperatives with the contextual realities of individual states, thereby fostering a more responsive and effective guidance ecosystem.

Here are a few definitions of state-level agencies from various authors:

1. **Charles Wise:** “State-level agencies are governmental bodies established by state governments to manage specific functions or provide certain services within the boundaries of a particular state. These agencies often have authority over matters such as education, transportation, health, and public safety.”
2. **B. Guy Peters:** “State-level agencies are organizational entities created by state governments to implement public policies and deliver services to residents within their respective jurisdictions. These agencies typically operate under the authority of state laws and regulations and may have varying degrees of autonomy and discretion in carrying out their functions.”
3. **Donna Pendergast and Neville Chiavaroli:** “State-level agencies refer to the administrative units established by state governments to oversee and regulate various aspects of public affairs within a given state. These agencies are responsible for implementing state policies, enforcing laws, and providing essential services to citizens.”
4. **James Q. Wilson:** “State-level agencies are bureaucratic organizations created by state governments to address specific societal needs and challenges. They are tasked with implementing and administering state laws and regulations, managing public resources, and facilitating the delivery of public services to citizens.”
5. **Robert D. Lee and Richard W. Tresch:** “State-level agencies are instrumentalities of state government charged with the execution and enforcement of state laws and policies. They encompass a wide range of functions and responsibilities, including regulatory oversight, service provision, and administrative management, aimed at advancing the public interest and welfare within the state.”

Functions and Services

The functions and services offered by state-level guidance agencies encompass a

comprehensive spectrum, reflective of the multifaceted nature of individual and collective development. Beyond merely executing national guidance policies, these agencies operate as frontline entities, strategically positioned to cater to the unique needs of their state constituents.

Educational guidance becomes a cornerstone of their efforts, navigating students through the intricacies of educational choices, curricula, and pathways. Simultaneously, state-level agencies delve into employment support services, acting as intermediaries between job seekers and opportunities within the state. Vocational training initiatives are often tailored to align with the specific industries prevalent in each region, ensuring that the workforce is equipped with skills relevant to the local job market.

Collaboration with local institutions amplifies the impact of these services. By forging partnerships with schools, colleges, and community organizations, state guidance agencies establish a network that facilitates the seamless dissemination of guidance services to the grassroots level. This grassroots approach ensures that the benefits of guidance programs permeate every stratum of society, contributing to a more inclusive and equitable developmental landscape.

Need for State Level Agencies:

- 1. Local Contextual Understanding:** State agencies possess an intricate understanding of local demographics, culture, and socio-economic dynamics. This nuanced insight is indispensable for crafting policies and programs that are responsive to the specific needs and aspirations of communities within the state.
- 2. Flexibility and Adaptability:** States often encounter distinct challenges that demand nimble responses. State level agencies are uniquely positioned to swiftly adjust policies, reallocate resources, and implement tailored solutions without the bureaucratic constraints often associated with federal governance structures.
- 3. Service Delivery:** State agencies are entrusted with the responsibility of delivering essential services such as healthcare, education, transportation, and public safety. Their presence ensures accessibility and quality of services that are customized to meet the diverse needs of the state's population, thereby enhancing the overall

well-being and quality of life for residents.

4. **Regulatory Compliance:** State level agencies play a critical role in enforcing regulations and standards that complement federal laws while accounting for local nuances. By ensuring regulatory compliance, these agencies promote public safety, consumer protection, and environmental sustainability, thus fostering a conducive environment for economic growth and social progress.
5. **Disaster Management and Emergency Response:** During times of natural disasters or emergencies, state agencies are at the forefront of response and recovery efforts. Leveraging their local knowledge, resources, and expertise, these agencies coordinate emergency response activities, provide essential aid and support to affected communities, and facilitate the process of rebuilding and rehabilitation.
6. **Economic Development:** State level agencies play a pivotal role in fostering economic growth and prosperity within their respective jurisdictions. Through initiatives such as investment promotion, business development, workforce training, and infrastructure enhancement, these agencies create an enabling environment for job creation, entrepreneurship, and sustainable economic development.

Significance of State Level Agencies:

1. **Decentralization of Governance:** State level agencies contribute to the decentralization of governance by empowering states to make decisions that align with their unique priorities, preferences, and circumstances. This decentralization fosters a sense of local ownership, accountability, and participatory democracy, thereby enhancing the overall legitimacy and effectiveness of the governance system.
2. **Efficient Resource Allocation:** State agencies are responsible for optimizing the allocation of resources based on local needs, priorities, and capacities. By strategically investing in key sectors such as education, healthcare, infrastructure, and economic development, these agencies ensure that limited resources are utilized efficiently to achieve maximum impact and benefit for the state's residents.
3. **Policy Innovation and Experimentation:** States serve as laboratories for policy experimentation, innovation, and learning. State level agencies play a crucial role in

piloting new initiatives, evaluating their effectiveness, and scaling successful models to address complex challenges such as healthcare reform, education reform, environmental conservation, and social welfare enhancement.

4. **Partnerships and Collaboration:** State agencies facilitate partnerships and collaboration between government agencies, private sector entities, non-profit organizations, academic institutions, and community stakeholders. These collaborative efforts leverage the collective expertise, resources, and networks of diverse stakeholders to address shared challenges, achieve common goals, and promote sustainable development.
5. **Diverse Community Solution:** State level agencies recognize and embrace the diversity within their jurisdiction, striving to provide inclusive solutions that cater to the needs of all communities, including those that are marginalized or underserved. By prioritizing equity, diversity, and inclusion in policy formulation and implementation, these agencies promote social cohesion, solidarity, and resilience within the state.
6. **Environmental Conservation:** State agencies play a crucial role in environmental conservation and natural resource management. Through regulatory frameworks, conservation programs, land use planning, and environmental stewardship initiatives, these agencies protect and preserve the state's natural assets, biodiversity, and ecological integrity for present and future generations.

CONCLUSION:

State level agencies are indispensable for effective governance, sustainable development, and inclusive growth at the grassroots level. Their role in addressing local needs, managing resources efficiently, and driving innovation underscores their significance in contemporary governance frameworks. As we navigate the complexities of an interconnected world, state agencies remain essential partners in promoting resilience, equity, and prosperity for all residents. By harnessing their local knowledge, expertise, and partnerships, state level agencies can continue to serve as catalysts for positive change and progress within their respective jurisdictions.

3.4 LET US SUM UP

Overall, guidance is an integral part of personal and collective advancement, offering structured support that helps individuals make informed decisions, overcome obstacles, and achieve their aspirations. Whether through educational counseling, career development, or personal mentorship, effective guidance empowers individuals to lead more fulfilling and successful lives.

3.5 UNIT END EXERCISE

- Q1- Explain the role of guidance agencies. Why are they important in the context of educational and personal development?
- Q2- Explain the role of national level agencies in providing guidance to learners.
- Q3- Write in detail the role of state level agencies in providing guidance services
- Q4- What is the need for guidance in national development?
- Q5- What is the need for guidance in state development?

3.6 CHECK YOUR PROGRESS

Q: What is the need for guidance in national development?

3.7 SUGGESTED READINGS

1. "Educational and Vocational Guidance and Counseling: Concepts and Principles" by S.K Kochhar
2. "Guidance and Counseling in Early Childhood Education" by Geoffrey L. Giddings
3. "Guidance and Counseling for Children and Adolescents in Schools" by Namita Ranganathan

4. "Principles and Techniques of Guidance" by S. Chauhan
5. "Guidance and Counseling in Early Childhood Education" by Geoffrey L. Giddings

**VOCATIONAL CHOICE, VOCATIONAL
DEVELOPMENT AND VOCATIONAL MATURITY**

Lesson : 4

Unit - II

STRUCTURE

- 4.1 Introduction**
- 4:2 Objectives**
- 4.3 Vocational Choice**
- 4.4 Vocational Development**
- 4:5 Patterns of Vocational Development**
- 4.6 Stages of Vocational Development**
- 4.7 Vocational Maturity**
- 4.8 Factors affecting Occupational Choice and Vocational Maturity**
- 4.9 Approaches to career guidance**
- 4:10 Vocationalization of secondary Education**
- 4.11 Let us sum up**
- 4.12 Unit End Exercises**
- 4.13 Suggested Further Readings**

4.1 INTRODUCTION

Dear students, till now, you have studied about the meaning, nature, need and scope of guidance. In the foregoing lessons, we have also discussed about types of guidance i.e. educational, vocational, personal and role of the teacher in the guidance programme, the relation between guidance and curriculum, guidance and classroom learning You have also studied about various agencies of guidance operating at national and state level. In this

lesson, you will study about vocational choices, vocational development and vocational maturity and factors affecting vocational choice and vocational maturity.

4.2 OBJECTIVES:

After completing this lesson you will be able to

1. Define vocational choice and explain the process of vocational choice.
2. Define vocational development.
3. Describe patterns of vocational development.
4. Explain the concept of vocational maturity.
5. Discuss the factors affecting occupational choice and vocational maturity.

4.3 VOCATIONAL CHOICE

Vocational choice is one of the most important decisions in one's life because it influences the whole of the life of an individual and is an irreversible process. Therefore, the choice of vocation must be made very judiciously so that the development of the nation is made in a significant way. Vocational choice is not an incidental activity but occurs in reasonably and clearly marked periods, in which a person makes a series of compromises between his wishes and his possibilities. Ginzberg studied the problem of vocational choice and came to the conclusion that an individual never reaches the decision about the choice of a vocation, at a single moment but the process is marked by three major periods namely, Fantasy Period, Tentative Period and Realistic Period.

In the fantasy period, the child's choices are arbitrary in nature and there is a lack of reality orientation. The primary task the child accomplishes during this period, is the shift from "play-orientation" to a "work-orientation". The child states clear vocational preferences and their play reflects "functional pleasure". During the fantasy period, the child neglects reality, his abilities and potentials and the time perspective which are the important ingredients of vocational choice.

The tentative period is further divided into four stages: interest, value, capacity, and transition. Children begin their vocational considerations by asking what they are

interested in and what they like to do? Soon, they become aware that they are capable of doing something more skilfully than others and they try to temper their

untrained desires with the notion of abilities. As they grow older, they realise that certain activities have more intrinsic or extrinsic value than other activities. At this point, they begin to integrate for stages of the transition stage and move into the final period, that of realistic choice.

In the realistic period, individual tries to evaluate the feedback of his vocational behaviours in a highly realistic context. The results of these evaluations gradually, blend into the crystallisation stage. Once this crystallisation is complete, it leads to the final stage, entitled specification. The individual is in a position of professional specialty.

From the foregoing discussion about the stage of vocational choice following basic elements are evident •

- (1) Vocational choice is a developmental process; it is not a single decision made over a period of years, but it is an ongoing process spread over 10 years or more.
- (2) Since each decision during adolescence is related to one's experience up to that point and in turn has the influence upon future, the process of vocational choice is irreversible.
- (3) At each stage of vocational choice, the individual makes compromises between his wishes and his possibilities.
- (4) Individuals vary with regard to the range of choices they express over time. Some individuals select one occupation only and never vary significantly from it whereas others make series of widely diverse occupational choices over the years before eventually implementing one.

4.4 VOCATIONAL DEVELOPMENT

Vocational development is a process that begins right from early age and continues through adult age and continues through adulthood and even after retirement, some people plan their post retirement career. The classical approach to vocational guidance was one of matching men and jobs. This approach involves an unduly static concept of both the

individual and the world of work. The individual is growing and changing continuously. The cumulative effect of his experiences bring about major changes in his concept of himself and in his vocational goals.

The process of vocational development is essentially that of development and implementing a self concept. It is a compromise process in which the self concept as a product of the interaction of inherited aptitudes, neural and endocrine make up, opportunity to play various roles and evaluations of the extent to which the results of role playing meet the approval of superiors and fellows. In the formation of vocational goals, the individual is required not only to form an increasingly realistic concept of himself, but also to develop an understanding of occupations.

4.5 PATTERNS OF VOCATIONAL DEVELOPMENT

Generally two approaches are used for describing the pattern of vocational development i.e. Miller and Form's sociological view point and Buehler's psychological view point.

According to sociological view point of Miller there are five periods of vocational development :

1. The Pre-preparatory Period : Social adjustment begins in the home and is continued during early school years. Both home and school are concerned with the inculcation of desirable work habits and attitudes. But all such experiences are outside the realities of the world of work which he must enter later.
2. The Initial Work : Initial work is a period of job impermanence, beginning when the worker seeks his first job during his school years while he has terminated his education.
3. The Trial Period : It begins when the education is over and the youth goes to work. It may begin when the worker seeks his first full time employment and continuing until he has secured a work position-in which he remains, more or less permanently.
4. The Stable Period : It is a period of job persistence beginning when the worker finds a position in which he remains more or less permanently and continuing until

retirement, death, or until he enters another trial period .During this period the individual settles down and develops social roots in their work plant and in the community

- 5 . The Retired Work Period : This is the age of retirement of active work .It is marked ,by reduced income and high liabilities , so some people plan their vocation even after retirement.

4.6 STAGES OF VOCATIONAL DEVELOPMENT

According to psychological approach by Super in which he utilised the life stage concept developed by Buehler, the vocational development proceed in the following sequence.

1. **Growth (stage from conception to 14 years)** : Through role playing (often as a result of identification with admired adults and peers) and participation in school, leisure, and other activities, the individual learns what he can do well, what he likes, how he differs from other people, and incorporates this knowledge into his picture of himself.
2. **The Exploration stage** : During this stage, exploration by the adolescents include both the development of self concept and beginning of the testing of the self concept against reality. Opportunities for exploration are provided through role playing and work experiences in the home and through formal and informal activity of curriculum of the school.
3. **The Establishment Period** : As the youth emerges from the stage of trial or floundering, the emphasis shifts to establishment . He may have found an occupation which he feels, offers an opportunity to implement his self concept or he may have become resigned to accept what seems possible for him. During this period the individual settles into the occupation, develops roots in the society and establishes a home or family.
4. **The maintenance Period** : Middle age is not usually the stage of pioneering or creativity. The individual does not attempt to break newground. In fact pioneering is done by the younger men in the establishment stage. The concern in the maintenance stage is with preserving whatever status has been achieved and with keeping up with one's job rather than striking out into a new or totally different vocational fields.

5. **The Decline State** : This stage is characterised by decelerating during the early part and progressing into one of retirement. It is marked by reduced income and high liabilities. Some people plan their careers even after retirement.

It is evident from sociological and psychological approaches to vocational development that they are not contradictory but they complement each other. The concept of vocational development as consisting of various stages suggests that guidance efforts of schools toward assisting with vocational development should be planned with careful regard for the development patterns of the individuals to be served . The vocational development is only one aspect of total developmental pattern of the individual. Therefore, vocational guidance should form a part of the total guidance programme.

4.7 VOCATIONAL MATURITY

Vocational maturity means how suitable an individual is for taking up a vocation. The vocational maturity is in question, when we try to evaluate that vocational choice of the individual and the adjustment which he is making in the chosen vocation. Vocational maturity denotes the level of vocational development of the individual . Vocational maturity allows the observer to assess the rate and level of an individual's vocational development with respect to career matters .If we take the stages of vocational development into consideration, then vocationally mature behaviour assumes different shapes depending upon the context provided by the individual's life stage . In view of the fluid nature of vocational maturity, Super defined it normatively in terms of congruence between an individual's vocational behaviour and the expected behaviour at that stage .The closer the correspondence between the two, the greater the individual's vocational maturity. Super has identified five dimensions of vocational maturity : (1) Orientation to vocational choice , (2) Information and planning about the preferred occupation ,(3) Consistency of vocational preferences , (4) Crystallisation of traits ,and (5)Wisdom of vocational preferences , reflecting the agreement between ability and preferences.

The school curriculum should “ foster plan fulness” aimed at helping youngsters become aware of their level of occupational aspiration and the general amount of education required to achieve that level.

4.8 FACTORS INFLUENCING OCCUPATIONAL CHOICE AND VOCATIONAL MATURITY

Vocational Development is considered as the total constellation of psychological, sociological, educational, physical, economical and chance factors that combine to shape the career of an individual. Below are given some important factors which influence occupational choice, vocational development and maturity :

1. Family : Family as a biological unit starts influencing the vocational choice and vocational development even before birth, from the movement of conception. The abilities, interest, physique and personality of the individual play an important role in occupational choice, are partly determined by heredity. Family provides the earliest adult role models with whom individual may identify or he may reject Vocational development begins in early childhood. The development of vocational attitudes and vocational goals start in the family. Geographical location of the home, physical condition, health of family members and socio economic status of the family exercises great influence on the vocational development of the individual. Vocational information provided by family members influence the vocational thinking and vocational choice of an individual. Interpersonal relations among family members play a decisive role in the personality development of an individual, including vocational behaviour. Family as a mediator of culture, influences the vocational development. Caste generally restricts the occupations open to its members and religion gives a bias to the choice of an occupation. The home may work as a many sided work plant, providing the child opportunity to observe and participate. Work values are learned in the family. When the individual grows up, his vocational development is influenced by two families in addition to his parental family i.e his spouse's family and the new family in which he/she is established and is heading.

2. Abilities : Intellectual abilities of an individual is one of the important indicator of his/her vocational choice. Persons with high intellectual abilities tend to seek and prepare for occupations which require higher intelligence whereas those with low intellectual abilities prefer to go to semi skilled jobs. Failure to match the abilities with the requirements of occupations while making an occupational choice results in dissatisfaction and poor performance. Hence guidance workers should help the individual to take one's level of intelligence into consideration while making an occupational choice.

3. **Aptitudes** : An aptitude is a condition symptomatic of a person's fitness, of which one essential aspect is his readiness to acquire proficiency, his potential ability and another is his readiness to develop an interest in exercising his ability. Every occupation usually draws upon several identified abilities as prerequisites to entrance. Aptitude possessed by an individual exerts significant influence on the vocational level, one dreams to attain and the training he is likely to be admitted or to succeed in.

4. **School** : According to Hoppock, "regarding of our plans and intentions, children do pick up great deal of occupational information and misinformation during their early school years. So it is the obligation of teachers to provide accurate occupational information to their students, so that they may make their occupational choices properly. Teachers should make efforts to develop and help the students to formulate vocational goal judiciously. School environment, facilities provided, policies and philosophy of the school influences the career development of students. School is a place where students are prepared to enter into wide variety of occupations.

5. **Values** : : In the words of Underhill, values influence those who seek career in humanities, education and law while career choice in medicine, engineering, physical science and business influence the person's values. Work values are learned in family through imitation but are consolidated in school and society. Work values possessed by individuals constitute an essential element of the motivational structure, which influence the choice of an occupation to a great extent.

6. **Realism** : According to Stephenson, a large percentage of every pre-work age group does not make any vocational choice. Occupational choice is generally made from a narrow range of occupations. Occupational choices generally made from upper range of occupational hierarchy. The distribution of occupational choice has very correspondence either to the national and local distribution of job opportunities or to their father's occupation. Research has shown that as children progress from childhood through adolescence, their occupational choices become more realistic. Individuals tend to make choices about their occupations by taking into consideration their abilities, interests, opportunities for placement and occupational distribution found in the community, state or nation.

7 **Economic Factors**: While making occupational choices, the individual is largely

influenced by the returns from the job. The individual tries to avoid occupations which provide low wages and low prestige even if he is interested in them. Business cycle is the another economic factor which affects the vocational development of young boys and girls. A young person who completes his education during depression is faced with scarcity of employment. So there is general downgrading and the person tries to lay hands on whatever is available but draws little satisfaction from work. Contrary to this, during the prosperous times, there is scarcity of individuals which results in upgrading trend. The persons with average qualifications are capable of securing good and above expectation jobs.

8. Stereotypes and Expectations: Holland and Parker suggested that stereotypes of occupations held by students form part of the foundations for vocational choices. High school students aspire for high status occupation i.e. administrative jobs, engineering and medicine even though they realistically do not expect to enter in these occupations because of their limited capacities and now they change their choices.

9. Sex: Attitudes, Interests and intellectual patterning of male or females differ markedly which influence their occupational choices. In our country, cultural and social aspects of sex differences as important as the physical aspects. There is still a resistance to the entrance of women into the labour force. Although, now a days women entering in every field of work but still they feel lot of conflict regarding their role of home making and work role. Certain occupations have developed as women occupations whereas other as men occupations.

4.9 APPROACHES TO CARRER GUIDANCE

The major goal of education and guidance is to prepare individuals for achieving satisfaction in life. For this, individuals need to be helped in acquiring behavioural patterns essential for success in occupational careers. Each guidance worker has a set of assumptions which direct his actions in the process of vocational counselling. An attempt has been made in this section of the lesson ,to describe different approaches of career guidance.

1. Classical Approach of Matching Men and Jobs

This approach rests upon a trait and factor analysis. The concept of matching and

jobs is simple. According to this approach, individuals have different innate capacities, abilities and aptitudes for different kinds of work. In vocational guidance, the purpose is to match the individual and occupation optimally for mutual benefit.

Steffle and Stewart stated the assumptions of this approach can be described as under:

- I. Vocational development is largely a cognitive process; decisions are to be reached by reasoning.
- II. Occupational choice is a single event. Choice is stressed greatly and development very little.
- III. There is a single "right" goal for everyone in the choice of vocation. There is little or no recognition that a worker might fit well into a number of occupations.
- IV. A single type of person works in each job. There is one man, one-job relationship.
- V. There is an occupational choice available to each individual.

This approach fails to explain some issues. For instance, two individuals with different ability patterns may enter upon a single occupation but progress differently and may have different levels of job satisfaction.

Further this theory takes the static and somewhat rigid point of view that individual fits into specific jobs and would not be satisfied if they found themselves in different kinds of jobs. Now it is being realised that on taking up a job which is not to individual's liking and yet is helpless to get out of it, would in course of time adjust himself and not remain frustrated for rest of his life.

2. Psychodynamic Approach

There are several theories which, although derived from different historical roots, but have enough in common, so they are placed in one cluster known as psychodynamic approach. This approach included: (1) the psychoanalytic theory (2) those placing major emphasis on needs and values; (3) those based on the relations between parents and children; and (4) Self theories.

(a) **Psychoanalytic Theory**

According to psychoanalytic, theory vocational activity represents a sublimation of biological desires and impulses. The individual expresses libido in a socially acceptable manner through vocation. Psychoanalytic thinking as related to vocational choice is primarily centred about the relation of personality type to occupation . According to Osipow, the psychoanalytic conceptualisation of carrier choice emphasises as characteristics of parents and sometimes as different “psychological climates.” In case of emotional concentration on the child, the basic needs would be readily satisfied but the satisfaction of higher needs will depend upon compliance with parental expectations. In such a climate , the child will become dependent upon others . In a climate where the child and his needs are neglected , a child would be rejected . The general atmosphere is cold and the child is left relatively on his own. The third climate is one of acceptance of the child but in a more casual way than that in a climate of emotional concentration . In such a climate although basic needs would be satisfied , he would be relatively free to seek his own gratification of needs at all levels .

(b) **Self Theories :**

In counselling literature of 1950s, there was an upsurge of interest in the self concept that can scarcely be traced to any person. Most systematic application of selfconcept theory during fifties was in the Career Pattern study of Super and associates. In 1951 Super defined vocational guidance as, “ the process helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to society”. The process of vocational development is essentially that of developing and implementing a selfconcept. The vocational development of the individual is an aspect of the total development which is affected by one’s psychological and physiological attributes as influenced by environmental conditions.

(c) **Need and Value Theories:**

Vocational choice is generated as the individual seeks a vocation which will permit him to satisfy at least some of his basic needs and it is not necessary that the person be conscious of all the needs he seeks to satisfy. Maslow- formulated a hierarchy of needs.

Maslow's need concept has definite influence upon Anne Roe's Theory of Vocational interests. Need is something one does not have. Needs are related to values to the extent that one places high value on what one does not have. Spranger categorised men into six value types: the theoretical, economic, social, political, aesthetic, and religious. According to an anthropologist's values are concepts of the desirable which influence selection among available modes, means and ends of action. This view might be called the normative. The norm being derived from a cultural standard; the code of the immediate group; with which one interacts, a reference group, or a personal standard (the ideal self) that the individual has acquired in his or her idiosyncratic experience. According to Katz, "values may be regarded as characteristics outer expressions and culturally influenced manifestations of needs. They are teleologically described in terms of the goals or satisfaction that is sought rather than motivating drive. They are often started at different levels of complexity and abstraction.

(d) Parental-Child Relation Theory:

Anne Roe described three patterns of early relationship between parent and child (1) emotional concentration on the child, manifested as either overprotective or over demanding behaviour on the part of the parents, (2) a loving but casual acceptance of the child (3) an avoidance of the child, evidenced as neglected or rejection by the parent. These parent child relations are sometimes described an important period in the social development of the worker in the following categories: the preparatory and initial work period, the transition from school to work, and the trial, stable and retired periods. The chance experiences undoubtedly explain the process of by which most occupational choices are made but an accurate weighing of the facts will demonstrate that the social background of the worker is a base of opportunities and limitations. As opportunities are enlarged, the possibilities of occupational mobility are increased. Personal motivation and work are necessary components to an enlarging career pattern. However, there is good evidence that the social background of workers are the crucial determiners in the number who are able to come into the various developmental levels, Miller and Form suggested that although social factors may be crucial determiners for groups; they may not be so for a given individual. It has two implications :

- 1, That contingency factors may provide adequate basis for group prediction, in the

manner that a life insurance actually can predict, the average life expectancy of a defined group, and

2. That contingency factors common to a group may not provide an adequate basis for predicting for the individual. There are, after all, many contingency factors which are unique to the individual's life history.

Some of the most common situational factors are those of culture and subculture in which one lives, because cultures carry with them life styles which become important in vocational development.

3. **Developmental Approach :**

Development implies growth, evolution, progression and maturation. Vocational development is conceived of as a life long process which begins in childhood and usually ends in period following retirement. The development process involves progression through a series of more or less clearly discernible stages and substages. These stages are characterised after Buehler as growth exploration establishment, maintenance and decline. The growth stage starts at childhood and continues up to early adolescence. In this stage through role playing (often as a result of identification with admired adults and peers) and participation in school, leisure and other activities, the individual learns what he can do well, what he likes, how he differs from other people, and incorporates this knowledge into his picture of himself. The exploratory stage has three sub stages : The tentative sub stage (early and middle adolescence) is marked by identification (partial specification) of appropriate fields and levels of work. In transition sub stage (late adolescence to early adulthood), transition is made from school to work and from school to further education and training. Generalised choice is converted into specific choice. In trial stage (early adulthood), a seemingly appropriate occupation been located or prepared for, a beginning job is found and tried out as a life work. Commitment to the occupation is provisional and may be strengthened or weakened by experiences encountered on the job or in training. If weakened, the individual may change his goal and repeat the process of crystallising, specifying and implementing a vocational preference. In the establishment stage (early adulthood to middle forties) the individual after having acquired the necessary skills, training or work experience commits himself to the occupation and seeks to establish a place for

himself in it. Thereafter, changes which occur are changes of position, job or employer, not changes the occupation. The individual consolidates and improves his status in the occupation by acquiring seniority, developing a clientele, demonstrating superior performance and improving his qualifications. The maintenance stage (middle forties to retirement), the individual is less concerned with registering new gains than with maintaining present status in the face of competition from younger, more enterprising co-workers who are in the advancement stage. In the decline stage (65+), the individual faces the problem of actual or impending retirement and must plan and find other sources of satisfaction (a part time, volunteer work, leisure activities) to replace those lost through retirement.

4. Situational Approach :

Although this approach is grounded in sociology, but other elements like culture and acculturation and the idea of historical accidents, also influences vocational choice of the individual by limiting and expanding the options open to him. Crites make a useful distinction between chance factors, which are fortuitous, unplanned and unpredicted, and contingency factors, which are predictable and can be conducive in the individual's vocational planning. Miller and Form distinguished the techniques of impulse gratification and anxiety reduction which a field offers rather than interests and abilities a career requires. Forer offered five stages which are roughly sequential - vocational choice acquisition of vocational knowledge and skill, utilisation of the vocational situations, performance dynamics and vocational maturity- and the dimensions- nurturant, oral, sensual, anal and genital - set forth by Bordin.

5. Decision Making Approach :

Edwards has pointed out that by 1738, theories of decision making became static, concerned with single choice among possible courses of action rather than with a sequence of choices. He articulated the problem of a sequence of vocational choices leading to a commitment. In 1953, Bross argued that classical theory had entirely ignored the problem of non-monetary values and their conflicts. It is the past which furnishes the data upon which decisions must be made in the present. The process becomes a chain of events rather than a causal chain in which outcomes are fixed and known, and so decision making is in itself a predicative act. Two properties of any decision situation generally influence

behaviour : (1) The utility value i.e. the desirability of possible outcome of a course of action, and (2) the probability of these outcomes . According to Kaldor and Zytowski, “If occupational choice represents at least an approximate case of maximising behaviour, it is useful to recast the problem in an input-output or means- ends framework, in which person’s characteristics conducive to generating preferred consequences can be viewed as inputs resources, or means. This developed a “hypothetical preference map ”showing the relationship between earnings and occupational status. Hilton described following five models for career decision making :

1. The attribute matching model implicit in trait and factor approach.
2. Need theory.
3. The rational man model , which emphasises rational behaviour .The individual is expected to choose among alternatives in such a way to maximise expected value.
4. The social man approach, which emphasizes mobility provided and the limits imposed by various social structures through which an individual’s career carries him.
5. The complex information processing approach ,in which the individual is faced with multitudinous behavioural alternatives and information about them and that it is his limited capacity to handle information which limits the rationality of decision making.

In 1960s, scholastic model of vocational development was developed. This model copes with inconsistency and intransitivity in a better way than static models. Inconsistency means the kind of situation in which a subject is required to choose from a set of course of action a second time and does not his or her previous choice . Intransitivity refers to a situation in which a subject may choose A over B, B over C, and yet C over A. In vocational context, a boy “ who prefers to be a mechanical engineer over an electrician, electrician over auto mechanic , chooses auto mechanic over mechanical engineer.

6. **Phenomenological Approach**

According to Tiedeman, the reality for the individual consist of perceived life space and that decisions are made within these perceptions. There are two phases of the

process : anticipation which is subdivided into exploration, crystallisation, choice exploration; and implementation which includes the stages inductions, transition and implementation. The developmental process is one of “epi-genesis” which means successive difficult situation from an originally undifferentiated structure. In 1963, Tiedeman says that, the process of exploration and maintenance are specific manifestations of general process in cognitive development as well as in career development.

In the view of Katz, career decision making process is:

1. Prompted by a disequilibrium by the educational, occupational system, which requires a decision and establishes or maintains same discrepancy.
2. Motivated by the individual’s needs and drive and anticipation of satisfaction.
3. Mediated by symbols which permit the individual evaluate past experience and project expectations for the future, and enable him to try out a role without final commitment.
4. Shaped by differentiated characteristics of individuals (including aspects of sub cultures) and by options available.
5. Resolved when a new equilibrium is established.

An individual’s vocationally oriented choices are social as well as psychological events - they always involve same transaction with the environment.

7. **Existential Approach**

Simon relied heavily on Sartre as a source of existential thinking. In consideration to Holland’s typology i.e. realistic intellectual, social conventional, and enterprising and artistic, Simon maintains that if the categories were limited to intellectual, social enterprising and artistic, there would be no clash. But clash does occur because Holland’s theory fails to recognise that a person of intellectual bent may accept a conventional job, not because he is conventionally oriented but he finds objectification too painful. For non-existentialists, the concept of objectification is elusive. Objectification means that life process moves from self-centeredness toward altruistic love and each step to the process is upsetting. Although it is only by revealing his true or objective self to others, can a man see himself as

he truly is, man is basically ashamed of his identity , and so objectification is a painful experience which requires great courage.

Simon cannot accept Anne Roe's idea of job selection as a primary source of need satisfaction. From existential point of view, decisions leading to vocational choice actually form the personality. A "marriage" between existentialism and the concept of vocational decision as a series of small decisions seems possible. However, there is a need to recognise that in every decision, the individual has option of objectifying himself before others or conforming in order to escape the pain of having others see him as he is.

Existentialism, starts ,from a philosophy, and in a sense represents a revolt against analytical methods of science which vocational guidance normally employs.

4.10 VOCATIONALISATION OF SECONDARY EDUCATION

The UNESCO (1974), defined vocational education as a, "comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understandings and knowledge relating to occupations in various sectors of economic and social life. Such an education would be an integral part of general education and a mean of preparing for an occupational field and an aspect of continuing-education". Vocationalisation of education means learning of a skill or some related skills by studying technologies, applied science and other practical activities along with general curriculum.

System of education was criticised for its being pure academic and detached from life. In developing countries like india where industrial and agricultural production is gathering momentum wheretechnology has entered in every field, vocationalisation has been felt extremely important. Since vocationalisation and modernisation are interrelated and one cannot be accomplished without the other, The National policy on Education 1986, observed, "The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation. These elements are meant to enhance individual employability, to reduce the mismatch between the demand and supply of skilled man power, to provide alternative for those pursuing higher education without particular interest or purpose. Vocationalisation of education helps in increasing the employment potential of the people through education for

selecting vocations or for self-employment . It helps individuals to be more productive through preparation for specific competencies in different vocations. Vocationalisation of education helps the individual to get a job or become his own master It widens the educational horizon of the individual and enables him to reach higher level of achievement through self-learning.

Vocationalisation Historical Perspective :

In ancient times, education was related to life of students and there was no isolation or alienation between life and world of work. During British rule in 1854, the wood's Dispatch recommended the introduction of pre- vocational education at the secondary stage. But no serious and sincere efforts were made to implement the recommendations. The National Education Conference at Wardha in 1937, the proposal made by Mahatma Gandhi was endorsed that to which education should centre around some form of manual and productive work and that all the abilities to be developed or training to be imparted, should, as far as possible, be integrally, related to central Handicraft chosen with due regard to the environment of the child This idea was translated into action by Zakir Hussian Committee in the form of Basic Education in 1938. The Sargent Report 1944 ,recommended for the introduction of two streams namely ; (a) Academic (b) technical, with the objective to provide all round education combined with some preparation in the later stages for careers which students will pursue after leaving the school. Radha Krishnan Commission 1948 , recommended that for directing the students to vocation at the end of class-X, a large number of intermediate colleges should be opened. The aim of these colleges should be to meet needs of students by a vocational bias to their courses by retaining at the same time their value in a system of general education.

The Secondary Education Commission 1952-53, suggested the diversification of courses at the secondary stage, which resulted in the creation of multipurpose schools. ex

The Kothari Commission 1964-66 clarified that work experience is an integral part of Basic, Education, but Gandhiji's , educational thinking has to be redefined in the changing needs of the ,society. The Commission suggested the introduction of two streams at the higher secondary stage. One for preparing the students for higher education in the universities and professional colleges and other for preparing students for a variety of

occupations immediately after completing vocational studies which fit them into these vocations. The Central Advisory Board of Education in 1974, pleaded for segmentation of funds for vocational courses at the higher secondary stage. In 1975, 10+2+3 pattern of education was adopted with a greater emphasis on vocational education. As per the decision of Central Advisory Board of Education, NCERT published a document on “Higher Education and its Vocationalisation”, In 1977, Ishwarabhai Patel Committee, recommended the substitution of work experience with socially useful productive work (SUPW).

Vocationalization and Present Position:

Although various commissions and committees recommended for the introduction of vocationalisation of education, but nothing satisfactory was done. Serious and systematic efforts were made when National Policy on Education 1986 (NPE), was formulated. The NPE emphasised the introduction of systematic, well planned; and rigorously implemented programme of vocational education for enhancing the employability and to reduce the mismatch between demand and supply of skilled manpower and to provide an alternative to those students who are pursuing higher education without particular interest or purpose. The scheme of vocationalisation of education was started in 1987-88 and was taken up for implementation in 28 states and 4 Union Territories. Facilities were created for the diversification of about 6.27 lakh students @ 25 students per vocational section at +2 stage. In 8th five years plan period, the emphasis was on consolidation and quality improvement of the existing programme.

For the success of secondary education following provisions were considered essential:

1. There should be a close linkage between education and employment.
2. The credibility of the programme should be established by improving its quality and by making it relevant and acceptable.
3. Adequate physical and academic infrastructure should be created.

Difficulties in the Implementation of Vocationalization of Programme:

1. One of the reasons for the slow progress of vocationalisation of secondary education is the lack of opportunities for vocational stream graduates for their professional

growth and career development.

2. Lack of coordination between educational institutions and employing agencies.
3. There is a misconception in the minds of the people that vocationalised education is meant for backward child and it would result in the creation of working class society.

4.11 LET US SUM UP

Vocational choice is one of the most important decisions in one's life because it influences the whole of the life of an individual and is an irreversible process. Therefore, the choice of vocation must be made very judiciously so that the development of the nation is made in a significant way. Vocational choice is not an incidental activity but occurs in reasonably and clearly marked periods, in which a person makes a series of compromises between his wishes and his possibilities. Ginzberg studied the problem of vocational choice and came to the conclusion that an individual never reaches the decision about the choice of a vocation, at a single moment but the process is marked by three major periods namely, Fantasy Period, Tentative Period and Realistic Period.

Vocational development is a process that begins right from early age and continues through adult age and continues through adulthood and even after retirement, some people plan their post retirement career. The classical approach to vocational guidance was one of matching men and jobs. This approach involves an unduly static concept of both the individual and the world of work. The individual is growing and changing continuously. The cumulative effect of his experiences brings about major changes in his concept of himself and in his vocational goals.

Vocational maturity means how suitable an individual is for taking up a vocation. Super has identified five dimensions of vocational maturity namely: (i) orientation to vocational choice, (2) information and planning about preferred occupation (3) consistency of preferences, (4) crystallization of traits and (5) Wisdom of vocational preferences.

Family, abilities, aptitudes school, values realism, economic factors, stereotypes and expectations, and sex influence the processes of occupational choice and vocational development to a great extent.

Career development means the total consolidation of psychological, sociological, educational, political, economic and chance factors that combine to shape the career of any given individual. According to Super, vocational guidance is the process of helping a person to develop and accept an integrated picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality. Super's theory of career development is known as Self Concept Theory. It is generally considered as differential, developmental, social and phenomenological psychology. The theoretical framework is based on three psychological influences (1) The field of differential psychology, according to which an individual possesses the potential for success and satisfaction in a variety of occupational settings; (2) self concept theory, according to which vocational self concepts develop on the basis of children's observations of and identifications with adults involved in work; of developmental psychology, according to which a person's mode of adjustment at one period of his life is likely to be predictive of his techniques of adjustment at a later period. There are different approaches to career guidance namely: (1) classical Approach, (2) Psychodynamic approach (3) Developmental approach, (4) Situational approach, (5) Decision-making approach, and (6) Existential approach.

Vocationalisation of education means learning of a skill or skills by studying technologies, applied sciences and other practical activities along with curriculum. It helps in increasing the employment potential of the people through education for selecting vocations or for self employment. It helps the individual to get a job or become his own master.

4.12 UNIT END EXERCISE

1. Explain the process of making a vocational choice.
2. What is vocational-development?
3. Compare and contrast the sociological and psychological views of vocational development.
4. What do you understand by vocational maturity?
5. What do you understand by Career Development?
6. Describe Super's Theory of Vocational Guidance.

7. Write short notes on the following .
- (a) Classical Approach of Career Guidance
 - (b) Psychodynamic Approach of Career Guidance ?
 - (c) Developmental Approach of Career Guidance.
 - (d) Decision Making Approach of Career Guidance.
 - (e) Write a detailed report on Vocationalisation of Education.

4.13 CHECK YOUR PROGRESS

Q: What do you understand by Career Development?

4.14 SUGGESTED READINGS

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**TOOLS AND TECHNIQUES OF GUIDANCE -CUMULATIVE
RECORDS, RATING SCALES, INTERVIEW AND PSYCHOLOGICAL
TESTS, (INTELLIGENCE, APTITUDE, INTEREST, CREATIVITY AND
PERSONALITY) , USE OF TEST IN GUIDANCE AND COUNSELLING.**

Lesson : 5

Unit - II

STRUCTURE:

- 5.1 Introduction**
- 5.2 Objectives**
- 5.3 Cumulative Records**
- 5.4 Rating Scales**
- 5.5 Interview**
- 5.6 Psychological Tests (Intelligence ,Aptitude ,Interest, Creativity and Personality)**
- 5.7 Use of test in Guidance and Counselling**
- 5.8 Let us sum up**
- 5.9 Unit End Exercises**
- 5.10 Check your Progress**
- 5.10 Suggested Readings**

5.1 INTRODUCTION

In the previous lessons, you have studied the concept of guidance and counselling .You know that effective counselling is not possible if clear understanding of the individual is not with the counsellor, teacher or parents. Parents sometimes guide their children in view of their aspirations and family circumstances in the mind. Students of high schools tend to prefer occupations that are of higher social status than that of their parents. Choices of curriculum in high schools are often based upon the ‘standing’ of the curriculum and not

on the needs of students. It is often said that a student should take up the courses in school or college for which he has the required interest and ability. Choice of curriculum will lead to the choice of vocation and if an individual select both curriculum and occupation according to his needs and abilities, he or she will be a satisfied individual which is basically needed for a healthy living. This calls for the thorough knowledge and understanding of one self. There are certain tools and techniques to know one self for effective counselling and guidance which can be studied in this lesson.

5.2 OBJECTIVES:

After completing this lesson you will able to

1. To understand the meaning and use of Cumulative Record .
2. To understand the concept and use of Rating scales and Interview.
3. Concept of tests and their uses.
4. Explain the types of test techniques.

5.3 COMULATIVE RECORDS (C.R.C)

Cumulative Record Card is the School Patri and contains the entire information about the child over some years. In fact , it contains the complete information about the child from the day he joined the school to the day he leaves the school .In case the child changes or leaves the school the C.R.C is shifted along-with him. There is only one C.R.C. for one child. It contains information related to identification, health, parental background, academic and cocurricular activities of the child. ,Due to the large amount of covered in the C.R.C, they serve as good guides for the teachers ,counsellors and parents to understand the child, his abilities and likings. The cumulation record card serves the following purposes:

1. Helps the teachers to know the child as he is and as he can be.
2. Helps the students to understand themselves, schools when they leave the school and go for higher education or enter the jobmarket.
3. Helps the employer to know the interests, aptitudes and other activities of the individual.

4. It is useful for rendering the psychiatric service to the child if need arises.

Characteristics of a Cumulative Record Card (C.R.C):

1. It must be objective. It must contain only the facts about the child. Separate place should be reserved if personal opinions are to be added. Recording of the facts should be done immediately, nothing should be left to memory.
2. It must be complete. All and complete information should be written in the card.
3. It must be trust worthy. If possible evidence must be given of a fact. Noting should be given as per writer's opinion.
4. It must be useful. Only useful information should be written.

Contents of Cumulative Record Card (C.R.C) :

The cumulative record card contains the following information

1. **Identification Date** : This is the data through which the individual can be identified. Data like name, age, sex, date of birth, parents name address etc. is written.
2. **Health Data** : It includes height, weight, eye sight, blood pressure learning ability, chronic diseases, allergies i.e. all physical health data. Mental health data can also be included under this head.
3. **Parental or Socio-economic Data**: It includes the parental and residential background of the child. Education, occupation, economic status of family ,numbers of brothers and sisters and rural/urban background is mentioned under this head
4. **Achievement Record** :Complete academic record of each year is maintained of, each subject. Class position in studies in each subject is important to be mentioned. Not only the academic record is maintained butthe record of child's participation in co-curricular. and extracurricular activities is also mentioned in it.
5. **Psychological Data** :Intelligence ,Aptitude, Interest ,and Personality tests results are also the integral part of the record .Special abilities if any are also recorded.
6. **Attendance Record** : Regular attendance ,leaves, medical leaves etc. are also made part of the record.

7. **The Personal opinion** :It may be of the class teacher, headmaster who so ever happen to write the C.R.C he/she will give the opinion about the child.

Types of Cumulative Records

Cumulative Record Card are of Three Types :

1. The Packet or Folder,
 2. Single-Card Record, and
 3. The Cumulative Folder.
1. **The Packet or Folder** may vary in size from 4 by 6 inches to full letter size. The principal involved in this type of record centres around the plan of filling cards or records, either printed or mimeographed in a single folder. The size is advantageous in that it takes considerably less filling space than the larger folder.
 2. **The Single-Card Record** data are recorded on both sides of the card. An additional folder for each pupil, for filling additional information is needed if the single card type of record is used.
 3. **The Cumulative Folder** is used to unite information on both sides of the folder specially prepared blanks. Since it is a folder, it may also be used to hold additional information about the pupil.

All the above three types of cumulative record are used in our schools depending upon the nature and finances available in the schools. C.R.C. serve as good tool if they are carefully written or well planned and Periodically evaluated. Thus, the teachers and principals of the institutions should be careful in this regard.

5.4 RATING SCALES

A rating scale has two important words in it. One is rating which means judgement, opinion of a person or persons or about a particular individual child. The other word is scale on which judgement is given. Thus rating scale is the judgement given about an individual on some scale. It is used to quantify an observation. By means of a rating scale we can indicate the amount of a particular psychological trait or characteristic possessed by an individual. In doing so the judge (who is to rate the individual) must know three things: a) child (who is to be rated) . b) The trait (about which the child is to be rated. c)

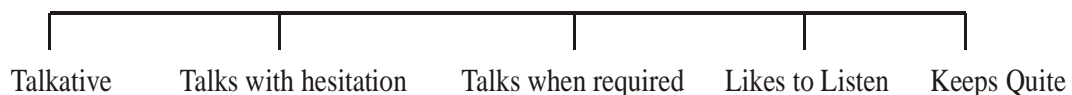
The scale (method of quantifying the rating).

Ruth Strang writes, "Rating is, in essence, directed observation," A. S. Barr and others define, "Rating is a term applied to expression of opinion or judgement regarding some situation, object or character. Opinions are usually expressed on a scale of values. Rating techniques are devices by which such judgement may be quantified. It is a method by which opinion concerning a trait of an individual is expressed in a systematic way.. Rating is done by parents, teachers, interviewer and judges.

Types of Rating Scale:

1. **The Rank Order Scale:** In this type, the judge is simply required to place the people being rated in a rank order from high to low on opinion in question. A given individual's scale position is relative to other people in the sample. The units of the scale are unequal.
2. **The Graphic Rating Scale:** If the rating is to be made in absolute terms, without reference to the group, one device is to require the judge to place a check mark at the appropriate position along a line that runs from one extreme of the attitude or opinion to the other. In such a scale not only a scale is divided into three, five, seven or nine points on which a rating judge a rater but also the points are graphically described e.g. A student is to be rated on social conversation then trait is divided as under:

Trait (Social Conversation)



Rater is asked to put the name of student on the scale where he thinks he deserves to be placed.

3. **Numerical Rating Scale :** In such scales the trait on which the individual is required to be rated is divided into three, five, seven or nine parts and numerical values are assigned to the scale point e.g. If children are to be rated on the trait of beauty the following values can be given :

Extremely beautiful	7
Very beautiful	6
Beautiful	5
Fair looking	4
Ugly	3
Very ugly	2
Hateful	1

Here rater is supplied the above Chart , and is asked to assign the numerical number to the child accordingly.

4. Standard Rating Scales : They are of several kinds.

- (a) **Hand writing:** When it is difficult to convey the trait for the raters. Then the samples of the different levels of trait are chosen and given to the raters to get the opinion about the individuals. Handwriting scale is one of the examples, Here three or five graded handwritings are placed before the rater and he is required to distribute different handwritings samples of the children as for examples placed before him.
- (b) **Man to man scale :** on a trait like health, weight , smartness physical weakness etc. three, five or seven boys or girls or. men are, selected from a class and made to stand before the judge and then the judge is required to rate all the children in the class according to the samples presented before them.

5 Check List Rating Scale : Here a list of traits is given to rater. He is asked to give marks out of 10 or 100 to the children on each of the following trait.

Example 1. Honesty, 2. Regularity, 3. Punctuality, 4. Obedience, 5. Truthfulness, 6. Cooperation.

At the end all the marks are added to get a cumulative rating.

6. Choice Rating Scale or Alternative Trait Rating Scale : In such scales two descriptions of one trait are given to the rater and he is asked to point out one of these two description which is most suitable for the rate e.g.

Description Shirker — Responsible.

Points to be taken into view while using Rating Scale :

1. The type of the rating scale is to be decided.
2. On how many points the rating is to be got done i.e 3,5,7 or 9.
3. The number of traits to be got rated. It is recommended that at one time not more than 20 traits to be got rated.
4. The full description of the trait is to be supplied to the rater.
5. Directions for the raters should be given carefully.
6. The administration of the rating scale should be standardised
7. Some training should be given to all raters, so that they are able to use the rating scale correctly.

Drawbacks of Rating Scales :

The following are the drawbacks of Rating Scale :

1. Researchers indicate that the reliability of the rating scale varies between .45 and .66. Therefore the results obtained from the rating scale should be carefully used.
2. Raters usually do not have equal information with regard to all ratees. Therefore ratees are liable to be wrongly rated.
3. All raters are not having the same ability and sincerity.
4. The trait on which rating is to be done is differently understood by different raters.
5. The validity of the rating scales is affected by the following six types of errors :
 - (i) Error of leniency
 - (ii) Error of Central tendency
 - (iii) Error of Contrast
 - (iv) Logical error
 - (v) Halo effect and
 - (vi) Proximity

Advantages and uses of Rating Scales

The rating scale has the following advantages :

1. When large number of children are to be evaluated or judged then this is a good technique.
2. If ratings of a large number of raters are pooled, correct information can be obtained about the student easily, quickly in less time and without spending much.
3. For classifications rankings and rough estimates of abilities and personalities, rating scales are very useful.
4. If ratings are defined properly and raters know the ratees fully and objectively, the results obtained from the rating scales are reliable and valid.
5. Rating scales are very useful in predicting trend formulation in different traits.

5.5 INTERVIEW

Interview is another valuable technique (tool) to gather information about the personality of the individual. It is a face to face relationship between the two individuals. Various types of interviews are known to all of us. Counselling interview, employment interview, research interview, marriage interview etc. are common and popular ones. Interview thus stands classified with respect to its nature and purpose and also on the types and qualifications of the person who is interviewing. In guidance the discussion is concerned about counselling interview through which information about individual is collected. S.S. Chauhan (1982) has given the following suggestions for conducting interview for the purpose of diagnosis and counselling :

1. A perfect rapport should be established before conducting the interview.
2. The interviewee should be made to feel at ease.
3. The interviewee should be assured that the information would be kept strictly confidential.
4. The interviewee should be encouraged to express his thoughts and feelings freely.

5. Avoid mis-leading questions.
6. Listen without reacting emotionally.
7. Be courteous ,patient and accepting.
8. Take notes or make a recording as unobtrusively as possible.
9. Attend not only to what is said but also to what is felt.
10. Adjust questions to the cultural and educational background of the interviewee.

Purposes of Interview :

Hahn and Maclean list the following purposes of the interview :

1. To collect new information and amplify or interpret the information already gathered.
2. To permit counsellor to think aloud in the presence of a sympathetic listener
3. To carry necessary information to the counselee

Advantages of Interview

1. Not only facts are gathered but information about feelings, attitudes and ambitions is also collected.
2. Already gathered data are verified through interviews.
3. Through interview future plans of the individuals are gathered .Information regarding conflicts, tensions, frustrations and adjustment problems are gathered through this method.

Limitations of interview

1. It is a subjective technique of collecting information. There is always a fear that the interviewee may or may open out with the truth. Moreover, the biases or prejudices of the interviewer may also influence to some extent.
2. Trained interviewers are required for successful interview, which are quite less in number.

3. This technique is time consuming and expensive technique.
4. Sometimes the personality of the interviewer is stronger than the interviewee, thus influences the results.

5.6 PSYCHOLOGICAL TESTS (INTELLIGENCE, APTITUDE, INTEREST, CREATIVITY AND PERSONALITY)

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's, behaviour, obtaining under standard conditions and scored according to a fixed set of rules that provide a numeric score.

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.

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 counselor 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 by one testing techniques.

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 Thustone 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.

1. **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.
2. **Logical Mathematical Intelligence** : Thinking logically, critically, using abstract reasoning to manipulate symbols and solve mathematical problems.
3. **Spatial Intelligence** : Abilities involved in forming, using and transforming mental images. Used in getting from one place to another, in reading a map, and in 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.

4. **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.
5. **Bodily-Kinesthetic Intelligence** : Ability to use one's body and muscle structure in a coordinated planned way. Used in dancing, playing basket ball, running a mile or throwing a javeline. Athletes, dancers, actors, gymnasts, sports person, surgeon exhibit this more than others.
6. **Interpersonal Intelligence** : Used in relating to other people, such as when we try to understand another person's behaviour, motives or emotions, counselors, psychologists, politicians, social workers, religious leaders are shown to be high on this ability.
7. **Intrapersonal Intelligence** : Knowledge of one's internal strengths and limitations and using that knowledge to relate to others.
8. **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.
9. **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.

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 particular career. For example, in order to be successful architect, one must possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand.

So, aptitude may be defined as a trait that characterizes an individual's ability to perform in an area or to acquire the learning necessary for performance in a given area. It presumes an inherent or native ability that can be developed to its maximum through learning or other experiences. However, it can not be expanded beyond a certain point, even by learning. Although that may be a debatable concept, it is stated here as a basis on which aptitude tests are developed. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity. Aptitude tests may potentially be used by counselors and others because.

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

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

Caution in the use of Aptitude Test Data

- It is important that counselors select and aptitude tests carefully, keeping in view the students/clientsneeds. 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 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.

Interest inventory :

You might have observed in your class that some students show more inclination in maths, while others in computers, some in literary activities, in paintings, etc. Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities etc., and consequently derives satisfaction, success and happiness out of the activities selected.

Interests are related to general ability, special aptitudes and value various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on. Interest testing is done to achieve some purpose i.e.

- (i) To provide teachers and counsellors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- (ii) To help the tests to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- (iii) To enable teachers, counsellors and parents to know the kinds and intensity of the testees interests and assist him to prepare his educational and vocational plans consistent with his interests.
- (iv) To help and channelise the energies of the youth in different directions.
- (v) To help in the selection of the right person for the right work, and thus save frustration.

Creativity Test : Creativity cannot explained only with intelligence It extends beyond intelligence and relates to various personality attributes. Barron and Harrington (1981 , p. 454) have differentiated between creative and non-creative individuals on the basis of their personality traits. Chamorro-Premuzic& Furnham (2005) have related the Big Five factors to creativity. They found positive relationship of creativity with openness to experience, neuroticism and extraversion; and negative relationship of creativity with agreeableness and conscientiousness.

However, creativity is too complex to be explained only by intelligence and personality. It also relates to motivation, interest, self-efficacy, and contextual factors. Hence, a comprehensive approach is required to study creativity.

Assessment of creativity is difficult because it requires evaluating the quality of the creative product or creative thinking/behaviour. For instance, two persons may agree. Motivation

and on the novelty or originality of a music composition or a product; but there may be differences with regard to the utility/relevance of the creative idea or product. Nevertheless, the different tests of creativity are often based on the four main characteristics of creativity namely, fluency, flexibility, originality and elaboration. Further, the tests of creativity also vary in their focus on the product, person or the creative process. The most commonly used tests of creativity are Guilford's (1967) Divergent Production Test (DPT), in which people make up varied responses to each test item; and Mednick and Mednick's (1967) Remote Associates Test (RAT), in which different items must be linked together with a single word. The Divergent production test is based on Guilford's theory of intelligence. The 'operation' of divergent production in his model refers to one's ability to produce a number of different yet relevant responses to an open-ended item like: "Name as many uses as you can think of for a cup", or "list as many consequences as possible, in one minute's time, if normal adult height remained at one metre only?", or "how many pictures of real objects you can make using a circle, in one minute" etc. Thus tests of creativity aim at assessing word fluency, ideational fluency, associational fluency, expressional fluency, alternate uses of objects; things, consequences of hypothetical events, possible jobs symbolized by a given emblem, making objects from a set of given figure, and so on. A person providing varied responses to these tests scores high on divergent production and thus have high creativity. **Divergent Production Test** battery consists of many tests based on different components of Guilford's divergent production. Another widely used test based on many aspects of Guilford's battery is Torrance Tests of Creative Thinking (TTCT). It consists of seven Verbal tests (thinking creatively with words), and three Figural tests (thinking creatively with pictures). Baqer Mehdi test is an adopted version of Torrance test of creative thinking. It consists of four subtests such as Consequences test, Unusual test, Similarity test, and Product Improvement test. **The Remote Associates Test** of Mednick's is based on their view of creativity as the ability to see relationships between ideas that are remote from each other, e.g., what single word is related to the words 'square root', 'coffee' and 'kitchen'? Such associations between word groups will require the individual to think in a novel and unique way. **Passi-Usha Test of Creative Problem Solving (PUTCPS)** was developed by B. K. Passi and Usha Kumar (1996). It is a measure of creative problem solving in children as well as adults. The test consists of seven

items and is non-verbal in nature (in drawing form). It assesses the originality and elaboration aspects of creativity. Thus, there are various tests to assess creativity.

Personality Test

Personality tests- Personality tests are used to measure personality style and traits. Personality tests are commonly used in research or to assist with clinical diagnoses. They are related to the overt and covert disposition (character/ nature) of the individual.

Examples of personality tests include:

- Minnesota Multiphasic Personality Inventory (MMPI)
- Thematic Apperception Test (TAT)
- Rorschach, also known as the 'inkblot test'

Psychological measures of personality are often described as either objective tests or projective tests.

Objective test (Rating scale or self-report measure)-Objective tests have a restricted response format, such as allowing for true or false answers or rating using an ordinal scale. Example of objective personality tests includes the Minnesota Multiphasic Personality Inventory, Child behavior checklist or Beck Depression Inventory.

Objective personality tests can be designed for use in business for potential employees, such as the NEO-PI, the 16PF, and the OPQ (Occupational Personality Questionnaire), all of which are based on the Big Five.

Projective tests (Free response measures) - Projective tests allow for a freer type of response. An example of this would be the Rorschach test, in which a person states what each of ten ink blots might be. TAT (Thematic Apperception Test) is another example; Projective tests assume that a person's interpretation of the ambiguous stimulus will reflect his or her unique characteristics

5.7 USE OF TEST IN GUIDANCE AND COUNSELLING.

1. Tests give us objective and impartial information about an individual,

2. They provide information in much less time provided by any other device.
3. Since they give us information in an objective manner, it becomes easier to convey it to the parents of the child.
4. Through tests predictions about the individuals can be made. It is assumed that predictions based on quantitative data are more accurate and reliable and provide a balance against wishful thinking.
5. Test results are useful in selecting candidates for jobs and training.
6. Test results are useful in classifying students in different categories such as gifted, creative, backward, mentally retarded etc. and the educational programme is planned accordingly.
7. Tests are used for clinical purposes also.
8. Test results help the guidance personnel and students in deciding the curriculum, method of teaching and vocation of the individual.

5.8 LET US SUM UP

Effective counselling is only possible if we understand the individual fully. There are two types of techniques which are used to understand individuals. Non-test techniques which include cumulative records, interview, observation and test techniques.

Cumulative record is the total record over years of the child/student. His biographical, physical, mental abilities, academic, co-curricular and extracurricular achievements all are written in the record. This record is quite helpful because it gives a comprehensive knowledge of the student. Rating scale is another very important device to assess an individual. An individual on different traits can be got rated by the judges or if the judge knows the subject (the student who is to be judged) and the trait on which subject is to be judged and the type of the rating scale which is of different types than rating scales give very reliable and valid results. Interview the other non-test technique is a very useful technique and all of us are familiar with this technique. It is a face to face conversation between the interviewer and interviewee. Through this method not only the information is gathered but feelings, attitudes and ambitions of the subject are also collected.

Tests have been of various kinds. They are used to collect objective information about the individual. We can diagnose the problem of the individual and also predict his future through the results of tests. Students can be classified in groups and curricula can also be suggested depending upon the test results. Intelligence has been defined by people in different ways. The most accepted concept is the global capacity of the individual to act purposefully and to think rationally and to deal effectively with one's environment. There have been large number of tests to measure this ability. Individual tests group tests, verbal, non-verbal, performance are the main categories of the tests.

Aptitude is an important characteristic of an individual and is the predictor of success or failure of him in the occupation. It been defined as a present condition indicative of an individual's success is future. There are many tests to measure aptitudes which are groups as : (i) Differential Aptitude test and (ii) Specific Aptitude tests. The differential aptitude test Battery assesses fundamental intellectual abilities of individual. Aptitude tests play a significant role in guidance and counselling. The information gathered from number aptitudes tests is combined with information gathered from interest inventions, intelligence tests and personality tests to guide individuals.

The other ability which is of high significance is creativity. A person is known to be creative if he has the ability to produce something original. According to Guilford's originality, Fluency, flexibility abilities together constitute creative thinking or creativity. There are various tests to measure creativity. Guilford's creative tests, Torrance tests of Creative thinking, Flangan's d Ingenuity test, Baqur Mehndi's test of creative thinking are some important tests.

Creativity tests have great importance in the choice of the vocations. Children having high scores on creativity should be guided to enter the professions which demand the type of ability.

5.9 UNIT END EXERCISE

1. What is a cumulative record card? Give its importance.
2. What are rating scales? Discuss its different types.
3. Write notes on .
 - (a) Interview

(b) Intelligence tests

3. Bring out the use of tests in guidance and counselling.
4. Describe assessment of intelligence with the help of different tests.
5. What is aptitude? How we can assess aptitude?
6. Define creativity. Explain its measurement.
7. Describe the types of scales used for assessment of the aptitude for guidance.
8. List out the tools for the assessment of creativity.
9. Describe how the tools of creativity can be used for effective guidance and counselling.

5.10 CHECK YOUR PROGRESS

Q: Define creativity. Explain its measurement.

5.11 SUGGESTED READINGS

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ORGANIZATION OF GUIDANCE PROGRAMME

Lesson : 6

Unit - II

STRUCTURE

- 6.1 Introduction**
- 6:2 Objectives**
- 6.3 Concept of Organization and Guidance programme**
- 6.4 Principles of Organisation**
- 6:5 Organizing various guidance services**
- 6.6 Individual Inventory services**
- 6.7 Educational , Occupational and Personal social counselling**
- 6.8 Placement service & Follow up service**
- 6:9 Organisation of services at different levels of Education (school, college & university)**
- 6.10 Let us sum up**
- 6.11 Unit End Exercises**
- 6.12 Check your Progress**
- 6.13 Suggested Readings**

6.1 INTRODUCTION

Dear students as you know that guidance is a process which assists an individual for better adjustment. In making an individual to adjust in his academics, profession and life , a guidance worker requires to identify the potentials and available resources to plan suitable

adjustment. The process of regulating the physical and intellectual resources better guidance to an individual involves organisation of guidance services. Counselling is a form of relationship between the counsellor and the counsellee. It is a process of providing assistance to an individual to concentrate and consolidate himself/herself in a cooperative way. The process of constant help to guide an individual is also called as counselling service.

6.2 OBJECTIVES:

After completing this lesson you will be able to

1. The Concept of Organization and Guidance Services
2. The Principle of Organisation.
3. Various types of Guidance Services.
4. Individual Inventory & Occupational Information
5. The concept of counselling service, Placement service & Follow up services.
6. Organisation of guidance services at different levels of education .

6.3 CONCEPT OF ORGANIZATION AND GUIDANCE PROGRAMME

Guidance is a systematic process. It is the help provided to the individual to understand his self and his environment. The main objective is to help the individual adjust with one self and with his society. Guidance is a continuous effort on the part of the teacher and the Counsellor help students to develop mind, body and personality. Thus, guidance is an integral part of education. It is meant for all students and not intended only for those who deviate from the norm in one direction or the other. As it is a continuous process, so there is no question of organizing guidance at only one stage of schooling or in the college. Guidance is to be provided to all individuals at all stages, and for this a deliberate effort has to be made. For the purpose of guidance duties are assigned to all who are involved in the guidance process and the effort is called the organization of guidance. Organization means to plan the procedure through which a student is helped to take a path, a decision, and seek a solution to his problem. Further organization means maximum utilization of available resources, ensuring financial support/ and proper coordination of man power. The following

inputs are involved in the process of organization :

1. Enlisting objectives
2. Enlisting duties and responsibilities of Principal, the Teachers and the Counsellors.
3. Enlisting resources and their allocation.
4. Defining activities of the functionaries and their coordination.
5. Planning and execution of guidance programme.
6. Continuous evaluation; and,
7. Providing leadership at every step.

6.4 PRINCIPLES OF ORGANIZATION

In order to organise guidance certain principles should be observed. Humphrey and Traxler has given the following objectives of organisation :

1. **Defining the Objectives Clearly:** The objectives of entire guidance programme should be clearly defined at the time of organizing school guidance service. While defining these objectives, the school ideals and needs of the pupils and specialities of teachers must be kept in mind.\
2. **Defining the Tasks :** All the activities to be performed through the guidance programme must be enlisted before hand, logically and clearly.
3. **Allocation of Duties :** The success of the guidance programme depends upon the allocation of duties to the persons involved in this job in advance so that every person has a clear idea of what he is to perform. The allocation of these duties should be according to the abilities of the persons of workers.
4. **Defining the Powers :** The workers should be made aware of their powers and rights , just like their duties.
5. **Defining the Relations :** The relations of persons working in the guidance programme, whether full-time or parttime, must be defined clearly in accordance with their guidance responsibilities assigned to them.

6. **Nature of Guidance Organization** : It is proper to decide about the structure of school guidance service prior to its beginning, such as number of its employees, finance, size etc. The basis of the programme must correspond to the objectives of the institute, financial and other resources and the number of students in the school etc.
7. **Simplicity** : The organization of school guidance service should not be of complicated-nature. The framework of its structure should remain simple as far as possible because every person will start taking interest only in a simple framework of the organization.

Crow and Crow, have suggested the execution plan of guidance programme :

1. First of all the number of persons to be involved in executing the guidance programme and the time required for the same should be decided.
2. The increase if any in the workers' strength is also to be decided before hence.
3. Are the building and the space enough for conducting the various activities of guidance ?
4. Are the teachers and other employees available in the school capable of devoting expected time and energy in the guidance programme.
5. Do the employees exhibit interest in the programme ? If yes, to what extent ?
6. Which teachers are available to provide various proposed services ?
7. Do the parents show interest in the guidance related planned programme and to what extent will they cooperate in this programme ?
8. What is the viewpoint of school and the society regarding the expansion of guidance services ?
9. In which expected areas the pupils are required to serve ?
10. Would the provision of finance in the school budget be possible ?
11. To what extent other community agencies can be associated with the guidance

programme ?

12. How the pupils can be motivated to understand for themselves the value of the guidance programme ?

6.5 ORGANIZING VARIOUS SERVICES

Guidance is a deliberate and planned activity. Its services are as follows :

- Individual inventory service;
- Information service,
- Counselling service,
- Placement service;
- Follow up service. And
- Research service

6.6 INDIVIDUAL, INVENTORY SERVICES

Individual inventory service or understanding the individual is done to have complete knowledge of the individual. This is done with the help of test and non-test techniques. These techniques give the guidance officer or teacher enough knowledge of the individual. Teacher or counsellor passes this knowledge to the individual also. Teachers, career matters and counsellors all join hands to have complete knowledge of the individual for guidance purposes.

Objectives of Self-Inventory Service

1. To help students to understand:
 - (a) their abilities, interests, intelligence, personality, academic achievement, needs, aspirations and physical health including ailments if any ;
 - (b) their place status and position among friends, class fellows, society ; and
 - (c) their strengths and weaknesses. .
2. To give correct information about the individual to counsellors. Kinds of information

for individual inventory .

(a) Identifying data – Information that identifies the individual name, age, date of birth, address etc.

(b)Health data - height, weight, childhood diseases, physical disabilities.

3. Social environment - Information concerning characteristics of family, neighbourhood and communities.
4. Achievements - Information about scholastic achievements i.e. curricular and extra co-curricular achievements of students.
5. Aptitudes - Aptitudes of the individuals.
6. Interests - Information about interests linkings ,dislikings and preferences of students.
7. Intelligence –Student’s IQ, EQ, AQ etc.
8. Personality - Total personality of the individual his social and personal adjustment.
9. Educational and vocational goals- Information concerning educational and vocational plans and other types of aspirations.

Sources of Collecting Inventory Data

1. **Pupils** : Pupils act as primary source of data themselves. Friends i.e., class fellows, also provide data.
2. **Parents** : Parents are rich source of data as they can give information about the students interests, nature, abilities.
3. **Teachers** : Teachers are nearer to the child during the school hours thus gives very relevant data about him.
4. **School** : The school and other medical personnel are also potential source of data.
5. **Counsellors** : Counsellors play a key role in guidance. He has every type of information about every child of the institution.
6. **Self analysis** : Students they know about themselves well if they are asked to

analyze them so they can tell enough of them like their aggressiveness, cowardness, anxiousness etc.

7. **Through Tests and Questionnaire** : To collect data about the individual certain types of tests and inventories are used which give us very reliable and valid data- These are listed below

- (i) Questionnaires
- (ii) Check lists
- (iii) Observation
- (iv) Interview
- (v) Psychological Tests
- (vi) Cumulative Record Cards
- (vii) Case Study
- (viii) Sociometry
- (ix) Anecdotal Records

Information Service

Guidance may be educational or vocational or personal, it has to depend upon information. Information may be of vocation, education (institutions or courses), hobbies, interests abilities, needs. When this information is given to the individual it is known as information service. Following are included in it.

1. Educational information.
2. Vocational or employment information.
3. Social information.
4. Information about sources.
5. Political, economic, cultural information..
6. Training related information

7. Self information.

1. Educational Information : In words of Norris ‘ Educational information service is valid and useable data about all type of present and future educational or training opportunities and requirements including curricular and co-curricular offerings, requirements including curricular and co-curricular offerings, requirements for entrance and conditions and problems of students life.’

In educational information students are provided every type of information related to eligibility conditions for admission, choice of subjects, duration of the course, minimum passpercentage ,lecture attendance requirement, fee structure, hostel facilities, scholarships, evaluation procedure, and standing of the different institutions. In the absence of this information students are liable to choose wrong institutions and wrong subjects or courses.

2. Vocational Information : According to Nomis, “Occupational information is valid and useable datum about positions, job and occupations, including duties ,requirements for entrance conditions of work, rewards offered, advancement pattern, existing and predicated supply of and demandfor workers and sources for further information.

This information is very much required because this is area of specialization; vocationalizationof education is underway and there is hard competition in every field. Number of unemployed is more as compared to vocations. Now a days almost all vocations need people of definite aptitude. Information about this is helpful so that mismatching can be avoided and time and energy of the individual are not wasted.

Social Information, Sources of Information and Political,Economic and Cultural Information

Every individual should be aware of his surroundings. He should know about his social environment, his relatives, institution of marriage, his responsibilities towards others, his traditions, culture ,customs and political scenario in which he lives. A person needs information about the sources also from where he can get information. Hence there is need

of information service.

Objectives of Information Service

1. To help individual to understand oneself.
2. To caution individual about his good or bad decisions.
3. To make individual understand his worth and value in the society.
4. To help individuals understand the concept of inter-dependence and commonness.
5. To inculcate good habits and attitudes in children.

To make them understand that career development is influenced by the interaction between environment and the hereditary potential of the individual.

Norris and her colleagues suggest the following objectives of the informational service for the secondary school :

- (a) To evaluate one's self-perception of abilities and interests against actual occupational requirements.
- (b) To identify and demonstrate job acquisition skills.
- (c) To develop self awareness and self-confidence in the individuals, anticipated choice of occupational clusters.
- (d) To develop an appreciation for all occupations and the importance they have in society.
- (e) To demonstrate competency in skills basic to the chosen occupational cluster.
- (f) To develop in the individual the recognition of the relationship between personal values and the influence of others upon his occupational choice.
- (g) To learn to lesson the discrepancy between what the learner perceives he is and where he wants to be.
- (h) To learn to apply the decision-making process to the personal identification of tentative occupational choice.

- (i) To become involved in the selection of an anticipated job or role based on individual attitudes, values, education and occupational awareness.
- (j) To present understanding of broad fields of work.
- (k) To develop means for aiding students to study intensively a few selected occupations or educational training facilities.
- (l) To become fully acquainted with occupational and educational opportunities in the community.
- (m) To develop tentative educational and occupational plan based upon thorough self-study.
- (n) To present specific techniques to aid in meeting immediate needs confronting school leavers, such as obtaining employment, continuing an educational programme or establishing a home

6.7 EDUCATIONAL, OCCUPATIONAL , PERSONAL AND SOCIAL COUNSELLING

Educational /Occupational guidance and counselling services

Primary education forms the basic foundation on which other levels of education rest. It prepares the individuals for the challenges that are usually encountered in life. A weak foundation at primary level could lead to inability of individuals to experience normal development and consequently find it difficult to be independent and self-actualised. The relevance of Primary education to human development necessitates proper training of Primary school teachers in order to equip pupils with necessary knowledge and skills needed for survival. The job of the Primary School teachers is not limited to teaching of different Subjects alone. Teachers are expected to assist students to achieve total development in terms of cognitive, affective and psychomotor domains. This is necessary because education is not limited to the ability to read and write. it covers intellectual physical, moral and spiritual development The rampant cases of indiscipline in Nigeria cannot be divorced from the neglect of affective domain at primary schools as more emphasis is placed on cognitive domain at the expense of other domains. The consequences of this neglect manifest

in forms of corruption high crime rate and indiscipline especially among the Youths.

There is therefore the need for the primary school teachers to acquire skills on how they can assist primary school pupils in Nigeria to be good citizens and true leaders of tomorrow. One of the ways by which primary school teachers could assist in promoting morality in primary schools is through the acquisition of knowledge and skills in Guidance and Counselling.

Personal/Social Counselling

Personal counselling deals with emotional distress and behavioural difficulties, which arise when individuals struggle to deal with developmental stages and tasks. Any aspect of development can be turned into an adjustment problem, and it is inevitable that everyone encounters, at some time, exceptional difficulty in meeting an ordinary challenge.

For example:

- Anxiety over a career decision
- Lingering anger over an interpersonal conflict
- Insecurities about getting older
- Depressive feelings when bored with work .
- Excessive guilt about a serious mistake
- A lack of assertion and confidence
- Grief over the loss of a loved one
- Disillusionment and loneliness after parents' divorce.

6.8 PLACEMENT SERVICE & FOLLOW UP SERVICE

The placement service makes an effort to help those students, secure employment, who are either in school or those after they leave school. The school provides certain facilities through which the employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel. It is an activity which acquires the co-operation of the principal, Counsellor, teacher, career master,

state employment agencies, private agencies and also the community. This service is more significant for the students at the secondary and higher secondary level.

The placement service here is concerned for those:

- Who withdraw from the formal education before they complete school (drop-outs).
- who prefer part time work while going to school or may be during the vacation or after school hours or during weekends.
- who terminate formal education after higher secondary level.

The basic aim of placement is to facilitate the process of meeting the needs of both employer and the prospective employee. The student must be placed only until the correct and appropriate information regarding him/her has been obtained from the Counsellor or the incharge guidance personnel. The information that is generally made available is his/her personal bio-data, achievement grades, attendance, test scores, health-data and other required data. The teacher may also assist by providing details concerning the student's interest, and other skills such as participation and communication.

Apart from placement, this service also orients the students to some of the job applying techniques. The guidance worker could familiarise them with the methods of applying for a job, guidelines for applying, identify the various sources of information and how to prepare for the interview. These skills can be developed either through group or individual Counselling. A school that provides placement services, hence should be capable to draw upon all the possible resources in order to assist its students in finding suitable and appropriate jobs. The extent to which the placement service fulfils this purpose is a measure of its effectiveness. This could largely be met by a systematic and proper functioning of the guidance committee. The school committee could also publicise about the placement programme both to the students and community. Within the schools, the information could be published in school magazine, notified in the libraries or announced in Student assemblies.

FOLLOW-UP SERVICE

A guidance worker who does not assess the progress made by his/her student is

like the physician who does not verify whether his/her patient has recovered or not. Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertain to the study of occupational aspect but also to other related aspects such as emotional and social adjustments. For example, if a student has been counseled for social-emotional problem, after he/she leaves the school, the guidance worker must do a follow-up to check how far he/she is able to cope up with the new environment and what are the problems he/she is still facing. Purpose of this Service are:

- It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
- Based on the feedback obtained, make relevant changes in the school guidance programme.

The programme generally keeps contact with the students and drop-outs after leaving school. One of the most common method adopted for follow-up is the questionnaire which is periodically sent to the students after they leave their school. On the basis of the experiences of former students, the guidance worker can formulate the future programme for the present students, further, and thereby equip the remaining students with necessary activities. The follow-up service has more relevance for the field of research. After receiving valid information from the former students, the administrators can improve upon their services. Further, employing this information, the educational institutions can conduct studies of the relationship between the training given to these former students and how far the utilisation of the training was made. Studies on the effectiveness, efficiency and desirability of the courses offered can also be conducted. The three steps that are dealt in a follow-up programme are: A systematic gathering of data from the alumni. Interpretation and presentation of that data to all the concerned personnel, i.e., student, parent and community. Suggest a modified framework of educational programme based on the findings made.

6.9 ORGANISATION OF GUIDANCE SERVICES AT DIFFERENT LEVELS OF EDUCATION (SCHOOL, COLLEGE & UNIVERSITY)

Though guidance services should be provided at all levels of education i.e. pre-primary, elementary, high school, senior secondary stage, college and university level, yet

to make a humble start it can be initiated from the upper elementary classes. To be very specific after class fifth guidance in the educational and personal areas should be extended to every child. To meet the objective of guidance some minimum requirements of organizing guidance programmes should be met by every school which are enlisted below :

1. Setting up of a guidance committee. It must consist of (i) administrator, (ii) 3-4 teachers, (iii) career masters, (iv) one counsellor.
2. Teachers of the schools can be sent for training in guidance and counselling to different universities which run diplomas or certificate course in guidance, if no guidance trained teachers are available in the schools.
3. Publicity about guidance programme can be given through different mass communication media so as to create awareness among teachers, parents, about the general programmes of guidance.
4. Allotment of a separate room, may be a small one, and setting up of a career information corner which should have all pamphlets, monographs, booklets and chart related to educational programme and vocational/employment is something which is a must for every school.
5. The schools should maintain liaison with district education officers, district counsellors and state guidance bureau and employing agencies.
6. The schools should maintain cumulative record cards for every student.
7. Organization of career day/career conference once a year help students in understanding the jobs-to the community.
8. Provision of guidance programme must be made in the regular time table as well as in the school budget.
9. Teaching load of career masters should be reduced so that they are able to devote time for guidance services.
10. Schedule of guidance programmes, to be carried out in a full academic year, should be prepared right in the beginning of the academic session.

11. Guidance programme should be for the entire school children and not for the students facing crises.
12. Career guidance as an optional or elective subject can also be introduced at the school and college-level. This will make students career conscious right from school stage..

At college or university level guidance to the students is not provided on regular bases in the institutions. Students visit the employment bureaus of employment exchanges for jobs. For personal guidance they look to the elders and certain columns of magazines. For educational guidance information is taken from senior students or parents and friends. Now a days through internet more information is gathered.

6.10 LET US SUM UP

Guidance is an integral part of education and is meant for all individuals at all stages and for this a deliberate efforts has to be made for this . Duties are assigned to all who are involved in the guidance process. This effort is called the organization of guidance. Organization means to plan the procedure through which a student is helped to take a path, a decision and seek a solution to his problem. Further, organization means maxim utilization of available resources, ensuring financial support and proper coordination of manpower. In organization of guidance programme certain principles are kept in mind. These are : (1) defining objectives, (2) define tasks, (3) allocation of duties, (4) defining the powers, (5) defining the relations, (6) nature of guidance organization, (7) simplicity . Guidance is a planned activity and it has 6 services, individual inventory, (ii) information, (iii) counselling, (iv) placement, (v) follow up, and (vi) research.

Individual Inventory Service or understanding the individual is done to have complete knowledge of the individual. The main objective is to understand the abilities, interests, intelligence, personality, academic achievements, health including ailments of the individual and to give correct information to the counsellor. Identifying data, health data, social environment, achievement, education and vocational goals of the individual are collected in the name of information. Pupils, Parents, Teachers, School, Counsellor, Questionnaire become the source of data or information.

Information service : Guidance may be educational, vocational or has to depend upon information. Educational, vocational, social , political ,economic cultural, self are the areas in which the individuals require information. Objectives of information services are to help individuals to understand themselves, caution Individuals about their good or bad decisions to make individuals understand their worth and value in society, to help individual, understand the concept of interdependence and commonness, to Inculcate good attitudes in children. There are many sources of information. Employment office, private agencies, advertisements, factory and industries, newspapers, radio-television, university Information centres and websites are the examples of the sources. Career days, career conferences, field trips and mass media are some popular ways to disseminate occupational information.

Counselling : is basically a form of relationship involving face to face to face meeting between the counsellor and counsellee. Its main aim is the solution of the problem of client and his adjustment with the situation. counselling is a purposeful reciprocal relationship between two people in which one is trained and mature and he helps the other to reach a solution to his problem. Major characteristics of counselling is that it is a two person relationship, rapport is essential for effective counselling and it is conducted in privacy and discussion is confidential.

Placement service refers to assigning of a worker to the job for which he is judged as best fitted . There are two types of placement services (a) Educational placement (b) Vocational placement. Employment Bureaus, Newspapers, employment ads, radio, television and campus placement cells are the agencies which help the placement of the individuals in the job market. Follow-up service refers to purposes and procedures by which continuous information can be gathered and analysed to determine development, activities and adjustment of students. There are four kinds of follow-up. (a) Incidental follow up (b) Follow -up individual pupil who have served as basis of case studies (c) Follow up of the pupils from one unit of the school to the next (d) Follow up of school leavers. There are two major techniques of follow-up (a) Questionnaire, (b) Interview. Usually both of them should be combined to get results.

Organization of Guidance Services at Different Levels: Though guidance services should be provided at all levels of education i.e. pre-primary, elementary, high school and

senior secondary stage, college and university level, yet to make a humble start it can be initiated from the upper elementary classes. For this a committee consisting of administrator, career masters, and counsellor is must to start the programme of guidance. Assigning of duties and responsibilities to the staff members, setting up of a room for guidance services, maintaining liaison to district officers, maintaining of C.R.C.and organization of career conferences are the other requirements which must be fulfilled by schools.

6.11 UNIT END EXERCISE

1. What is the concept of organization of guidance programme ?
2. Why organization of guidance is important?
3. Discuss different principles of organization of the guidance programme.
4. What are the different services of guidance? Discuss Individual Inventory Service.
5. What is the importance of Information Service? What are its sources.
6. Define follow-up service. What are its techniques?

6.12 CHECK YOUR PROGRESS

Q: Discuss the meaning and types of Counselling.

6.13 SUGGESTED READINGS

1. Crow, L. D. and A. Crow, "An Introduction to Guidance."
2. Jones, Arthur J., "Principles of Guidance."
3. Dosajh, N. L., Guidance Service in India, New Delhi, 1969.
4. Kochhar. S. K., Guidance & Counselling

**GUIDANCE OF CHILDREN WITH PROBLEMS AND SPECIAL
NEEDS: GIFTED AND CREATIVE; ROLE OF TEACHER IN HELPING
SUCH CHILDREN.**

Lesson : 7

Unit - III

STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Meaning of Children with problems and special needs

7.3.1 Meaning of Gifted and creative children.

7.3.2 Guidance of Children with problems and special needs.

7.4 Role of teacher in helping such children.

7.5 Let us Sum Up

7.6 Unit End Exercise

7.7 Check your Progress

7.8 Suggested Readings

7.1 INTRODUCTION:

Guidance helps in understanding one's strength, Limitations and other characteristics so as to develop ability to solve various life challenges and take appropriate decisions at right time. It can be imparted individually as well as collaboratively.

Dear Students , This unit primarily focusses upon the concept of children with problems and special needs especially gifted and creative ones. It also includes activities which are carried out to assist such children to have intelligent solutions or way- outs for making decisions with reference to their Educational, Vocational, Developmental and Social problems. Appropriate guidance will definitely contribute these individuals in dealing with various problems encountered during their academic and professional journey. Such children

require comprehensive and individualised approach. Early identification of their needs and their appropriate channelization can be a key to their later success.

7.2 OBJECTIVES :

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

- Conceptualize children with problems and special needs.
- Differentiate between the types of children with problems and special needs.
- Identify the characteristic of children with problems and special needs.
- Describe gifted and creative children.
- Discuss the role of teacher in helping gifted and creative children.

7.3 MEANING AND TYPES OF CHILDREN WITH PROBLEMS AND SPECIAL NEEDS:

- Dear students, Children with problems and special needs means “ the children requiring additional supports with reference to their physical, developmental, emotional or cognitive challenges”. Such special needs can significantly impact their learning, behavior or ability to engage in day to day activities.
- In other words, Children who require tailored support to address their unique challenges and learning styles focussing on understanding and accomdating individual differences to reach their full potential despite many hurdles.
- Eminent personalities have provided various definitions for children with problems and special needs over the years. Some of these definitions are quoted as:
- **According to sir Jean Piaget’s cognitive development theory** , “children with special needs may experience delays or differences in their cognitive processes compared to typically developing children”.Also emphasized the importance of providing appropriate stimuli and interventions to support their cognitive growth.
- **According to Madam Maria Montessori,**” the importance of recognizing each child’s unique abilities and providing an environment tailored to their specific needs. She viewed children with special needs as those who require individualized support

and guidance to reach their full potential”.

- **According to Lev Vygotsky in his sociocultural theory**, “children with special needs as individuals who may require additional support and scaffolding from caregivers and educators to participate fully in social and educational activities”. He highlighted the role of social interaction and cultural context in children’s development.
- **According to Gardner in his theory of multiple intelligences**, “that children with special needs may excel in certain domains while facing challenges in others, emphasizing the importance of recognizing and nurturing their unique strengths”. And suggesting that intelligence is not a unitary concept but rather consists of multiple distinct abilities.

These definitions reflect a range of perspectives on children with special needs, highlighting the importance of cognitive development , individualized support, social interaction and recognition of their diverse abilities.

- **Types** of children with problems and special needs can be broadly categorized as follows:
 1. **Children with Physical Disabilities:**
 - -Children have impairments that affect their physical functioning requiring assistive devices such as wheelchairs, braces, or prosthetic limbs.

Examples-

- Cerebral palsy
 - Muscular dystrophy
 - Spina bifida
 - Orthopedic impairments.
2. **Children with Sensory Impairments:**
 - Children with vision or hearing impairments.
 - Visual impairments ranging from low vision to complete blindness and hearing

impairment from partial hearing loss to profound deafness.

- Aids such as glasses, Braille materials, hearing aids, or sign language are required to deal with these impairments.

3. Children with Intellectual Disabilities:

Such children have limitations in intellectual functioning and adaptability behaviour that affects their social, practical and conceptual skills.

Examples:

- Down syndrome
- Fragile X syndrome
- other genetic disorders.

4. Children with Learning Disabilities:

Children having difficulties in specific learning areas requiring specialized teaching strategies and tools to execute various learning activities.

Examples:

- Reading (dyslexia),
- Writing (dysgraphia), or
- Mathematics (dyscalculia) and more

5. Children with Emotional and Behavioral Disorders:

Such children responds significantly different from their peers emotionally and socially requiring behavioral therapy, counseling, and structured environments

Examples:

- Attention-deficit/hyperactivity disorder (ADHD),
- Anxiety disorders,
- Depression, and Conduct disorders.

6. Children with Autism Spectrum Disorders (ASD):
 - Children having challenges in social interaction, communication, and repetitive behaviors that includes conditions ranging from high-functioning autism to more severe forms. They may require early intervention and specialized programs to rectify.
7. Children with Speech and Language Disorders:
 - Children having difficulties with speech production, language comprehension or expression requiring speech therapy usually.

Examples:

- Stuttering,
 - Articulation disorders
 - Language processing disorders etc.
8. Children with Developmental Delays:
 - Such children exhibit delays in reaching developmental milestones in areas such as speech delay, language delay , motor skills and cognitive ability delays. Again early detection and intervention is crucial for their growth and development.
 9. Children with Chronic Health Conditions:
 - Children having long-term health issues that obstructs their daily life and education often need medical management and accommodations in school.

Examples:

- asthma,
 - diabetes,
 - epilepsy and severe allergies.
10. **Children with Multiple Disabilities:**
 - Children having more than one type of disability, making their life complex. They require comprehensive, multidisciplinary approaches to their education and care.

Providing required support for children with special needs involves creation of

individualized education plans (IEPs), conducive and inclusive environments , appropriate accommodations, government intervention and collaborating with families and professionals so that the specific needs of each child is understood. That will be much essential for their successful development and integration into society.

7.4 MEANING OF GIFTED AND CREATIVE CHILDREN:

Giftedness is referred to as “asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are much qualitatively different from the norm” whereas Creativity is defined as the ability to come up with something new and very adaptive within the constraints of a given situation hence this creative production needs to be original.

7.4.1 Gifted Children:

To quote Dr. Jim Delisle, “Giftedness is an innate ability to both detect and comprehend the world in complex ways that differ significantly from age-expected norms.” (Understanding Your Gifted Child from the Inside Out, p8).

In other words, Gifted children are born with above-average natural abilities. Talented children have developed their natural abilities to a high level.(raisingchildren.net.au). Gifted and creative children can have abilities and skills in many areas, and an individual child can be gifted and talented in one or more areas. These areas include:

- Academic learning
- Leadership
- Social issues
- Technology
- The arts – for example, music
- The ability to make friends
- Business skills
- Physical skills – for example, sport or dance.

A GIFTED CHILD
VERSUS
A CREATIVE CHILD

Is self-critical	Is never finished with possibilities
Is intellectual	Is idiosyncratic
Prefers the company of intellectuals	Prefers the company of creative peers
Knows without working hard	Ponders with ideas and concepts.
Poses unforeseen questions	Sees exceptions
Is very curious	He wonders at different concepts
Enjoys self-directing learning	Enjoys creative learning.
Is an expert who abstracts beyond the field	Is an inventor and idea generator.
	Knowswhy.com

This means that gifted children become talented when supported and encouraged, also their natural gifts to learn, concentrate and practise get enhanced. For example, if any child is gifted with singing and given opportunities to learn and practise singing, he/she may develop as a great singer.

Characteristics of a Gifted Child

- Ability to comprehend material several grade levels above their age peers
- Surprising emotional depth and sensitivity at a young age
- Strong sense of curiosity
- Enthusiastic about unique interests and topics
- Quirky or mature sense of humor

- Creative problem solving and imaginative expression
- Absorbs information quickly with few repetitions needed
- Self-aware, socially aware, and aware of global issues (Australian association for the gifted and talented children, UNSW Education-gifted children and parents)

7.3.2 Creative Children :

Creativity is defined as the ability to come up with something new and very adaptive within the constraints of a given situation hence this creative production needs to be original. Creative children often display unique characteristics and behavioural patterns that sets them apart from their peers. These creative abilities tend to differ by depending on a field. Gardner proposes that people may be creative in various fields of intellectual domains and this nature of creative intelligence usually depends on the domain of activity. Creativity is perceived to be any form of high potential as considered by many scholars.

Characteristics of a Creative Child

- Very curious and daydreamer may seem to be out of task at times.
- Prefers the company of creative peers but often loves to work alone.
- A creative child is original and keeps on developing.
- Initiates projects that will ever be completed.
- A creative child is very initiative.
- Have many ideas of which some of them will never be developed Injects new possibilities (www.knowswwhy.com)

7.4 ROLE OF TEACHER / GUIDANCE OF CHILDREN WITH PROBLEMS AND SPECIAL NEEDS:

Guiding children with problems and special needs, including those who are gifted and creative, requires a distinctive and highly individualized approach. The role of the teacher is pivotal in recognizing and fostering the unique abilities and addressing the specific characteristics of these children. An overview of the strategies and roles a teacher can be adopted to guide them are as follows:

1. **Identification and Assessment-** Teachers should be trained to identify signs of

giftedness, creativity, and special needs very soon by observing students' behavior, performance, and social interactions. Teacher can use formal Assessment:, Utilize tools and assessments to accurately diagnose giftedness, creativity, and special needs. Collaboration with school psychologists, specialists and counsellors can provide a more comprehensive evaluation.

2. **Highly individualized Instruction** : Modification of the curriculum to meet the diverse needs of students is recommended. For gifted and creative children, this might mean providing advanced materials, independent projects, and opportunities for creative expression. Individualized Education Plans (IEPs) for children with special needs, can be developed and implemented.
3. **Inclusiveness**: Need for inclusive classroom environment valuing diversity and encouraging all students to participate and feel all inclusive. Moreover, ensure that the classroom is a safe space where children feel comfortable expressing oneself and taking risks without fear of judgment or failure.
4. **Social and Emotional Development / Social Skills Training**: For children with special needs, especially those with social difficulties, provide training in social skills and opportunities for guided social interactions and offering emotional support to gifted and creative children who might struggle with perfectionism, social isolation, or asynchronous developmental plans.
5. **Inculcation of freedom and self-advocacy**- Teacher should encourage children to take ownership of their learning by setting their own goals and pursuing their own interests. Again teaching children to understand their strengths and needs and to advocate for themselves in various settings.
6. **Collaboration and Association with Parents and Specialists Parents**: Teacher should ensure open lines of communication with parents to share students progress, observations and strategies for supporting them at home too. Collaborations between other educators, special education professionals and therapists will work more efficiently to provide a holistic support system to the child.
7. **Professional Development** : Students can be engaged in ongoing professional development to stay informed about the latest research and strategies in special education and gifted education arenas. Regular reflection on teaching practices

and seeking feedback to can continually improve the support provided to these students.

8. **Optimum utilization of Technology** : Teacher can implement the use of assistive technologies to support learning for children with special needs by providing access to advanced software, creative tools, and specialized programs for gifted and creative students. Maximizing the use will ultimately produce better results.

To sum up, it can be said that teachers can play a crucial role in the development and success of children with problems and special needs, including those who are gifted and creative. By adopting a planned, comprehensive, individualized programs that includes identification, differentiated instruction, emotional support and collaboration, teachers can help these children to reach their full potential and thrive in their educational journey.

7.5 LET US SUM UP

Children with problems and special needs means “the children requiring additional supports with reference to their physical, developmental, emotional or cognitive challenges”. Various types of children with problems and special needs include children with Physical Disabilities, children with sensory impairments, Children with Intellectual Disabilities, Children with Learning Disabilities, Children with Speech and Language Disorders, Children with Chronic Health Conditions and so on.

Providing required support for children with special needs involves creation of individualized education plans (IEPs), conducive and inclusive environments , appropriate accommodations, government intervention and collaborating with families and professionals so that the specific needs of each child is understood. That will be much essential for their successful development and integration into society. Teachers can play a crucial role in the development and success of children with problems and special needs, including those who are gifted and creative. They can help these children to reach their full potential and thrive in their educational pursuits.

7.6 UNIT END EXERCISES

Answer the following question and practice

- 1) What do you understand by children with problems and special needs .

- 2) Highlight various types of children with special needs.
- 3) Differentiate between gifted and creative children.
- 4) Mention the characteristics of both gifted and creative children.
- 5) Elaborate the role of teacher in dealing or guiding special need, gifted and creative children.

7.7 CHECK YOUR PROGRESS

Q: How would you identify gifted and creative children in your class?

7.8 SUGGESTED READINGS

1. "Special Education in India" by M. Dash
2. "Education of Children with Special Needs: From Segregation to Inclusion" by Prem Prakash Dubey
3. "Understanding Children with Special Needs" by Prabha Gupta
4. "Guidance and Counselling for Children and Adolescents: Teachers' Handbook" by Vijay Kumar Reddy
5. "Gifted Education in India: Challenges and Strategies" by Arun Kumar
6. "Creativity in Indian Children: Research and Practice" edited by Nandita Deokar and Anjali Khurana
7. "Inclusive Education: Role of Teachers" by N. K. Jangira and S. Sharma
8. "The Role of Teachers in Special Education" by Sunil Kumar
9. "Teaching the Gifted and Talented in Indian Schools" by R. S. Garg

**GROUP GUIDANCE: CONCEPT AND TECHNIQUES OF GROUP
GUIDANCE**

Lesson : 8

Unit - III

STRUCTURE

- 8.1 Introduction**
- 8.2 Objectives**
- 8.3 Meaning of Group Guidance**
 - 8.3.1 Definitions of Group Guidance**
 - 8.3.2 Characteristics of Group Guidance**
 - 8.3.3 Objectives of Group Guidance**
- 8.4 Principles of Group Guidance**
- 8.5 Scope of Group Guidance**
- 8.6 Techniques of Group Guidance**
 - 8.6.1 Assemblies**
 - 8.6.2 Career Conferences**
 - 8.6.3 Orientation Classes**
 - 8.6.4 Visit to Career Fair Exhibitions / Work sites**
 - 8.6.5 Student Council Meeting**
 - 8.6.6 Role Plays / Demonstration /Dramatics /Group Activities**
 - 8.6.7 Class Talks /Lectures**
 - 8.6.8 Case conference / committee reports**
 - 8.6.9 Audio -Visual Aids**
 - 8.6.10 Question Box Technique**
 - 8.6.11 Informal Discussions**

- 8.7 Relevance of Group Guidance**
- 8.8 Problems in Organizing Group Guidance Activities**
- 8.9 Limitations of Group Activities**
- 8.10 Let Us Sum Up**
- 8.11 Unit End Exercise**
- 8.12 Check your Progress**
- 8.13 Suggested Readings**

8.1 INTRODUCTION

Guidance helps in understanding one's strength, Limitations and other characteristics so as to develop ability to solve various life challenges and take appropriate decisions at right time. It can be imparted individually as well as collaboratively.

Dear Students, This unit focusses upon the concept of Group Guidance and various techniques by which group guidance can be imparted. It includes those activities which are carried out to assist its members to have intelligent solutions or way-outs for making decisions with reference to their Educational, Vocational, Developmental and Social problems in groups. Such group activities save time and money. Thus helping the individuals in dealing common problems with collective attention.

Various activities of group guidance are assemblies, orientation programmes, career conferences, dramatics, demonstration, using different aids, class talks, and group career planning. It also includes many informal types of group discussions.

8.2 OBJECTIVES

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

- Define group guidance.
- Identify the characteristics and principles of group guidance.
- Appreciate the scope and relevance of group guidance.
- Plan and organize group guidance activities such as assemblies, career conferences, dramatics, role plays, orientation programme, class talks, career talks, visit to

different work sites/ career fairs, etc;

- Discuss the limitations of group guidance activities.

8.3 GROUP GUIDANCE: MEANING AND DEFINITIONS

Group guidance is considered as an approach aiming at providing assistance regarding personal, educational, occupational information to the group of individuals / students. It focuses upon solving common problems of the students and helpful in developing insight into the various life situations. Thus, bringing about the holistic development of the student.

For example, organisation of school assemblies in school / colleges for fostering fundamental values, raise social, cultural and moral awareness. career talks by a experts in classroom situation and class talks or lectures are some of the common examples of group guidance activities. Likewise you may organize and produce many group guidance activities to your students with respect to their academic, career or other type of guidance. Group guidance can be conducted in a variety of settings, including schools, community centers, and workplaces.

Some of the popular **definitions (8.3.1)** having significant contributions in understanding group guidance are as follows;

Jones, A.J defined 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”.

Crow and Crow: “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.”

Ruth Strang: “Group guidance is a process of helping individuals to gain knowledge and skills that they will need to function effectively in a group and to make intelligent decisions about personal and social issues.”

George E. Meyers: “Group guidance is the act of providing organized assistance to a group of individuals to help them gain insights, make decisions, and solve problems

collectively.”

Mathewson: “Group guidance is an organized effort to provide guidance in a group setting, aiming to enhance individual growth and group development through collective learning and problem-solving activities.”

To sum up these definitions, group guidance highlight the collaborative nature of group guidance, impressing upon the role of the group in fostering individual development, collective problem-solving, and informed decision-making under the guidance of a facilitator or counselor or teacher.

Hence the distinctive **characteristics(8.3.2)** of group guidance can be summed up as;

- (i) Group guidance is a setting in which one or more guidance personnel attempt to encounter number of students as a group to overcome their personal problems and difficulties.
- (ii) Group guidance is a group enterprise or activity assisting individuals in the group to solve their problem .
- (iii) It is diagnostic in nature as it provides chance to explore a problem at first instance, then its causes and followed by solution to it as a result of which the individual student find appropriate way-out to tackle difficulties or problems.
- (iv) The students gain a lot of exposure during group guidance in relation to the problem of life in a group situation.
- (v) It is cost-effective than that of individual guidance. It caters to the need of many individuals at the same time.
- (vi) It typically focuses on common issues or goals that are relevant to each member. Such as stress management, time -management, academic success, career and professional choices and so on.

8.3.3 Objectives of Group Guidance: Group guidance is a valuable tool in assisting individuals to address their issues and concerns in a very supportive and collective environment. The following are some of the target objectives needed to be achieved as a result of group guidance programme:

- (i) The group guidance aimed at achieving realistic goals and adjustment by individuals who are guided by experts in the particular field in order to assist the members of the group to attain increased maturity.
- (ii) It also enables the members of group to put forth their individual problem before group and find out the ways for its solution from the core group discussion and judgement.
- (iii) It is insightful in nature as it the members of group to internalise and ascertain themselves as a result of which they may be able to achieve broader perspective of their own-self and others.
- (iv) It works upon the awareness of their personal strengths, needs, demands, weaknesses and problems.
- (v) It is also helpful in releasing painful feelings, frustration, conflicts and anxiety of the individual member of the group and hence paves the way towards individual counselling.
- (vi) Also helps to explore the unknown problems of the members of the group with typical progress and opportunity to interact with others facing similar issues.
- (vii) Group Guidance offers more efficient way for group leader to educate and provide information to a number of people at once avoiding repetition.

8.4 PRINCIPLES OF GROUP GUIDANCE

Group guidance follows certain pre-conditions or foundational guidelines that will ensure its effectiveness are called as principles of Group Guidance. Some of these preconditions are as follows:

- (i) Homogeneity is necessary condition for group guidance so as to arrive at the solutions of the problems from different angles.
- (ii) Group Guidance should be beneficial for each one forming group.
- (iii) Individuality is prioritised, as stated above, each member of the group is equally important so individual problems should not be ignored. So equally

emphasized, focussed upon and better solutions needed to be found out.

- (iv) Friendly climate and good relationship is to be encouraged and maintained for amicably solving the individual as well as group issues.
- (v) Selfishness and inhumane qualities should be discouraged. Respect and confidentiality is to be maintained for arriving at the best solutions, genuineness and generosity respectively.
- (vi) Proper management and needful actions are needed for group guidance by teachers and guidance workers.
- (vii) The members of the group should not hide the personal or any sort of problem seeking guidance. Inclusiveness and equity will benefit more.
- (viii) Guidance should be regarded as a continuing process of service to an individual from young childhood through adulthood.
- (ix) Treatment to specific problem will be given by the person expert and trained in particular field.
- (x) It is a cooperative venture. It demands the co-operation of the teachers, students and administrative staff in the different school setting.
- (xi) Group guidance must be a continuous and goal oriented activity so that its impact is realized by its members.

8.5 SCOPE OF GROUP GUIDANCE

Group guidance encompasses wide areas of personal, social, academic and vocational development. Following issues and problems can be explored and solved by group guidance. Hence, the scopes

- (i) Various educational problems with reference to the choice of the courses, future educational plans and programmes.
- (ii) Various curricular aspects, issues, topics etc.
- (iii) Problems in relation to varied professional choices.

- (iv) Occupational issues and problems encountered at work place or at any place .
- (v) Problems and issues related to one's persona.
- (vi) Social adjustment problems and related situations.
- (vii) Economic set-up and problems.
- (viii) Problems related to job placement.
- (ix) Problems related to group life , group adjustment and interpersonal skills.
- (x) Solution to various life issues and a desire for happy and successful life.
- (xi) Curriculum materials and teaching procedure can be designed from the guidance point of view so as to reflect best results.

To sum up, guidance services should not be limited but should be extended to all those individuals who do not even seem to be in need. It should be offered without bias and prejudice to everyone irrespective of their age group so as to benefit them directly or indirectly.

8.6 TECHNIQUES OF GROUP GUIDANCE

Existing social, economic and political unrest is led every individual in conflicting situations hindering growth and development that require the cooperation of experienced and effectively trained guidance workers and the individuals with the problem. The purpose of the guidance curriculum component is to help all students to have those skills that will help them in their educational, career, personal, and social development. Through guidance and support services, individuals learn effective problem-solving techniques, stress management techniques, social adjustment issues and healthy coping mechanisms. Some of the techniques are discussed as follows:

8.6.1 Assemblies:

School assemblies are important for both students and teachers. Assemblies can be informative on a certain school climate topic, or can be entertaining for the entire school. It is essential for administrators to work with teachers to make assemblies work in their

schools. success of group guidance depends on teamwork. It's not just about the students working together; it's also about collaboration between students, teachers, and administrative staff. The goal is to create an environment where everyone is pulling in the same direction. To enhance the impact of assemblies, carefully coordinate the themes with what happens afterward in the advisory group, coaching time, or core content classes.

8.6.2 Career Conferences:

As stated earlier, guidance may pertain to someone's social, professional, emotional or vocational fields. Career conferences focus upon the occupational information provided to students by arranging a very systematic and carefully planned series of meetings. Meetings centre around various themes and sub themes that will be incremental in planning their future education and career. Moreover, makes the parents, teachers as well as community members aware of the importance career conference holds. Career conferences require a rigorous and careful planning on the part of guidance counsellors, students and faculty. In addition, planning committee should consist of representatives from all ranges so as to give them a sense of involvement and belongingness. Certain points need to be taken care of while planning like;

- Students should be informed beforehand about the aims and objectives of the conference
- The areas of interest of the participants should be known beforehand by making a checklist so that the experts may be chosen accordingly. If possible, the name of the speaker should be decided in the meeting.
- Suitable dates need to be decided; it should not overlap with their exams.
- The conference schedule, discussion groups, film shows, talks etc. should be announced in advance.
- All the duties should be assigned to the incharge, staff members and to the volunteers so as to ensure proper execution of the conference.
- For its wide range of publicity, pamphlets can be made, charts can be prepared depicting theme /sub-theme of the conference, note and invitation letters to

parents, guardians etc.

Steps in Planning the Conference: Career conference requires months for planning and systematic steps for its smooth conduction. These steps are;

- **Conception of an idea:** The idea of organizing the conference should be presented at least 30- 45 days in advance. Once approval has been obtained the students can be informed about it. Informing the students beforehand is very much required because then they can offer themselves as volunteers.
- **List of duties:** A list of the volunteer teachers and students to be made and duties to be assigned to them like arranging for the mike, lectures, refreshment, distribution of pamphlets etc.
- **Circulation of Information:** Information should be sent to the principals of other schools and parents. The aim of the career conference and a brief outline of the plan should be sent to them.
- **Invitation to Resource person:** Properly Drafted invitation letters should be sent to the guest speakers confirming their availability, schedule, time allotment etc. Brief the speaker about the theme and the objectives of the conference.
- **Itinerary of events:** A detailed programme schedule of talks, discussion, films, charts is to be made. The session-wise programme schedule should be decided well in time and intimated to the students and other participants. In addition, Prepare a list of speakers for each session. It is generally good to have 2 or 3 speakers for each session so that in case of unavailability of one, the other can be invited. The resource persons could be the parents, alumni, staff members or the professional in the field.
- **Planning for feedback mechanism:** After the conference conduct a discussion to evaluate the strengths and shortcomings of the conference. The feed back can be used for making the next conference better.

In the absence of above mentioned points, the conference can be derailed and will lose its significance. Haphazardly planned conferences will yield wrong results. So follow above steps in a sequential manner so as to get better and constructive outcome.

8.6.3 Orientation Classes:

Orientation classes are very much direction oriented. These provide group guidance that orients one about educational programming career planning and direct towards the long term personal aims and objectives of life. Students who had a positive orientation experience are 19% more likely to report a positive overall student life experience in college. That is why orientation might be mandatory to attend. It is very effective and productive. Its major significance is to help each person feel at home in a new situation or surrounding. We all know that every new situation makes us individual feel, uncomfortable and it becomes difficult to accept and adjust at new place soon. Shifting from home to school at infancy to the nursery class level and later from one school to another is a very difficult process indeed. We all had experienced it, if you remember your first day at school/college. Did you feel, "If someone could tell where the library is or where the canteen is"? Orientation helps in such situations. Information about the institution, its layout plan, personnel and administrative arrangement, help students become acquainted with the new settings. The newly admitted students can be given information about the school, the various facilities available, the rules and regulation, the course curriculum, what is expected of them, etc. They can be asked to introduce themselves. Further a small get together with the teachers can be arranged for. Orientation thus begins when the parents first takes a child to a nursery school. This is not the end. It should be provided for everyone moving into the school during the term as he moves into the new class. Orientation programme will not be the same for elementary, secondary and senior secondary students. It has to be different at different levels depending on the need. Likewise orientation can be imparted at workplace too so as to introduce the newly inducted workers. They can be made aware of the workplace rules and regulation, policy framework and like sort flow of information.

In simple words, orientation means where you are and where you want to go.

8.6.4 Visit to Career Fair Exhibitions / Work sites: Career fair exhibition is a well planned and dynamic event that brings together different organisations, institutions, companies and career platforms offers tremendous opportunities to help the students. There students can explore various avenues opened to them. For example, Institute of Fashion Technology, Institute of Hotel Management or medical, technical and vocational universities. They give information about the different courses and opportunities offered by them. Students get a

chance to gather information about various courses at one place. These institutions sometimes use documentaries, films, video lectures, slide show, online lectures, presentations, expert talks, skill workshops, etc. to show the nature and type of work related to that particular field. They distribute information booklets or pamphlets free to the visitor so that everybody interested came to know every minute details.

The information of such career exhibitions/fairs get advertised in the newspapers/TV channels from time to time. Such exhibitions / fairs save time and effort. Students need not to go from one institute to another to get information about varied courses. But precaution must be taken and find out if these courses are recognized by the concerned regulatory body. If the courses are not recognized they may be misguided sometimes and this can be disastrous for the aspirants. They may get derailed from their actual goals leading to the wastage of time and energy.

8.6.5 Student Council Meeting: Dear students, you all are aware of the term student council as it comprises of a group of elected and volunteer students having the supervisor or an adult advisor giving a platform to students within some constitutional framework . In other words, it is a body of students who are elected by their peers to address their issues and take lead in organizing activities and events at school/colleges. Here also the supervisor or advisors role can be considered under group guidance service and are fruitful for any organisation in general and students in particular by giving assistance, exposure and expression in school/college affairs and activities. This will give them experience and opportunity for leadership training, strengthen their communication skills and making them future ready. Various positions can be given to them as president, vice-president, treasurer, secretaries , media officer etc.

8.6.6 Role Plays / Demonstration /Dramatics /Group Activities: Various situations can be provided in classrooms so as to give first hand experience to varied acts and roles by actually living with that moment. The participants while playing that role, gain insight by dramatizing conflicts. This also include socio and psycho-dramas also. Some prerequisites for conducting these activities:

- Discussions on the situations common to the group members and should be appropriate to group characteristics. Councillor must encourage the students also.

- Defining the varied roles in very clear and specific terms.
- Breaking the target situation into sequential steps.
- Obtaining the willingness of volunteers to play particular role and creation of a real feel about that particular situation. This can be done by familiarising them with the persons actually facing the situation with.
- Carrying out the socio-dramatic situational sequences.
- Later, the audience reactions are noted after the execution of drama.
- Then report /feedback is generated about the learning that has taken place along with the feeling of the participant..

Dear students, you may encounter some problems while role playing/ dramatics/ Group activity or socio-psychodramas like time management in terms of planning and organising it and even sometimes seems difficult to achieve the expected level of seriousness. The aim behind the execution of above activities is to make the participants learn various social graces and manners in front of a group of receptive audience. Role play can also be utilized to demonstrate how to attend a job interview, how to accept disappointments, proper parenting, handling various administrative situations, etc. It may be utilized to help adolescents to deal with conflicting situations in school / colleges and family.

Many a times, repeating the role with new players or role reversal is also helpful and yield new insights. For example, a student has problem with teacher. He feels that the teacher is always treating him badly. He won't let him take him explain the reasons for not doing homework on time. So, this student doesn't like the behavior of his teacher towards him. In this case, the role play can be initiated. The student can first act his role and other student as his teacher. Once the role play has taken place, the student can change into the role of the teacher and another student plays his role. This type of role reversal helps the one person to see the other person's point of view closely. Likewise repeating/ replaying the role with new players can work better.

8.6.7 Class Talks /Lectures:

Teacher can best play the role of group guidance councillor while lecturing. It is

one among the meaningful and effective way of imparting group guidance. Some common interest topics may be selected for class talk like class talk on “career counselling” for class XII and likewise for class X ,talk on different subject choices etc. This can be fruitful only if the topic selected is significant enough as per the need ,level and interest of the students. It should be deliberated upon in very simple ways with ample of examples,descriptions,illustration etc. and need to be connected with daily life experiences. Effective group guidance need proper planning and execution . Some suggestions can be summed up as:

- **Identification of specific aims:** Identify clear and specific goals / Objectives like group guidance specific areas may focus around improving communication skills, enhancing academic performance, addressing social or behavioural issues, appropriate career choices, healthy lifestyle and so on and accordingly topics need to choosen.
- **Structuring of sessions:** Appropriateness in structuring the sessions makes it more significant and contributing. It should include introduction for few minutes,then information sharing for pretty more time ,afterwards discussion or interactive activity should take maximum of time and later coming to conclusion or take aways of the session in brief taking not more than 5 minutes. Moreover, size of class and class talk should be small comprising of as many as 40-45 students for 40-50 minutes.
- **Safe and inclusive environment is mandatory:** Maintaining confidentiality and knowledge of diverse backgrounds as well as respectful ,empathetic and active communication yield better results.
- **Use of different supplementary materials:** In order to make sessions more lively and intresting , muti-sensory approach can be fruitful. class talk can be assisted by various multimedia resources ,interactive tools worksheets and different visual aids like slides,posters etc.
- **Encourage maximum participation :** As stated above ,maximum time need to be devoted for discussion, ask open ended questions, facilitate more than lecture, be a good listener, let the students lead discussion and provide positive feedback.
- **Follow Up:** Later offer additional resources and conduct feedback surveys and

then accordingly schedule follow-up sessions or individual check- ins.

Above tips/ suggestions can have impactful impressions that will definitely enhance student's personal, social and academic acumen and hence contribute towards their growth.

8.6.8 Case conference / committee reports:

These require collaborative discussions and tasks so as to provide a wide support to individuals or students involving collective expertise of various professionals like teachers, counselors, social workers, psychologists, parents or guardians along with other stakeholders. Case conference and Committee reports can be integrated as group guidance service. The process include- **case presentation** usually by teacher or counselor, highlighting background information, current challenges and previous interventions leading towards **Discussion, observation** etc. Afterwards **strategic planning** collectively in view of set goals. Proceeding further with **assigning of responsibilities** with proper **follow -up** plan to monitor progress. If the particular case presented in the form of document or formal record of discussions, decisions and plans made during case conference then it comes under committee reports. Proper scheduling with clear guidelines, training , monitoring and evaluation increases the efficacy of both.

8.6.9 Audio -Visual Aids:

Incorporating the use of different audio-visual aids ensure effective delivery as well as makes the session more participatory , transforming traditional delivery method into more dynamic , interactive and prolonging. Audio-Visual aids are very powerful tools facilitating deep understanding, making session more engaging and effective , catering to different learning styles. It also bring about variety and provide stimulus to different senses to imbibe more supporting longer retention. It may include PPT's, videos, documentaries, use of varied digital platforms, infographics, posters, films, AI and VR effective in illustrating complex scenarios.

8.6.10 Question Box Technique:

Question Box technique is a versatile and effective method for providing group guidance to target population facilitating open communication in a group setting. Real concerns of the participants are addressed. It enhances the relevance and impact of the

guidance provided and hence an effective tool particularly in educational and counseling environments in group setting. It encourages participants to ask questions anonymously, promoting open communication and addressing issues, concerns or curiosities that can not be highlighted or participants may hesitate to raise them publicly. This can be achieved by implementing following :

- Place a physical box or set up a digital submission form where participants can drop their questions anonymously.
- Clearly explain the purpose of the Question Box and encourage honest and respectful issues encountered.
- Allow participants to submit their questions over a set period (e.g., a week before the guidance session commences).
- Collect questions regularly to prepare for the guidance sessions accordingly.
- Group or organize similar questions into themes or topics to address common concerns efficiently and collectively saving time and efforts.
- Identify urgent or frequently asked questions to address priority-wise.
- During the guidance session, read and respond to the questions. Provide comprehensive answers and facilitate discussion if appropriate.
- If necessary, involve subject experts or professionals in the field to provide accurate and detailed responses,
- Offer additional resources or references for further exploration.
- Collect feedback from participants to design future sessions.

For an impactful session, creates a safe and supportive environment, fostering trust between the participants and the facilitator. Participants can ask questions without fear of judgment, leading to more honest and open communication and hence yielding best results in future.

8.6.11 Informal Discussions:

Informal discussions also sometimes act as powerful tool and driving force for

guiding groups & fostering collaboration. we need to keep in mind certain do and don'ts as discussed below:

Do's

1. Create a welcoming environment ensuring comfortable and inclusive setting. Also greeting everyone warmly to set a positive tone.
2. Encourage Participation ,invite everyone to share their thoughts by asking open-ended questions to spark discussion.
3. Be an active listener acknowledging and validating contributions with nods and affirmations.
4. Facilitate the conversation without monopolizing it by encouraging group members to respond to each other.
5. Balance the Participation to include quieter members and managing dominant participants very tactfully.
6. Handle conflicts constructively , encourage respectful dialogue and finding common ground.
7. Summarize and Reflect periodically summarize key points to ensure understanding.
8. Follow-Up to seek feedback to improve future discussions.

Don'ts

1. **Don't** Create Barriers to Participation
2. **Don't** Interrupt or Talk Over Others**
3. **Don't** Fail to acknowledge and validate contributions.
4. **Don't** Dominate the Conversation and block natural flow.
5. **Don't** Escalate Conflict by becoming personal attacks.
6. **Don't** Forget to Summarize

7. **Don't** Ignore feedback on how to improve discussions.
8. **Don't** Fail to follow up on action items or next steps.

By adhering to these do's and don'ts, one can ensure that informal discussions if structured properly with clear cut purpose are very productive, inclusive, and effective in achieving common shared goals.

8.7 RELEVANCE OF GROUP GUIDANCE

The group guidance secures an important place in the context of school guidance programmes carrying several advantages and relevance to individual problems and issues in their minds. It allows a counselor or facilitator to address multiple participants at once, making it a resource-efficient for transanding information and providing support. Hence, relevant in many ways as;

1. **Opportunity to discuss common issues and problems:**

The group guidance service provides platform to discuss a common issues and problems encountered by different students. In group guidance programme, the common problems faced by maximum or total number of students are directly or indirectly cited and discussed within the group under expert leader-ship of teachers or guidance professionals. Almost all stu-dents of the group work together towards common problems as a result of which they may be capable of solving the problems intelligently and efficiently.

2. **Increased collaborations:**

Group guidance provides a chance to establish more con-tacts with friends having similar type of problems. Possibility of more established connections that assist in their personal and professional development. It is helpful in establishing a good rapport and better relationship with fellow friends. In a friendly and co-operative situation all the members of the group come forward to expose their issues and challenges. Then individual problem gets attacked differently from various minds. It works on the fact "Sink together and swim together" which helps them to be close to one another like brothers and sisters in a family. It means the possibility of more contacts more collaborations through group guidance without any controversy and confusion, fostering a sense of community and mutual support

3. **Improvement of student's attitude and behaviour:**

Group guidance is highly relevant in various settings, such as educational institutions, workplaces, and community organizations. It is pertinent to mention here that while impressing upon great deal of problems ,finding a path to their solutions and execution, produce better individuals while going through this process. This will result in a positive behaviour and attitudinal change acheived through balance judgement.

4. **Focus on balanced and shared judgment:**

Some students may not be able to express their problem in front of everyone or they may feel ashamed of sharing it or they may think that their weaknesses will be exposed. But during group guidance sessions, students of this type like to express their hidden problems before the group as they are the birds of same feather. Then the group guidance service invites collective judgement on problems of individual students. Also collective judgement does not ignore the problems that are common to the group.

5. **Aids to normal individual student:**

The principal ob-jective of group guidance is to help the individual students in a group. Generally the group is designed including normal or average students to be aided by the group guidance services. Various useful information and ways to find out solutions are provided by group guidance to the individual student as a result of which individual student tries to manage himself in his own life situation after the group guidance service.

6. **Opportunity for observation:**

In the group guidance service, the guidance worker gets chance to observe the student's reaction, behaviour and feelings towards a particular problem or group life and situation as a result of which the guidance worker becomes able to know about the various traits of personality of the students. This observation helps guidance worker to under-stand the student's mental condition, his personality and himself also which are expected to be used in the guidance services.

7. **Development of holistic personality:** Group guidance offers a multifaceted approach to personality development through interactive and collective tools. It provides a platform for each individual to learn from varied experiences shared ,addressing various

dimensions of growth ,propelling and gearing up individuals to navigate life' challenges effectively and contribute positively to their communities.

The student from different family backgrounds, educational status, socio-economic status participate in the group guidance which encourages better adjustment among students. Everybody gets privilege to express himself before others in a friendly atmosphere. Then all start thinking on the problems and searching for the solution of the problems. This type of co-operative atmosphere and adjustment helps students to develop their personality and its traits as a whole.

8. **Time saving:**

The group guidance services saves great deal of time addressing multiple individuals/ students at once . on the other hand, much time and attention is needed in case of individual guidance service. But group guidance services convey information to a larger audience in a single session rather than repeating the same message multiple times.

9. **Skill Development :** Group settings provide opportunities to develop interpersonal and communication skills while interacting and collaborating with one another. Moreover the individual get trained socially and emotionally gaining diverse insights and perspectives enhancing critical thinking and creativity. A sense of team spirit, empathy and self-awareness is gained. These services are designed to progressively build and reinforce skills over time. Such services often follow structured patterns tailored to specific behavioural skills such as leadership,communication and technical skills.

10. **Diverse Perspectives:** Exposure to diverse viewpoints within a group can broaden participants' understanding and help them develop more balanced and informed perspectives .It gives more inclusive and enriching experience to all the participants. Therefore helping them to understand different contexts and experiences.

In conclusion , group guidance plays a crucial role in promoting personal growth, educational success, and overall well-being by leveraging the collective power of group dynamics.

8.8 PROBLEMS IN ORGANIZING GROUP GUIDANCE ACTIVITIES

Organizing group guidance activities sometimes seems challenging due to numerous factors. Some are as follows:

- **Dynamism in group setting:**

Managing heterogeneity and ensuring everyone is engaged and participative can be a challenge. Dominant members may sometimes overshadow their roles over quieter ones leading to imbalanced participation. Catering diverse group and to ensure the activities remains relevant and beneficial to everyone can be cumbersome.

- **Logistics and scheduling seems complex and time-consuming:**

Scheduling a time that works for all the individuals, finding a suitable place, arranging necessary materials can be difficult and tiring.

- **Confidentiality, trust and cultural sensitivity:**

rapport building and provision of safe place for participants to share and discuss their concerns requires trust and confidentiality. Moreover, one should be aware of and sensitive to cultural differences within the group is crucial so as to ensure inclusiveness and avoid misunderstandings.

- **Rigidity on the part of administration and resource limitations:**

Mostly in Indian classrooms in general and timetable in particular, we do not have a period for guidance services, whenever the teacher or counsellor asks for slot in the timetable for conducting these guidance activities, he/she may get a discouraging reply of having no time slot for the same. Then the counsellor is left with no other choice than to taking the substitute/arrangement period for conducting much needed guidance activities. Moreover, such activities are also considered as additional burden and there may be constraints on budget, time, and personnel. However, ensuring high quality guidance requires careful planning and creativity.

For instance, the problem of time slot can be tackled by taking work experience / Art and craft classes, SUPW classes etc.

Further, co-curricular activity classes can be taken on rotation basis every week. Career quizzes can be arranged with no difficulty if the entire plan has been discussed with management. As far as the inadequacy of funds is concerned, the management needs to be convinced about the minimum requirement.

8.9 LIMITATIONS OF GROUP ACTIVITIES

Deep understanding of limitations will surely help practitioners to design and implement effective group guidance programs successfully. Some common limitations are as follows:

- Unique issues and needs may be overlooked: Sometimes an individual may require personalized guidance which may not be possible in group setting and it is difficult to address the unique needs and issues of each participant.
- Discomfort with group settings: Occasionally, individuals may be anxious or uncomfortable in group setting hindering their ability to participate actively and hence devoid of its benefits
- Privacy concerns: Lack of openness and honesty may arise due to introversion of some participants. They might feel uncomfortable sharing their issues in front of others.
- Supremacy of some individuals: Some group members may dominate discussion restricting the participation of quieter ones
- Group Dynamics challenges: This may be another impediment in achieving effectiveness of group guidance. Conflicts, confusions, overthinking, sensitivity issues and other negative issues may arise lessening the impact of group guidance.

Despite the limitations, group activities save time and efforts. It helps in making the individual counselling easy. It is complementary to individual counselling.

All the limitations of group guidance activities can be addressed to ensure its effectiveness and inclusivity by strategic planning, defining achievable goals and execution of varied activities in align with set objectives.

8.10 LET US SUM UP

Guidance can be imparted individually as well as in groups. Group guidance includes those activities of guidance which are carried out in a group situation.

Some of the activities of group guidance are group discussions, orientation, career

conferences, career talks, class talks, plant tours, career fair etc.. It also includes many informal types of play groups like socio drama, psycho drama and role play.

There are various supplementary things which act as aid to guidance in group situations. These include reading material like books, magazines, newspapers, pamphlets, prospectus, brochures, etc. Various audio visual aids are also used to provide assistance in group guidance activities. Bulletin board display and career query boxes provide immense help in carrying out the group guidance activities. Charts and posters could be used for similar purpose.

Group guidance activities cannot be taken as a substitute for individual counselling. Rather both work as complementary to each other.

Certain problems are faced by counsellors while organizing group guidance activities like lack of co-operation on the part of the administration. These can be overcome if the activities are carefully planned and made to see the utility of these activities in improving the school situation.

8.11 UNIT END EXERCISES

- 1) Highlight any five group guidance activities that are carried out in school.
- 2) Develop a blue-print for the orientation of students at senior secondary level for your school.
- 3) Mention major key highlights for the organizing career guidance program for secondary students, ie. IX and X.
- 4) Visit any nearby area and collect the information about the opportunities available to organize group guidance activity. Discuss how you would organize such activity
- 5) Find out if career-fairs are held in your city. Name the organizations participating in them?
- 6) State the use of various supplementary aids / audio-visual aids in guidance services. Explain any four.
- 7) Write a note on the limitations of group guidance activities and suggest ways to

overcome these limitations.

- 8) Elaborate various problems in organizing group guidance programs at schools.
- 9) Discuss the role of administration in organizing such activities.

8.12 CHECK YOUR PROGRESS

Q: Discuss the meaning and characteristics of group guidance.

8.13 SUGGESTED READINGS

1. "Educational and Vocational Guidance and Counselling" by J.C. Aggarwal"
2. "Guidance and Counselling" by Ram Nath Sharma and Rachana Sharma
3. "Guidance and Counselling: A Manual" by S. Narayan Rao
4. "Counseling: A Comprehensive Profession" by R.S. Shertzer and S.L. Stone
5. "Psychological Guidance and Counselling" by Bhatnagar and Gupta
6. "Guidance and Counseling for Children and Adolescents in Schools" by Namita Ranganathan and Priya Kirpalani.
7. "Guidance and career counseling" by Yogesh Kumar Singh
8. "Educational and Vocational Guidance in Secondary Schools" by S.K Kochar

**PRINCIPLES OF MENTAL HYGIENE AND THEIR IMPLICATIONS OF
EFFECTIVE ADJUSTMENT; MENTAL HEALTH AND DEVELOPMENT OF
INTEGRATED PERSONALITY**

Lesson : 9

Unit - III

STRUCTURE

- 9.1 Introduction**
- 9.2 Objectives**
- 9.3 Meaning of Mental Health and Hygiene.**
 - 9.3.1 Popular Definitions of Mental Health and Hygiene.**
 - 9.3.2 Characteristics of Mental Health and Hygiene.**
 - 9.3.3 Importance of Mental Health and Hygiene**
- 9.4 Principles of Mental Health and Hygiene and their implications in effective adjustment.**
- 9.5 Development of integrated personality.**
- 9.6 Let us sum up**
- 9.7 Unit End Exercise**
- 9.8 Check your Progress**
- 9.9 Suggested Readings**

9.1 INTRODUCTION

Mental health is a broad concept and important component of health concerned with an optimum level of emotional and behavioural adjustment of the individual whereas the term mental hygiene refers to keeping oneself and one's living and working areas neat and clean so as to prevent illness and disease. Mental health encompasses our psychological, emotional and social well-being. It directly influences the way we think, feel, act, and react to varied stimuli. It also has its implications in determining how we handle stress, related to

others, make appropriate and healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood whereas the term “mental hygiene” refers to daily activities that support and helpful in maintaining mental health.

Dear Students , This unit primarily focusses upon the concept of Mental health and hygiene ,the their characterstics and the govering principles along with their implications on health in general and overall life styles in particular.

9.2 OBJECTIVES

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

- Conceptualize mental health and hygiene.
- Highlight governing principles of mental health and hygiene.
- Identify the characterstic of mental health and hygiene.
- Elaborate the implications of above principles in effective adjustment
- Analyse the crucial role of mental health and hygiene in the development of integrated personality
- Describe the importance of mental health and hygiene.

9.3 MEANING OF MENTAL HEALTH AND HYGIENE

Mental health and hygiene refers to the practices and strategies aiming at maintaining and improving overall well being. Mental health is a broad concept and important component of health concerned with an optimum level of emotional and behavioural adjustment of the individual whereas the term mental hygiene refers to keeping oneself and one’s living and working areas neat and clean so as to prevent illness and disease. Mental health encompasses our psychological, emotional and social well-being. It directly influences the way we think, feel, act, and react to varied stimuli. It also has its implications in determining how we handle stress, related to others, make appropriate and healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood whereas the term “mental hygiene” refers to daily activities that support and helpful in maintaining mental health

9.3.1 Popular Definitions of Mental Health and Hygiene: Some of the popular definitions are as follows:

Mental Health:

According to Karl Menninger(1947): “An adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness”

According to World Health Organization (WHO) mental health as a “state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.

According to Mental health cambridge,”the condition of someone’s mind and whether or not they are suffering from any mental illness”

According to wikipedia, “Mental health encompasses emotional, psychological, and social well-being, influencing cognition, perception, and behavior”.

According to APA(American psychological association) ,”Mental health is a state of mind characterized by emotional well-being, good behavioral adjustment, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life”.

Therefore, Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.(www.google.com)

Mental Hygiene:

Mental hygiene refers to practices and strategies aimed at maintaining and improving mental health. Various authors and sources define mental hygiene differently, reflecting their perspectives and expertise in the field. Here are some popular definitions by eminent experts of the field :

According to William A. White- a prominent psychiatrist in the early 20th century, defined mental hygiene, “as the art of developing, maintaining, and improving mental health by promoting conditions that enhance the psychological well-being of individuals and

communities”.

According to Clifford Beers- a mental health advocate and founder of the mental hygiene movement in the United States, described mental hygiene “as the science and practice of maintaining mental health and preventing mental illness through education, early treatment, and community support”.

According to Karl Menninger- a leading figure in American psychiatry, defined mental hygiene “as the activities and measures aimed at preventing mental disorders and promoting mental health, including early diagnosis, prompt treatment, and community-based preventive measures”.

According to World Health Organization (WHO) defined mental hygiene in a broader context, emphasizing the importance of mental health promotion, prevention of mental disorders, treatment, and rehabilitation. Mental hygiene involves strategies and policies aimed at creating supportive environments and strengthening individuals’ ability to manage stress and improve mental health”.

The above definitions highlighted its focus on prevention, treatment, education, and community support as key components of maintaining and improving mental health and hygiene. Both are dynamic and ongoing processes requiring regular attention and proactive efforts to maintain and enhance mental well being.

9.3.2 Characteristics of Mental Health and Hygiene:

Mental health and hygiene involve numerous practices and attributes that will ultimately promote psychological well-being and prevent mental illness. Some key characteristics are:

Characteristics of Mental Health

- i. Ability to manage emotions effectively, maintaining a stable mood and positive outlook even in challenging situations.
- ii. Capacity to bounce back from adversity, trauma, or significant stress.
- iii. Understanding one’s own emotions, strengths, weaknesses, and motivations.

- iv. Maintaining fulfilling and supportive relationships with others.
- v. Effectively managing stress through coping strategies and problem-solving.
- vi. Having a healthy level of self-respect and confidence.
- vii. Having a balanced perspective on life, recognizing both positive and negative aspects.
- viii. Ability to make independent decisions and take responsibility for one's actions.
- ix. Having meaningful goals and a sense of purpose that motivates and guides behavior.
- x. Ability to adjust to change and new situations.

Characteristics of Mental Hygiene

- i. Engaging in regular physical activity, which has been shown to reduce symptoms of anxiety and depression.
- ii. Eating a nutritious diet to support brain health and overall well-being.
- iii. Ensuring sufficient and quality sleep to maintain mental and physical health.
- iv. Practicing relaxation methods like meditation, deep breathing, and mindfulness to reduce stress.
- v. Organizing and managing time effectively to avoid overload and stress.
- vi. Maintaining social connections and participating in community or social activities.
- vii. Steering clear of drugs and excessive alcohol consumption that can negatively impact mental health.
- \viii. Consulting mental health professionals when experiencing mental health issues or crises.
- ix. Fostering an optimistic and positive mindset.
- x. Engaging in activities that provide joy and relaxation.

9.3.3 Importance of Mental Health and Hygiene: Prioritizing mental health and

hygiene is very essential for a balanced, healthy and successful life. Thus, its significance can be summed up as:

- i. Ensure improved quality of Life : Good mental health and hygiene contribute to overall happiness and life satisfaction.
- ii. Enhance productivity : Individuals with sound mental health are more productive and effective in their personal and professional lives.
- iii. Better Physical Health : Mental well-being is closely linked to physical health; good mental hygiene can prevent physical health problems.
- iv. Social Harmony : Good mental health promotes better relationships and social cohesion.
- v. Crisis Prevention : Effective mental hygiene practices can prevent mental health crises and reduce the risk of mental illness.

9.4 PRINCIPLES OF MENTAL HEALTH AND HYGIENE AND THEIR IMPLICATIONS IN EFFECTIVE ADJUSTMENT :

The principles of mental hygiene have significant implications for personal adjustment, which refers to how well individuals adapt to various situations and aspects of their lives, such as their environment, relationships, and internal experiences. These principles are instrumental to their psychological well-being and preventing mental illness. Some of the key principles and their implications for better adjustment are discussed below:

1. Principle of Self-Awareness: Rightly quoted by WHO, mental health is a state of well-being in which the individual realizes his or her own abilities, emotions, strengths and weaknesses.

Implication : Enhances self-regulation and emotional intelligence, helping individuals respond adaptively to different situations and stressors leading to more effective problem-solving and decision-making.
2. Principle of Balanced Lifestyle : Supports sustained energy levels and emotional stability and ensure healthy balance between work, personal life and leisure time

activities aiding in coping with daily challenges.

- Implication: Promotes physical health and reduces stress, providing a stable foundation for mental health.

3. Principle of Healthy Relationships: Focuses on improving communication skills and conflict resolution, fostering stronger social connections and reducing feelings of isolation

- Implication: Helpful in regulating emotions and provides emotional support and a sense of belonging, which are crucial for resilience.

4. Principle of Stress Management: Helpful in enhancing ability to handle pressure and recover from setbacks, leading to more adaptive mechanisms

- Implication: Hence, reduces physiological and psychological impact of stress, preventing burnout and mental health issues.

5. Principle of Positive Thinking: this principle helps in reframing negative experiences, fostering a more hopeful outlook. Moreover, reduces the impact of adversity

- Implication: Therefore, builds optimism and resilience, encouraging a proactive approach to varied life challenges.

6. Principle of Continuous Learning and growth : This principle promotes lifelong growth and the ability to navigate changes and new environments more effectively and efficiently.

-Implication : Keeps the mind engaged in activities that promote personal and professional growth and enhances cognitive function along with adaptability.

7. Principle of Purpose and Goals : Planned focus and persistence in pursuing set goals and objectives, making it easier to navigate life's challenges and transitions.

-Implication : Provides direction, motivation, channelization in contributing to a sense of achievement and fulfillment of predetermined goals.

8. Principle of Environmental and community Factors : Facilitates a sense of security

and comfort, making it easier to focus on personal growth and adaptation along with community involvement.

- Implication: Creates a supportive physical setting that will ensure relaxation, reduces stress and hence contributing to the well being of others too.

Emalgamation of all these principles can enhance individuals capacity to adjust to various life circumstances, maintain mental and emotional balance and achieve a higher level of overall well-being and adjustment.

9.5 DEVELOPMENT OF AN INTEGRATED PERSONALITY:

As a result of integration of all the above cited principles ,the outcome is the development of an integrated personality. An integrated personality refers to the harmonious functioning of various aspects of an individual's psyche, leading to a well-balanced and cohesive sense of self. The development of an integrated personality is quite evident if the following points are considered before:

Role of Mental Health and Hygiene in the development of an Integrated Personality : Some of the major roles of mental health and hygiene are enunciated as:

- Psychological Well-being: Good mental health provides a foundation for developing self-awareness, self-consistency and self-acceptance. Individuals with stable mental health can better reflect on their thoughts and feelings, leading to a more cohesive sense of self.
- Emotional Stability : Mental health enables emotional regulation, allowing individuals to handle stress, frustration, and other emotions constructively. one comes to know when and where professional help is required.
- Social Functioning : Mental health impacts the ability to form and sustain healthy relationship with family, friends and community. Positive social interactions contribute to self-esteem and a sense of belonging , hence instrumental for an integrated personality.
- Coping Mechanisms : Effective coping strategies foster resilience and adaptability, helping individuals navigate life's challenges without the distortion of their sense of self.
- Identity Formation : Mental health and hygiene supports the process of identity

formation, crucial during adolescence but continuing throughout life. A clear and stable identity is a cornerstone of an integrated personality.

- **Healthy Relationships :** Building and maintaining positive and supportive relationships with one another. Moreover, helpful in expressing needs and emotions clearly and listening to others also.

- **Purpose and Goals :** Having clear, meaningful goals and a sense of purpose in life is another benchmark towards the development of integrated personality.

To sum up, it is imperative to state that mindfulness, self-reflection, therapy, and other personal development practices along with strong support system including family, friends and mental health professional can enhance mental health and contribute to a more integrated personality. A collaborative approach can contribute significantly towards the achievement of an integrated whole.

9.6 LET US SUM UP

Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. The principles of mental hygiene have significant implications for personal adjustment, which refers to how well individuals adapt to various situations and aspects of their lives, such as their environment, relationships, and internal experiences. These principles are instrumental to their psychological well-being and preventing mental illness.

Mindfulness, self-reflection, therapy, and other personal development practices along with strong support system including family, friends and mental health professional can enhance mental health and contribute to a more integrated personality. A collaborative approach can contribute significantly towards the achievement of an integrated whole.

9.7 UNIT END EXERCISES

- 1) Define mental health and hygiene ?
- 2) Highlight important characteristics of Mental Health and Hygiene.
- 3) Describe the importance of Mental Health and Hygiene

- 4) Elaborate various principles of Mental Health and Hygiene and their implications in effective adjustment.
- 5) Throw light on the role of mental health and hygiene on the development of integrated personality.

9.8 CHECK YOUR PROGRESS

Q: Describe the importance of Mental Health and Hygiene.

9.9 SUGGESTED READING

1. Dr. Dalbir Singh "Principles of Mental Hygiene and their Implications for Effective Adjustment"
2. Dr. A. K. Nayak "Mental Health and Development of Integrated Personality"
3. Dr. N. D. Kapoor "Mental Health and Hygiene"
4. Dr. A. Anand and Dr. R. Ahuja "Mental Health: Issues and Challenges in India".
5. Dr. S. K. Mangal "Essentials of Educational Psychology"
6. Dr. Jitendra Mohan and Dr. Sandeep Kumar - "Mental Health and Positive Psychological Capital"

**COUNSELING PROCESS : CONCEPT, PRINCIPLES AND
COUNSELING APPROACHES - DIRECTIVE, NON-DIRECTIVE AND
ECLECTIC**

Lesson : 10

Unit - IV

STRUCTURE

10.1 Introduction

10.2 Objectives

10.3 Counselling Process: Concept Stages and Principles

10.3.1 Stages of Counselling Process

10.3.2 Principles of Counselling Process

10.4 Counselling Approaches

10.4.1 Directive Approach

10.4.2 Non-directive Approach

10.4.3 Eclectic Approach

10.5 Let us Sum Up

10.6 Check your Progress

10.7 Unit End Exercise

10.8 Suggested Readings

10.1 INTRODUCTION

Counselling may be described as a method of relating and responding to others with the aim of providing them with opportunities to explore, to clarify and to work towards living in a more personally satisfying and respectful way. Counselling helps in throwing light on undiscovered paths.

Now-a-days, education has become broadly diversified with high carrier opportunities. If you choose the right path that will lead you to self satisfaction and happiness. Counselling acts as a platform for all of us, where everyone can discuss

their thoughts about what they want to pursue and problems in choosing the right career, course and college etc. Counselling may be applied to individuals, Couples, Families or groups and may be used in widely different contexts and settings. It is the process by which a skilled person aids another person. It must be noted that counselling is not a one time event or meeting. It is carried over a period of time and it process through various stages. Each stages is distinctively different and the counsellor have to follow a sequence of steps in each stage. Further the counsellor is required to use specific skills in each stage and for ensuring effective and ethical practice the counsellor need to follow principles of counselling process. Therefore, an attempt has been made to briefly explain the counselling process, steps and principles of counselling process.

10.2 OBJECTIVES

After going through this person, you shall be able to

1. Explain the concept of counselling process.
2. Discuss the steps of counselling process.
3. Explain the various principles of counselling process.
4. What is the importance of understanding Counselling process?
5. Describe different approaches to counselling.

10.3 CONCEPT OF COUNSELLING PROCESS

The Counselling process refers to a structured series of sessions between a counsellor and a client aimed at addressing and resolving personal emotional, or psychological issues. It is a co-operative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing. Together they develop ways to deal with and overcome these problems so that persons has new skills and increased understanding of themselves and others.

Counselling process - is a continuous, cyclical model in which the counsellor and client collaboratively set goals, formulate actions plans and assess progress toward the goal(s).

- Throughout the process new information is integrated, the counsellor – client relationship is developed, and progress towards counselling goals is re-assessed.

Hackney and Cormier (2005) propose a five-stage model for defining the counseling process through which both counselor and client move.

10.3.1 Stages of Counselling Process

Stage one: (Initial disclosure) Relationship building

The counseling process begins with relationship building. This stage focuses on the counselor engaging with the client to explore the issues that directly affect them.

The vital first interview can set the scene for what is to come, with the client reading the counselor's verbal and nonverbal signals to draw inferences about the counselor and the process. The counselor focuses on using good listening skills and building a positive relationship.

When successful, it ensures a strong foundation for future dialogue and the continuing counseling process.

Stage two: (In-depth exploration) Problem assessment

While the counselor and client continue to build a beneficial, collaborative relationship, another process is underway: *problem assessment*.

The counselor carefully listens and draws out information regarding the client's situation (life, work, home, education, etc.) and the reason they have engaged in counseling.

Information crucial to subsequent stages of counseling includes identifying triggers, timing, environmental factors, stress levels, and other contributing factors.

Stage three: (Commitment to action) Goal setting

Effective counseling relies on setting appropriate and realistic goals, building on the previous stages. The goals must be identified and developed collaboratively, with the client committing to a set of steps leading to a particular outcome.

Stage four: Counseling intervention

This stage varies depending on the counselor and the theories they are familiar with, as well as the situation the client faces.

For example, a *behavioral approach* may suggest engaging in activities designed to help the client alter their behavior. In comparison, a *person-centered approach* seeks to engage the client's self-actualizing tendency.

Stage five: Evaluation, termination, or referral

Termination may not seem like a stage, but the art of ending the counseling is critical.

Drawing counseling to a close must be planned well in advance to ensure a positive conclusion is reached while avoiding anger, sadness, or anxiety (Fragkiadaki & Strauss, 2012).

Part of the process is to reach an early agreement on how the therapy will end and what success looks like. This may lead to a referral if required.

While there are clear stages to the typical counseling process, other than termination, each may be ongoing. For example, while setting goals, new information or understanding may surface that requires additional assessment of the problem.

10.3.2 Principles of the counselling process

- 1. Principles of acceptance** – The principle of acceptance revolves around creating a non-judgmental and supportive environment where clients feel understood and respected for who they are. It involves acknowledging and validating their thoughts, feelings, and experiences without imposing any personal biases or values. This principle is fundamental for building trust and rapport, which are essential for effective counselling.
- 2. Confidentiality:** Confidentiality is a cornerstone of counseling. Counselors are bound to protect the client's privacy and maintain the confidentiality of information shared during sessions, except in situations where there is a legal obligation to report harm or abuse.
- 3. Autonomy:-** Clients are regarded as the experts of their own lives. Counselors support clients in making their own decisions and choices, respecting their autonomy and self-determination.
- 4. Respect and Empathy:** Counsellors show unconditional positive regard and

respect for their clients. They demonstrate empathy, seeking to understand the client's perspective without judgment. This creates a safe and non-threatening environment for clients to explore their thoughts and feelings openly..

5. **Intellectual Competence** - The Counsellor's skills are built upon a thorough knowledge of human behavior, perceptive mind, and ability to integrate present events with training and experiences. An ability to there in an orderly, logical manner is essential if he is to assist the Client. in setting alogatives, placing events in perspective, considering - objectives and assessing outcomes.
6. **Genuineness** - The Counsellor must, above all , be honest and sincere in his attitudes. In, all their interactions with their Clients, from the first interview to termination, counsellor must be genuine, Genuine means that their verbal and non-verbal Cues (including body language) demonstrate their honest investment in their clients and their clients outcome.
7. **Informed Consent**: Clients have the right to be fully informed about the counseling process, its goals, potential risks, and any other relevant information before starting therapy. Informed consent ensures clients can make well-informed decisions about their participation in counselling.
8. **Ethical Practice**: Counsellors adhere to professional ethical codes and guidelines, which promote integrity, competence, and responsible conduct in their interactions with clients
9. **Empowerment**: Counselling aims to empower clients by helping them build self awareness, develop coping skills, and make positive changes in their lives. The counsellor's role is to facilitate growth and personal development.
10. **Continuous Learning and Self-Awareness**: Counsellors engage in ongoing professional development and self-awareness to enhance their skills and effectiveness. They regularly reflect on their own biases and assumptions to provide the best possible support to their clients.

These steps and principles help start the counselling process and guide counsellors in providing effective and ethical support to their client.

10.4 APPROACHES TO COUNSELLING

The emphasis is given during the process of Counselling by the Counsellor determines the approach. There are three approaches to counselling namely:-

1. Directive or Prescriptive or Counsellor-centred counselling,
2. Non-directive or Permissive or Client-centred counselling.
3. Eclectic counselling.

10.4.1. Directive or prescriptive or counsellor-centred counselling

E.G. Williamson is the chief exponent of this viewpoint. Such type of counselling involves six essential steps :

- (i) **Analysis:** Collecting from a variety of sources the data needed for an adequate understanding of the student.
- (i) **Synthesis:** Summarising and organising the data so that they reveal the students' assets, liabilities, adjustments and maladjustments.
- (iii) **Diagnosis:** Formulating conclusions regarding the nature and the cause of the problems exhibited by the student.
- (iv) **Prognosis:** Predicting the future development of the students' problems.
- (v) **Counselling:** The counsellor's taking steps with the student to bring about adjustment and readjustment for the student.
- (vi) **Follow-up:** Helping the student with new problems or with recurrence of the original problem and determining the effectiveness of the counselling provided to him.

Here the counsellor plays the major role; he does all that he can to get the counsellee to make a decision in keeping with his diagnosis. He tries to direct the thinking of the counsellee by informing, explaining, interpreting and advising.

A considerable use of interpretations and direction by the counsellor has led to this type of counselling being described as directive or counsellor-centred or active approach technique.

10.4.2. Non-Directive or Permissive or Client-Centred Counselling.

In this type of counselling, we make use of few or no diagnostic instruments, except in typical situations when the individual is handicapped due to certain limitations. In this type of counselling, it is the client - the counsellee — who is the pivot. Carl R. Rogers is the chief exponent of this viewpoint. The client takes an active part in the process of therapy.

He gains insight into his problem with the help of the counsellor. It is he who takes decisions as to the action to be taken. The counsellor's role is passive. This type of counselling is a growth experience. The goal is the independence and integration of the client rather than the solution of a particular problem. The principal function of the counsellor is not to cultivate self-understanding in the client but instead, to create an atmosphere in which the client can work out his own understanding.

The emotional elements or the feeling aspects are stressed rather than the intellectual aspects and the counselling leads to a voluntary choice of action.

10.4.3. Eclectic Counselling

Eclectic counselling. Bordin believed that Rogers and Williamson are towards opposite ends of the pole and the counselling methods may be evaluated along a continuum from non-directive to directive.

When a counsellor deliberately tries to incorporate in his practice both directive and non-directive techniques, the result is eclecticism.

F.C. Thorne, who is the exponent of this view, finds that it is possible for a counsellor to alternate between directive and non-directive methods even in the same interview without disrupting the non-directive permissive relationship with the client.

Here, the counsellor first studies the personality and needs of the individual. He then selects the technique that would be most helpful for the individual. He can start with the directive one but when the situation demands, the counsellor may switch over to the non-directive and vice-versa. The attempt is made to adjust the techniques to the requirements of the situation and the individual. Even techniques like reassurance, merely giving information, case history, testing, etc. can be used to achieve the purpose. The

counsellor must be competent and proficient in the use of all available methods. The validity of the results is determined by the skill with which any method is used with reference to ethologic diagnosis and the indications of each individual case. The critical factor is not what method is used but rather the skill with which it is used.

The Process of Eclectic Counselling

1. Counselling may be preceded by an intake interview.
2. During the opening phase of counselling, the counsellor tries to establish rapport and may have to do structuring so that the client understands what to expect of counselling.
3. Often a tentative diagnosis is made which may include the collection of a case history and a plan for counselling is formulated.
4. To enhance the client's self-understanding, information, about him and his background may be gathered from various sources. The client needs to be helped to assimilate this information.
5. Educational, occupational and social information, if needed by the client, may be supplied to him.
6. The client achieves emotional release and insights.

10.5 LET US SUM UP

In conclusion, the counselling process is a structured and client centred approach that plays a crucial role in promoting positive attitude and personal growth for successful outcomes by empowering clients, fostering growth resilience, and promoting change in their lives. Counselling process is about ensuring that the client feel supported and prepared to continue their personal growth independently. It involves a thorough review of progress, consolidation of gains, future planning, and addressing any emotions related to the end of the counselling relationship. This careful and thoughtful conclusions help maximise the benefits of counselling and supports the client ongoing well beings. Ultimately, the counselling process aims to empower individuals ,helping them achieve a sense of well-being, resilience, and self-efficacy, thus leading to a more fulfilling and balance life.

10.6 CHECK YOUR PROGRESS

1. Explain the concept of Counselling process.

2. What are the advantages of Directive approach to counselling?.

10.7 UNIT END EXERCISE

1. Elaborate the concept of Counselling process.
2. Discuss the Important features of Directives and Non-directive Counselling. How do these types of counselling differ.
3. Mention the important characteristics of eclectic counselling..

10.8 SUGGESTED READINGS

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6. Arbuckle, Dugald S., "The Self of the Counsellor," Personnel and Guidance Journal, Vol. 44 No. 8 (April 1966), 807-12.

**GROUP COUNSELING VS INDIVIDUAL COUNSELING,
COUSELING FOR ADJUSTMENT CHARACTERISTICS OF GOOD
COUNSELING, THE COUPPNSELOR AS A PERSON.**

Lesson : 11

Unit - IV

STRUCTURE

11.1 Introduction

11.2 Objectives

11.3 Group Counseling

11.3.1 Advantages of group counseling

11.3.2 Disadvantages of Group Counseling

11.4 Individual counseling

11.4.1 Advantages of Individual counseling

11.4.2 Disadvantages of Individual Counseling

11.5 Counseling for Adjustment

11.6 Characteristics of Good Counselling, The Counsellor as a Person

11.7 Let us Sum up

11.8 Check your Progress

11.9 Unit End Exercise

11.10 Suggested Readings

11.1 INTRODUCTION

Counselling plays an important role in the development and enhancement of an individual's overall personality by addressing various aspects of their emotional psychological and social well-being. It offers a confidential environment where the individuals can share and reflect on their thoughts, feelings and behaviors without fear of judgment. Mostly counselling

in defined as a helping process involving two people, the Counsellor and the counselee/client. This type of counselling is called individual counselling. However, counselling as service has evolved over the years and practitioners have found group counselling as an important option in certain situations. In this unit we will discuss the concept of group counselling, individual counselling, counselling for adjustment and characteristics of counselling , the counsellor as a person.

11.2 OBJECTIVES

After going through this lesson, you shall be able to:-

1. Explain the Concept of Group Counselling and individual counselling.
2. Provide individual and group counselling in appropriate situations.
3. Explain the characteristics of effective counselling.
4. Discuss the role of Counsellor in counselling

11.3 GROUP COUNSELING

Group counseling is a relatively new way of working to help people, sometimes successful even with these students who have not responded well to individual counseling. It is a particular useful way of helping adolescents for whom peer group values are important. In group counseling a number of individuals work together with a professional counseling to learn to resolve personal and interpersonal concerns, and the interaction taking place in a counseling group offers the students a means of gaining insight and understanding into his own problems through listening to other students discussing their difficulties. It is a process in which free communication among members is encouraged and maintained, leading to express. Their views without any fear and evaluation of each others point of view. It is a means to helping to resolve their problems by enjoying the social process of group dynamics and social facilitation. The counseling group helps the individual student to change, and encourages both his desire and his ability to help others through his relationship in an accepting and meaningful social situation.

11.3.1 Advantages of group counseling

1. It is economical in many ways, in group counseling a large number of individuals

are helped at same time by a counselor. This saves time and money.

2. It provides an opportunity to be open, honest and frank or a situation in which it is safe to express ideas and solution to problems and where frank evaluations of efforts to change can be obtained.
3. Group counseling can offer a unique environment in which to learn about and experience both self and others. We live in groups for much of our lives and working together with others in a group can provide valuable insights into characteristics patterns of thinking and relating in a group setting.
4. The group experience gives individual an opportunity to explore their issues in more depth in a setting where more closely resembles work, study social and family grouping.

11.3.2 Disadvantages of Group Counseling

1. Group counseling, while beneficial for many, also presents several disadvantages. One major drawback is the potential for diminished individual attention. In a group setting, the counseling focus is decided among all participants, which can lead to less personalized guidance and support for each individual. Some may feel uncomfortable sharing personal issues in front of others or worry about confidentiality strong personalities can dominate making quieter members less likely to speak up. Similarly very personal and private problems cannot be discussed in the group situation. Apart from these the counseling has less control over the situation in group counseling. As a result the counseling may sometimes find himself seriously impeded in establishing good working relationship with members. These factors can make group counseling less effective for some individuals.
2. **Lack of individual attention:** Group counselling focuses on the needs of the group as a whole, which can sometimes mean that individual concerns and issue may not receive as much attention as they would in individual counselling.
3. **Confidentiality concerns:** Risk of breach of confidentiality as multiple people are involved.
4. **Dominant personalities:** Certain group members may dominate discussions,

limiting the opportunities for quieter or more reserved participants to share their thoughts and feelings.

5. **Comparison and competition:** Participants may compare themselves to there in the group, leading to feelings of competition or in adequacy.
6. **Group pressure:** Peer pressure within the group can lead to conformity rather than genuine personal growth.

11.4 INDIVIDUAL COUNSELING

Individual counselling is a personal opportunity to receive support and experience growth during challenging times in life. Individual counselling is a personalized process in which the Client and the Counsellor are in a one- to -one, face to face relationship working towards exploring and focusing on the various needs of the client. Throughout individual counselling clients explore their feeling, beliefs and behaviours to understand themselves better and identify those aspects of their lives that would like to change. Individual counselling can help one deal with many personal problems in life such as:-

- Anger
- Depression
- Anxiety
- Substance abuse
- Marriage and relationship challenges
- School difficulties
- Career changes

People may also seek counselling for improving interpersonal skills, career prospectus, etc. Individual counselling is a counselling focused on the individuals immediate or near future concerns .Individual counselling is a face- to- face counselling between a client and a counsellor in a safe ,caring, and confidential environment. The client expresses whatever comes in mind .The counsellor here knows how to take out more of information from the client by making him comfortable enough to express his thoughts.

Individual counselling involves a client to talk about their problems, feelings and thoughts, that are troubling them. For e.g if a person is getting wrong thoughts about himself that his of no use and he has no meaning in life or feeling of low self-esteem, then in that case counsellor helps them to come out of that negative patterns of thoughts.

The goal of individual counselling is to resolve such emotional difficulties and to make one a healthier self and to be less conflicted internally. It makes them reflect on their inner self to know who they are and what they actually want to achieve in life .It helps them to have clear vision of their own self.

Individual counselling provides a structured and supportive environment for personal growth and mental health improvement. Through a trusting relationship with a Counsellor, clients can explore their thoughts and feelings, set and achieve personal goals. Individual counselling offers personalized attention, fostering self awareness and empowered clients to handle future and enhancing their overall well-beings.

11.4.1. Advantages of Individual Counseling

1. **Ensure confidentiality :** Confidentiality is an essential element of individual counseling. Counselors are not supposed to reveal any information shared by their clients with others. Unlike group counseling, individual counseling assures confidentiality, i.e. any information shared by the client remains between the client and the counselor only.
2. **Personalized Attention:** Each session is customized to address the clients unique concerns, challenges, and goals. The counselor works solely with the clients and put all their focus and energy into tailoring the inventions and techniques that would be suitable for the individuals.
3. **Allows Flexibility :** Since individual counseling is a one-to-one session, the clients do not need to adjust their time for others. They can arrange a time for the therapy sessions that is most convenient for them.
4. **Self-awareness:** Through individual counselling clients gain a deeper understanding of their emotions, thoughts, and behaviours. Counsellor help clients explore their underlying beliefs and patterns, leading to increased self-

awareness. This awareness is the first toward change, as it allows clients to identify areas of their lives that need improvement and understand the root causes of their difficulties

5. **Provides a Comfortable Environment :** Some clients hesitate to share their personal problems in groups. As such, the client might not open up fully during the counselling session and will withhold some information. With individual counselling, clients can express everything with comfort, so the counselling proceeds smoothly.
6. **Promotes a Healthy Relationship with the Counselor:** There is no doubt that a good therapeutic relationship between the client and Counsellor aids in a successful therapy intervention. This bond is strongest in individual counselling.
7. **Goals Achievement:** Counsellor and clients collaboratively identify the goals and develop action plans. Achieving these goals provides a sense of accomplishment and progress, reinforcing the clients motivations and commitment to continued personal growth and development.
8. **Empowerment:** Client often leave counselling with a greater sense of control over their ability to make decisions, solve problems, and to cope with the challenges. This empowerment is a result of increased self-awareness, improved coping skills, and the successful achievement of their goals. Feeling more empowered can lead to more pro-active and positives approach to life's challenges.

11.4.2. Disadvantages of Individual Counseling

1. **High risk of getting too Personal:** Since there is only the Counsellor and the client working together in individual counselling, there remains a risk that the client will develop an emotional attachment to the Counsellor and end up relying greatly on the Counsellor. This could be a potential problem while making decisions, and the Counsellor might discontinue counselling.
2. **Expensive:** Individual counselling can be expensive, especially if sessions are needed over an extended period. Costs can range widely depending on the

Counsellor's qualification, locations and the length and frequency of sessions.

3. **Unable to Provide a Sense of Belonging:** 1. Clients with mental health issues often suffer from loneliness. They struggle to share their feelings in fear of being judged, and they think that no one will understand them. Clients may find group mates with similar mental issues in a group setting and feel comfortable participating in the discussion. However, this is not possible in the case of individual counselling.
4. **Time Commitment:** Effective counselling often require regular, consistent sessions which can be challenging to fit into a busy schedule. Clients, may need to commit to weekly to by-weekly appointments which can be difficult to maintain.
5. **Clients are Deprived of Practical Wisdom:** Counsellors provide the guidance to deal with almost any issue. However, wisdom can help a client take the next step, which can only be provided by someone who has already "been there." Group therapy allows people to benefit from the wisdom of others who dealt with similar struggles instead of individual therapy.
6. **Clients lack Support from Fellow Mates:** As mentioned before, individual counselling is one-to-one counselling; there is no involvement of anyone else other than the client and counsellor. Thus clients lack the support of the group members that would have been possible in the group counselling.

11.5 COUNSELING FOR ADJUSTMENT

Adjustment Counselling aims to assist individuals in Coping with significant life changes, transitions, or stressors. . This type of counselling vital for maintaining mental and emotional well-being clearing challenging times. Through a Collaborative and empathetic approach, Counsellors Create a safe space for clients to explore their thoughts, emotions and Concerns

Key Aspects Of Adjustment

1. **Understanding Adjustment Issues:**

These Can include life transitions (e.g moving to a new city, starting a new job, retirement), changes in health Status (e.g diagnosis of a chronic illness, or significant personal losses (eg, divorce, bereavement).

Symptoms of Adjustment Difficulties Symptoms may include anxiety, depression, difficulty concentrating, social withdraws, and physical symptoms like headaches or fatigue.

2. Therapeutic Goals

- Enhancing Coping Skills:
- Teach Clients techniques for managing Stress, such as relaxation exercise, time management, and problems solving Strategies.

3 Approaches and Techniques

Various approaches and Techniques are employed, included Cognitive-Behavioral Therapy(CBT) to restructure negative thought patterns, Person- Centered Therapy to provide empathetic support, solution-Focused Brief Therapy (SFBT) to focus on strengths and future goals, and Mindfulness-Based Stress Reduction (MBSR) to reduce anxiety through present-moment awareness. Counsellors work collaboratively with clients to set achievable goals, implement strategies, and monitor progress. Special considerations, such as cultural sensitivity and individual differences, are crucial in tailoring the approach to each client's unique situation.

4. The Counselling Process

- The counselling process for adjustment typically involves several stages:

Assessment

- Initial Evaluation: Gather information about the client's background, current situation, and presenting issues.
- Identify Stressors: Determine specific stressors contributing to adjustment difficulties.
- Assessment Tools: Use questionnaires or scales to assess the severity of stress and emotional impact.

Goal Setting

- Collaborative Goals: Work with the client to set realistic and achievable goals.
- Prioritization: Identify which issues to address first based on their impact on the client's well-being.

Intervention

- Implement Strategies: Use appropriate therapeutic techniques to address the client's needs.
- Monitor Progress: Regularly review progress towards goals and adjust the plan as needed.
- Support and Encourage: Provide ongoing support and encouragement throughout the process.

Termination

- Review Progress: Evaluate the client's progress and achievement of goals.
- Plan for Future: Develop a plan for maintaining progress and managing future challenges.
- Closure: Provide a positive closure to the counselling relationship.

5. Special Considerations

- Cultural Sensitivity: Be aware of cultural factors that may influence the client's adjustment process.
- Individual Differences: Recognize that adjustment is a personal experience and varies widely among individuals.
- Ethical Considerations: Maintain confidentiality, obtain informed consent, and practice within the Counsellor's competence.

6. Effectiveness of Adjustment Counselling

- Research indicates that adjustment counselling can be highly effective in:
- Reducing symptoms of anxiety, depression, and stress.

- Enhancing coping skills and adaptive functioning.
- Improving overall well-being and life satisfaction.

11.6 CHARACTERISTICS OF GOOD COUNSELING, THE COUNSELOR AS A PERSON

1. Counseling is a person to person relationship and involves two individuals - one seeking help and the other, a professionally trained person who can help the first.
2. The objective is to help the counseling to discover and solve his personal problems independently.
3. The counselor in order to help and assist properly must establish a relationship of mutual Respect, Co-operation and friendliness between two Individuals,
4. It considers breadth rather than depth.
5. The main emphasis in the whole Counseling process is on the counselor's self direction and self- acceptance.
6. It should meet all the needs. It should be neither child- centred nor technique Centred, nos problem Centred and nor Counselor Centred alone.
7. The counselor discover the problems of the client and help him to set up goals and guide him through difficulties and problems.
8. Counselor must recognize and respect the diverse backgrounds of and Identities of their clients fast for fastering trust, openness and emotional safety in Counseling.
9. The Counselor must create a safe environment for clients to explore their thoughts & feelings.
10. Counseling is democratic. It sets up a democratic pattern and allows the counselor to do freely whatever he likes while with the Consultant & not under the Consultant.

The Counsellor personality is the most important aspect in Counselling. Effective Counselling requires an understanding of one self and a detailed awareness of the impact of oneself on others. A Counsellor as a person is someone who is kind,

understanding and genuinely cares about others. The role of the Counsellor as a person is pivotal in shaping the counselling process and outcome.

A Counsellor must possess the ability to Understand and share the feelings of their clients.

The Counsellor must demonstrate a professional attitude toward his work and be ethical in his every act. Unless the Client is Convinced that he can completely trust the Counsellor, he will be inhibited in talking and not participate fully in the relationship. Self-awareness in Counsellors is fundamental, as it helps them recognise their own biases and emotional responses, ensuring these do not interfere with their professional duties. The Counsellor must shows genuine Care and concern towards the client so that the client will not feel to hesitate to participate in the counselling session. Respectfulness is another Cornerstone, as it involves valuing the dignity beliefs, and autonomy, which encourage open and honest Communications.

Flexibility is essentials in addressing the needs of each client, adopting approaches and techniques to best support individual progress. Lastly, a commitment to Continuous learning ensures that Counsellors remain informed about the latest development in their field, enhancing their ability to provide high Quality, evidence - based care. All these qualities help them support Clients in their Journey towards healing & growth.

11.7 LET US SUM UP

Counselling helps in throwing light on undiscovered paths. Counselling is a helping relationship. Individual counselling is a personalised process in which the client and the Counsellor are in one to one, face to face relationship working towards exploring and focussing on the various needs of the clients. The relationship in individual counselling is characterised by mutual understanding trust and respect which means the clients feel secure, comfortable and safe to disclose and explore their thoughts. Group counselling can be of great advantage who are sensitive, shy or aggressive as it provides unique environment in which to learn about and experience both self and others working together with others can provide valuable insights into characters.

In conclusion, the choice between individual and group counselling depends largely on personal preferences and the nature of the issues being addressed. Individual counselling offers personalized attention and a focused exploration of one's inner world, while group counselling provides social support, shared experiences, and opportunities for interpersonal growth. Both modalities are effective in fostering emotional well-being and personal development, each offering unique benefits suited to different needs and goals. In both group and individual counselling, counsellors serve as guides, facilitators, explore their feelings, and develop strategies for growth and happiness.

11.8 CHECK YOUR PROGRESS

1. Explain the meaning of Group Counseling.

2. What are the advantages of Group counseling?

11.9 UNIT END EXERCISE

1. Critically evaluate the advantages and limitations of individual counseling.
2. Discuss various characteristics of counseling.
3. What is Individual Counseling?
4. Discuss the role of counselor.

11.10 SUGGESTED READINGS

1. Sharma Ram Nath & Rachna Sharma, Guidance and Counselling in India, Atlantic.

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4. Mishra, R.C. Guidance &Counselling, Vol. 1, APH Publishing Corporation.
5. Downing, Lester N. Guidance and Counselling Services, New York: McGraw Hill.
6. Bennet, Margaret E., Guidance and Counselling in Groups, New York, The Ronald Press.