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CENTRE FOR DISTANCE AND ONLINE EDUCATION  
UTKAL UNIVERSITY

# BACHELOR OF ARTS IN EDUCATION

SEMESTER-IV

**CORE10: GUIDANCE AND COUNSELLING**

**CREDIT:6**

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UNITNO-1to20

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We wish you happy reading.

DIRECTOR

**EDUCORE-10: GUIDANCE AND COUNSELLING****Brief Content**

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		6.	Need, importance, purpose and scope of vocational guidance

Block No	Block	Unit No	Unit
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		8.	Basic principles and main types of pupil personnel records
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## UNIT-1 Guidance: Meaning, Nature and Scope

Structure  
Objectives  
Introduction  
Meaning of guidance  
Nature of  
Guidance  
Scope of  
Guidance  
Summary  
Keywords

### Objectives

After reading this unit students will be able to:

- Explain the meaning of Guidance
- Describe the nature of Guidance
- Discuss the scope of Guidance

### Introduction

Guidance is as old as civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance-unorganized and informal - in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine etc. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. Head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counseling to the youth of today. Hence, there is a need for specialized guidance services. In this unit, we will try to interact with you regarding the meaning and nature of guidance, its need and scope in India.

### Meaning of Guidance

It is true that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of the people do not have either confidence or insight to solve their problems.

There have always been people in the past who need occasional help from older or more experienced associates in meeting with their problems of daily life in the society.

Traditionally, in our Indian society, the leader of the family or the local community was supposed to provide the necessary guidance and advice whenever any member of the family or the community

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Needed it. Needless to mention, too often informal advice given without clear understanding of the problem involved was harmful and misleading to the individual. With the passage of time, revolutionary and evolutionary changes have taken place in all walks, of life. The variety of jobs, high aspirations of the people and vocational specialization have made the work of guidance very difficult. The head of the family or the leader of local community with the limited knowledge of changed conditions such as globalisation, liberalisation and consumerism is not capable of providing guidance to the youth of today.

In the last two decades, guidance movement has spread like wild-fire throughout the world and generated great amount of enthusiasm and zeal among parents, teachers and social workers who have devoted time to explore its feasibility and the utility for general population including school going adolescents. All are convinced that proper provision of guidance services should be made for children at different age levels for the harmonious development of their personalities in the larger interest of the society and the individual.

What does guidance precisely mean? Let us first see what it does not mean. Lester. D. Crow and Alice Crow

1962) in "An Introduction to Guidance", have aptly stated that "Guidance is not giving directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life". If guidance is not all these, then what is it really?

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

### **Ordinary Meaning**

Guidance is help, assistance, and suggestions for progress and showing the way. In that sense guidance is a lifelong process. Man needs guidance throughout his life. He needs it even from his infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows nothing. He learns everything from the society. From the mother, he learns how to stand on his feet, from the father, he learns to walk and from the teacher, he learns to seek knowledge and education, all learning takes place through guidance. The society guides the individual to learn, to adjust oneself to the physical and social environment. To sum up we may say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life.

### **Specific Meaning**

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aim to adjust the individual in his environment in an effective way. There are usually three connotations attached to the word guidance :

1. Guidance's **Specialised Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
2. Guidance as a **General Service** and is considered to be synonymous with education and educational processes and
3. Guidance as a **Sub-Process** of education in which developmental needs of the learners are considered the basic points.

Now let us look at some selected definitions of the term guidance in a bid to understand its conceptual and operational form:

## Notes

The term guidance represents the concept that is neither simple nor easily comprehensible due to the complexity of the human nature, the individual differences and personal-social problems associated with changing environmental conditions and cultural traditions.

**Shirley Hamrin (1947)** defined guidance as : *"Helping John to see through himself in order that he may see himself through"*, is simple and practical but challenging concept of guidance.

According to **Jones (1951)** : *"The focus of guidance is the individual not his problem, its purpose is to provide the growth of the individual itself-direction providing opportunity for self-realisationand self-direction is the key-note of guidance. "*

**Downing (1964)**: points out towards common problem in defining guidance that is one of keeping the definitions short and sufficiently broad to be informative. He has attempted it by giving definition of guidance in operational terms in two parts :

- (i) Guidance is an organised set of specialised services established as an integral part of the school environment designed to promote the development of the students and assist them toward realization sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.
- (ii) Guidance is a point of view that includes positive attitude towards children and realization that it is the supplement, strengthen and make more meaningful all other phases of a youngster's education.

**Ruth Strange (1937)** : explains that guidance is a process of helping every individual through his own effort to discover and develop his potentialities for his personal happiness and social usefulness.

**Mathewson (1962)**: defines guidance as the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values.

**Arthur, J. Jones (1963)** : thinks that guidance is the help given by one person to another in making choices and adjustments and involving problems.

**Trawler (1957)** : considers guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and tolerate the life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order.

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

According to the **Secondary Education Commission (1964-66)**:*"*

*Guidance is the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work."*

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

1. Guidance programme is organized; it has a structure, system and personnel.
2. It is an integral part of the school system.
3. It consists of specialized sessions of testing, counseling, educational and vocational information, placement and follow-up scheme.
4. Its major aim is the promotion of student development.
5. It helps children to develop and promote their ability to deal with their own problems.



6. It provides for the identification and development of talents and potentialities.
7. The intangible elements of guidance are recognised as a point of view or as an attitude.

### **Self Assessment:**

1. State whether the following statements are 'true' or 'false'
  - (i) Guidance is a help and suggestions for progress ends highway.
  - (ii) Major aim of guidance is the promotion of student development.
  - (iii) Guidance does not develop ability to solve their problems in children.
  - (iv) Guidance is an integral part of the school system.

### **Nature of Guidance**

By now, you have understood that guidance is a helping service. Guidance is by its very nature a self-oriented, problem solving and multifaceted activity. It presupposes two-fold understanding. The first is the understanding of one's own abilities, aptitudes, interests, motives, behaviour-patterns, skills and achievements up-to-date and social, cultural economic background. Secondly, it is the understanding of the real nature of one's environment and of the educational and vocational opportunities offered by that environment, along with their differential requirements of abilities and attainments. Guidance may be described as a process of relating these two types of understanding so that they become imbued with a new meaning in the life of the individual.



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

The following services constitute the usual pattern of activities within a guidance programme and are called 'basic elements':

- Pupil Information or Appraisal Service
- Educational and Vocational Information Service
- Counseling Service
- Placement Service, and
- Follow-up Service.

An effective guidance programme helps the you to see clearly four things:

- (i) Where he has been,
- (ii) Where he is now,
- (iii) Where he is going, and
- (iv) What he has with which together.

A perusal of the different activities of guidance shows that two types of guidance, i.e. educational and vocational, find place in every list. This fact indicates the importance of educational and vocational guidance. In practice, the entire guidance is a unitary process. Educational guidance is dependent on vocational guidance. Crow and Crow have observed, "As now interpreted, guidance touches

every aspect of an individual's personality -physical, mental, emotional and social. It is concerned with all of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities into his basic potentialities and environmental opportunities".

These definitions indicate the following aspects of Guidance:

- (1) Helping people to make wise choices when faced with various alternatives available.
- (2) Helping people to solve their educational, vocational and personal problems as efficiently as possible.
- (3) Helping people to make adequate adjustments in life's situations.
- (4) Helping people to develop a more realistic understanding of themselves and their environment.
- (5) Helping people to know their potentialities, to acquire a knowledge of their level of intelligence, their interest and aptitudes, their self-concepts, values and level of maturity.
- (6) Helping people to develop their potentialities optimally.
- (7) Helping people to acquire more reliable information about the world of work.
- (8) Helping people to contribute their best to the development and welfare of the society.
- (9) Helping people to live a balanced and tension-free life with full satisfaction under the circumstances.
- (10) Helping people to satisfy their needs most effectively and efficiently in the most desirable way.
- (11) Helping people to bring excellence in their work according to their abilities and potentialities.



*Did u know?*

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

### **Guidance as a Service**

Guidance is one of the student personnel services which are getting important day by day. Student personnel services are non-instructional and non-administrative functions of the school. The classroom teaching and the administrative functions of the Principal are not considered student personnel services. These services are unique in nature and are provided to the students on individual or group basis. These services are provided to all categories of students such as talented, gifted and well-adjusted on the one hand and retarded, dull, handicapped and problem children, on the other.

**According to Lefebvre, Tussle and Wetzel**, "Guidance is an educational service designed to help students make more effective use of the school training programme." Guidance, hence, is an integral part of pupil activity. A broader opinion about guidance as a set of services is expressed by **G. E. Smith** who described Guidance as a process consisting of "a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in variety of area." These areas may be enumerated as educational, vocational, personal and some other ones which produce problems before the individual. Hence, Guidance is a service that is universal and continuous. It is not restricted to school or the family. It is situational and all-pervasive and is present wherever there are people who need help and wherever there are people who give help. The main purpose behind these services is to help the individual make satisfactory adjustment in this environment and thus give significant account of himself.

**Patterson** defined personnel services as those which are provided outside, which are non-instructional in nature and, which are provided to the individual students on an individual basis.

## Notes

These services are usually provided by specialised personnel, profession trained in various fields, rather than by the teacher. A teacher may, however, be exposed to some of these programmes to help him rearrange his schedules and manipulate classroom instructional environment in a general way.

- (1) **As process:** Guidance does not occupy independent place. The chief aim of this process is to assist in the development of an individual keeping in view the social needs.
- (2) **A Continuous Process:** Guidance is a process. Here, it is important to point out that the process of guidance never ceases. It remains dynamic. In this process, an individual understands himself, earns to use maximum his own capacities, interests and other abilities. He continues his struggle for adjustment in different situations. He develops his capacity of decision-making. Hence, we see that it is a non-stop process.
- (3) **Related with life:** The process of guidance is related to life. This guidance contributes
- (4) Formally or informally to life because life experiences both formal and in-formal occasions. A person gets informal guidance from his friends and relatives while formal guidance is sought from organised school guidance services and other organized guidance services.
- (5) **Development of Capacities:** During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angles. Hence, guidance stresses the complete development of possibilities present in an individual. An individual becomes familiar with his real image. Hence, guidance is helpful in self-realization.
- (6) **Task of Trained Persons:** Providing guidance is not the function of all persons because various techniques and skill are to be used in it. Everybody does not possess the knowledge of the same. For this task, trained persons, psychologist's and counselors are required. Hence, guidance's skill-involved process.
- (7) **Helpful in Adjustment:** Guidance helps the person in his adjustment in different situations. This process allows to learn to adjust with different types of problems. In this way, the main characteristic of the nature of the guidance is to provide new energy to the demoralised person by adjusting himself in the problematic situation through the process of guidance.
- (8) **Helpful in Developing the Ability of Self-guidance:** The nature of guidance also includes the characteristic of developing self-guidance in a person with help of guidance process. This enables him in achieving self-dependence by searching out the solution of problems of life.
- (9) **No Imposition of One's View Point:** It is also the main characteristic of guidance not to impose one's view point on others. It depends upon the wish of an individual how he acquires benefit by accepting the decision of the guidance worker. If he wishes, he may deny to accept such decisions of the guidance workers. Hence, it is not process of imposing the decisions.
- (10) **Helpful in Preparing for Future:** The process of guidance is helpful in preparing a person for his future. Hence, a person can succeed in preparing himself for future activities. In this way, guidance is a well-wisher of an individual's future.
- (11) **Guidance as an Educational Service:** The nature of guidance also includes educational touch. It has been defined as educational service. The meaning of guidance is explained in the context of problems occurring in the field of education and in the context of adjustment in the school environment.
- (12) **Client Centred:** Guidance has been accepted as a specialized service. In this form, this process is more client centre. In other words, it is based upon developmental approach.



How is "Guidance" a continuous process?

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Scope of guidance service in schools help to make a satisfactory transition from home to the school to diagnose the difficulties in the learning of basic skills, to help them to avoid potential dropouts to study in schools. To help them understand the purpose and meaning of life to plan for further education.

## **Scope of Guidance**

The scope of guidance is all the light of modernization and industrialization and is ever-increasing. As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad field of social trends and economic development. Crow and Crow have rightly quoted, "As now interpreted, guidance touches every aspect of an individual's personality-physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behavior patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities."

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

The scope of guidance has been increasing with the advancement of science and technology, embracing all spheres of life and providing facilities for it. Therefore, it will be difficult to put a fence around it. While discussing the scope of guidance we may think of some specific or specialised areas of guidance. Even though the guidance programme is addressed to the whole individuals treated as an integral unit. It is possible to classify an individual's problems broadly into educational, vocational and personal.

- (1) **Educational Guidance:** It is a process concerned with bringing about a favorable setting for the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities :
- (2) **Vocational Guidance:** It is the assistance rendered in meeting the problems:
  - (i) relating to the choice of vocation (ii) preparing for it (iii) entering the job, and (iv) achieving adjustment to it.It also aims at helping individuals in the following specific areas as:
  - (a) making individuals familiar with the world of work and with its diverse requirements and,
  - (b) to place at the disposal of the individual all possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment.
- (3) **Personal Guidance:** Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individual's adjustment to his social and emotional problems. Jones has put the following aims of personal guidance :
  - (v) A specialised service who
  - (vi) According to ..... "Guidance services have a much wider scope and function Than merely that of assisting students in making educational and vocational choices.
  - (vii) Personal guidance deals with the personal adjustment to his ..... and ..... problems.
  - (viii) The ..... guides the individual to learn, to adjust oneself to the physical and social Environment.
  - (ix) Guidance in ..... is comparatively an unyielded education and issued as a Technical term as a specific meaning.
  - (x) Guidance is one of the are getting important day by day.

## Summary

- “Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden”.
- Guidance is help, assistance, and suggestions for progress and showing the way.
- Guidance as a **Specialized Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points.
- By now, you have understood that guidance is a helping service. Guidance is by its very nature a self-oriented, problem solving and multifaceted activity.
- Guidance is one of the student personnel services which are getting importance day by day. Student personnel services are non-instructional and non-administrative functions of the school. The classroom teaching and the administrative functions of the Principal are not considered student personnel services.
- Guidance does not occupy independent place. The chief aim of this process is to assist in the development of an individual keeping in view the social needs.
- Guidance is a process. Here, it is important to point out that the process of guidance never ceases. It remains dynamic.
- The process of guidance is related to life. This guidance contributes formally or informally to life because life experiences both formal and in-formal occasions.
- During the process of guidance the individual is assisted in such way that he makes himself enabled to develop his capacities maximum from all angles.
- Providing guidance is not the function of all persons because various techniques and skill are to be used in it. Everybody does not possess the knowledge of the same.
- **Goals of Guidance:**
  - 1. Providing the psychological support;
  - 2. Adjustment and resource provision;
  - 3. Problem solving and decision making;
  - 4. Improving personal effectiveness;
  - 5. Insight and understanding;
  - 6. Self actualization;
  - 7. Achievement of positive mental health.
- The scope of guidance is all pervading. It scopes very vast in the light of modernization and industrialization and is ever increasing. As the life is getting complex day by day; the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad.
- It is possible to classify an individual's problems broadly into educational, vocational and personal.

## Review Questions

1. What is the meaning of guidance?
  2. Give the nature of Guidance?
  3. Explain the scope of Guidance in India?
- In which specific are as vocational guidance does help
    - (1) Educational Guidance: It is a process concerned with bringing about a favorable for the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories.
    - (2) Vocational Guidance: It is the assistance rendered in meeting the problems : (i) relating to the choice of vocation (ii) preparing for it (iii) entering the job, and (iv) achieving adjustment to it.
    - (3) Personal Guidance: Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individual's adjustment to his social and emotional problems.

## **Keywords**

**Guidance** : Help or advice that is given to somebody especially by somebody older or with more experience.

**Nature** : The basic qualities of a thing. **Scope** : The range of things that reject.

## **Answers: Self Assessment**

- |    |       |                   |      |                            |
|----|-------|-------------------|------|----------------------------|
| 1. | (i)   | T                 | (ii) | T                          |
|    | (iii) | F                 | (iv) | T                          |
| 2. | (i)   | Guidance          | (ii) | Kothari Commission         |
|    | (iii) | Social, emotional | (iv) | Society                    |
|    | (v)   | India             | (vi) | Student personal services. |

## **Further Readings**

Guidance & Counseling's. *Nageshwara Rao, Discovery Publishing House*

Guidance & Counseling: *B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.*

Guidance & Counseling: *Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.*

## Unit2: Guidance: Goals and Principles

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### Objectives

Afterreadingthisunitstudentswillbeableto:

- Discuss the philosophy of guidance.
- Explain the structure of guidance.
- Discuss purpose of guidance.
- Describe goals of guidance.
- Explain principles of guidance.

### Introduction

The fundamental concept of the philosophy of guidance is the discovery of individual differences. Not only the individuals differ, they differ significantly and in a variety of manner. Not two individuals are alike. They differ as to their genetic potential, their inborn physical, mental and intellectual endowments, in their hereditary potential, in achievement capability, interests, aptitudes, desires, needs and aspirations. There are differences in growth rate, in socio-economic background, in the interaction of heredity and environment, in their reaction to personal, social and psychological needs. Hence Guidance should provide for all kinds of individuals, besides, there are differences between groups and sexes in matter of interests, ability, attitudes and approach. The philosophy of Guidance recognises the important role of these differences when preparing a guidance schedule / programme. We will discuss broadly goals and principles of Guidance.

### Philosophy of Guidance

There are some points about the philosophy of guidance.

- All people from time to time need assistance in determining alternatives, making decisions, and developing a course of action.

**Notes**

- School guidance programs should be provided to all students regardless of race, creed, sex, ability, achievement or aspirations; and that every individual is important and to be respected for his/her individual differences.
- Individual counseling should be made available to each student as needed and that the counseling relationship remain confidential unless the counselor has approved release of the information in emergency situations to protect the individual or others.
- All students need the opportunity to develop a better understanding and acceptance of himself/herself as well as an understanding of others.
- All students need a broad understanding of the world of work on which to base future career decisions.
- All students need to develop an appreciation for the contribution of all occupations to society and develop an understanding of how being male or female relates to jobs and careers.
- All individuals need to be aware of the many career opportunities.
- All students need to be able to make wise decisions.
- All students need to be able to obtain a job upon graduation if not continuing their education in a college or vocational school.
- All students need assistance with improving basic skills and study/learning skills.

### **Structure of Guidance**

The guidance programme should have three major areas: career planning and exploration, knowledge of self and others, and educational/vocational development and career development, including effective employment-seeking and employment-retention skills. The purpose of the curriculum is to provide structured learning experiences implemented through large and small group and/or individual activities. Implementation is the responsibility of the counselor with cooperation and support from the faculty and staff.

### **Individual Planning**

- The individual planning area of the guidance program should involve guidance and counseling functions that help students formulate their own life-career plan. Goals and objectives in this area are usually delivered on an individual or small group basis whenever feasible with the purpose of helping each individual develop his/her personal, educational and vocational goals.
- Implementation strategies include individual appraisal, individual testing, and placement.
- Students will be able to assess their abilities, skills and interests as part of the life-career planning process.
- Students will be able to use self-appraisal information along with current educational and occupational information to help them plan educational, occupational and personal goals.
- Students will acquire the resources to make the transition from school to work and/or postsecondary education or training.

### **System Support**

- The system support area of the guidance program consists of activities that are not necessarily direct counseling functions, but that are related to guidance and counseling and that help the school's programs run efficiently and purposefully.
- Management activities help maintain and improve the guidance program.
- Administrative assignments will be carried out as needed for the maintenance of the school.
- Professional development activities will be pursued by the counselor.



- Testing and interpretation will be implemented.
- The program will be evaluated annually.

### Responsive Services

- The responsive services area of the guidance program consists of activities needed to respond to the individual needs of students. Usually these are student or teacher initiated requests for services in personal concerns. These concerns may require implementation strategies such as parent or teacher consultation, personal counseling, crisis counseling or appropriate referrals.
- Students will be able to process and resolve personal concerns.
- Students will be able to identify problem areas, evaluate alternatives, consequences, and make decisions on what action to take.
- Students will be able to utilize services from outside agencies.
- Students evidencing need will receive appropriate intervention.

### Purpose of Guidance

Guidance is to help one to adjust to abilities, interests and needs of the society. In other words guidance means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society.

The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary growth forces as the home, the school, religion and the peer-relationships. These are the forces which form the base for the students' adolescence, then blend those forces into a harmonious whole.

At **secondary school level** it is centrally focussed upon differentiating aspects of these forces as they affect the pupils' knowledge, acceptance, and direction of him/herself. Secondary guidance services have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships and interpersonal acceptance.

Thus the purpose of guidance is to improve the capability of the individual to understand and deal with self-situational relations for greater personal satisfaction and social usefulness which includes students, teacher, parents, etc.

### Contribution to students

- To help them understand themselves by knowing more about their abilities, aptitudes, interests and limitations.
- To get along better with other people and understand the world in which they live.
- To get the most out of school by gaining information regarding career, subjects, etc.
- To explore their own interests, abilities, learn about various aspects of the world of work and learn to make most of their abilities.
- In recognizing gifted and slow learners and students having special needs and helping them to develop proper attitude and make maximum use of their potential ability.

### Aid to the teacher

- Guidance offers opportunities to increase teachers' understanding of their students through in-service education programmes carried on by the guidance person. The school counselor assists in administering testing programmes and in familiarizing teachers with the interpretation of the tests. These test results give information which assists teachers to better understand their students' classroom behaviour and performance.

**Notes**

2. Data on students' special interests, capabilities and past experiences are provided on the cumulative record by the guidance faculty. Knowledge about students' physical condition, medical history, family background, scholastic record, scores on standardized tests, personal characteristics, etc. help the teacher to provide better instruction to the student.
2. Beneficial to the parents:  
To give clearer perception of the child's intelligence, abilities, interests and potentialities, the programme helps the parent know, understand and accept the child, as he/she is.
3. To assist the total community population towards better mental health.
4. Help the entire school in many ways. e.g. by aiding students in their choice of courses by counseling on the basis of their interest and aptitudes. Give administration information on those aspects of the school programme which relate to the educational career and personality development of the students.

**Self Assessment**

1. State whether the following statements are 'True' or 'False'.
  - (i) School guidance programmes should be provided to only higher and prestigious family children.
  - (ii) The individual planning area of the guidance programme involves guidance and counseling functions that help students formulate their own life career plan.
  - (iii) The responsive services area of the guidance programme consists of activities needed to respond to the individual needs of students.
  - (iv) Guidance offers opportunities to increase teachers' understanding of their students through in-service education programmes carried on by the guidance person.
  - (v) Guidance slows down the capability of the individual to understand and gives social instability.

**Goals of Guidance**

The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services are also based on the principle that the individual is of crucial importance in an educational institution. The aims of guidance lend emphasis and strength to the educational programme and make it more dynamic. Specifically the aims of guidance may be laid as follows from the individual's point of view :

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
3. To help the individual to lay a permanent foundation for sound and mature readjustment.
4. To help the individual to live a well-balanced life in all aspects-physical, mental, emotional and social.
5. Providing the psychological support
6. Adjustment and resource provision
7. Problem solving and decision making
8. Improving personal effectiveness
9. Insight and understanding
10. Self-actualization
11. Achievement of positive mental health

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

- (i) The guidance programme should encourage and stimulate teachers towards better teaching.
- (ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
- (iii) It should provide teachers with systematic technical assistance and in-service training activities.
- (iv) It should contribute to the mutual adjustment of children and school.
- (v) It should provide for referral of students by teachers.

The Kothari Education Commission (1964-

66) has given the following aims of guidance at the secondary school stage:

1. Guidance services are designed to bring about required adjustment in any direction/area/aspect of the individual's personality. The individual must come out as a unity.
2. The individual should be so assisted that he is able to unfold himself and develop in his own unique way affecting desired adjustment in his personal and social aspirations. He must tackle his problems in his own characteristics fashion.



Notes

Main concern of guidance is the optimum enrichment of an individual. It must deal with the whole person and is the totality of experiences.

A very individual is a unity, a person within himself, guidance will do well to attend to his personal and unique reactions to be scientific, meaningful, relevant, and worthwhile. It must take stock of individual differences and have independent schedules in conformity with each individual under observation or appraisal.



Task

What are responsive services?

## Principles of Guidance

In order to organize a guidance programme successfully, it is essential to understand the principles along with the meaning of guidance upon which the guidance process is based. After knowing these principles, it becomes convenient to run this programme. All the educationists do not agree on the principles of guidance. For example, Jones has given five principles of guidance, Humphrey and Traxler have given seven while Crow and Crow have described fourteen principles of guidance. So many principles are common. The principles, convincing to all, are as follows:

- (i) **Study of an Individual and Evaluation:** In the guidance programme, unless and until correct information regarding every person is not collected, it is impossible to run this programme. Hence, in order to collect such information, it is essential to appraise the individual, to study him and to run the programmes based on research. In order to run a guidance programme, cumulative record must be presented before the guidance programmers. This presents a clear picture of a pupil's achievements and progress to the guidance worker. According to this principle, the use of well-selected standardized tests for the study and appraisal of a person proves very helpful. We can collect facts regarding a person's achievements, interests, mental abilities with the help of these tests. The maintenance of such facts as cumulative record is must for guidance.

Notes

- (ii) **Evaluation of Guidance Programme :** The guidance programmes being run in the schools should be evaluated from time to time. The success of guidance programme should be explored in the form of changes brought about as a result of guidance. If such changes are not seen, then the entire programme would be considered ineffective. Hence, to follow the principle of evaluation of guidance programme is essential for the success of guidance workers.
- (iii) **Responsibility of Skilled Workers :** In the guidance programme, the specific problems of the persons are tried for solution. Its responsibility should be of skilled workers so that otherwise there will be a question mark on the success of this programme.
- (iv) **Responsibility of Teachers and Principals or Headmasters :** The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster. In a guidance programme, if they are assigned specific roles, the guidance programme can be conducted more smoothly.
- (v) **Advantage of Guidance:** The benefit of guidance should be given not only to those who demand it directly or who express its need. But the benefit of guidance should be given to those persons also who can benefit it directly or indirectly. Hence, the scope of its advantages should be wider.
- (vi) **Guidance by a Trained Person:** In order to accomplish guidance process, the entire responsibility of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.
- (vii) **Flexible Programme of Guidance:** Variations among the needs of an individual and society are must. Hence, keeping in view these variations, the guidance programme should be very flexible so that necessary changes can be brought about.
- (viii) **Related to Every Aspect of Life:** A man is a social being. The life of social being has various aspects. The guidance programme should be related to all these aspects of life. The various aspects of life include those aspects which study an individual's physical and mental hygiene, his family, school, social needs and vocational needs etc.
- (ix) **Cooperation among Related Persons:** In the present circumstances various difficult situations create many problems. In order to solve these problems it is very essential to develop a feeling of cooperation among the persons involved in the guidance work.
- (x) **Preference to the All-Round Development:** In order to develop a person's personality, it is essential to develop each and every aspect of the personality. Hence, the guidance services should follow the principle in which attention is paid towards all-round development of a person.
- (xi) **Guidance according to the Stages:** All persons are not alike but still they show similarities and variations. Guidance should be imparted according to the needs of children, adolescents and adults so that a desirable assistance can be provided to them.
- (xii) **Help in Achieving Useful Objectives:** The function of the guidance programme should be to achieve the useful objectives for a person and from this point of view, this programme should be executed.
- (xiii) **A Continuous Process:** Guidance process is a continuous process which goes on lifelong.
- (xiv) **Attitude of Guidance:** Guidance is such a programme that its attitude appears in the curriculum contents and teaching methods.
- (xv) **Guidance for All:** The main principle of guidance is that it is not for specific person but it is for all or it should be for all because at every step of life a person needs guidance. Practically this wrong concept was developed that guidance is to be given to only mal-adjusted persons. But due to some difficult situations, guidance service is restricted to those persons only who give up their studies or remain unsuccessful. But according to this principle the facility of

guidance should be extended to the maximum persons. Every member of the society is to be made felt that there is sufficient provision of guidance service for him.

- (xvi) **Guidance is a Life Long Process:** Guidance is a life-long process because it is required at each step of life. At each step, a person has to face various problems. With solving these problems, a person cannot step forward. Similarly, guidance should not be for any particular age-group. It is for all age-groups. The occurrence of problems in life and efforts for their solution are natural. Hence, the need of guidance always persists.

(xvii) **Acceptance**

**of the Worth of the Individual:** The society consists of persons. If the society is not made strong, it will lag behind. The prestige of each member of the society has to be accepted, which is very important. For this, equal opportunities should be made available to each member of the society so that his personality may develop. It is the aim of guidance to let an individual move towards development according to his energies and capacities. Hence, by insisting to provide opportunities for expression according to education, profession, family, abilities and capacities, we accept the worth of a person.

- (xviii) **Guidance should be based on the Objective Analysis of Data:** Data are collected in a guidance programme. These data are related to the various aspects of life. We can reach to guidance only by analysing these data objectively. In order to solve a problem, objective analysis of data is very essential. Without this, nothing can be concluded. In the absence of this, the entire guidance process seems to be meaningless. Hence, it is essential to make available data to the guidance worker related to the guidance seekers so that after analysis, something can be concluded.

- (xix) **Importance should be given to Individual Differences:** It is a well-known fact that all persons are not alike, even twins show many variations. We can measure or assess various aspects of a person's personality by different tests. These variations cannot be overlooked in a guidance programme and this should not be done. Various factors are responsible for these variations and we can observe various effects of these variations on a person's personality. From this point of view, it becomes necessary to study these variations in detail before starting guidance work in order to solve the problems of an individual. On the basis of the results of these studies, an outline of counseling for problem-solving and an individual's development should be prepared. This principle includes both the individual differences created by heredity and environment. Both of these variations are important.

- (xx) **Consider most of the Individuals as Normal Persons:** According to this principle, the majority of the persons seeking guidance should be considered as normal persons and it should be ensured that every normal or abnormal person may take advantage from guidance. Often this thinking develops that the guidance should be given to those persons only who are in some problem. It is not true that the guidance programme is only for problematic children. An attitude of equality for all the pupils should be developed.



*Did u know?* The success of the guidance programme is based on the principle of importance to the whole personality of a person. It is because the problem of a person will not be solved by considering the parts of a person's personality.

## Self Assessment

### 2. Fill in the blanks:

- The guidance programmes should provide ..... with systematic technical assistance and in-service training activities.
- There is a great need of skilled ..... in guidance programme.

Notes

- (iii) Guidance process is a ..... and ..... process.  
(iv) ..... are collected in guidance programme.

### Summary

- All people from time to time need assistance in determining alternatives, making decisions, and developing a course of action.
- School guidance ..... programme should be ..... provided to all students regardless of race, creed, sex, ability, achievement or aspirations; and that every individual is important and to be respected for his/her individual differences.
- Individual counseling should be made available to each student as needed and that the counseling relationship remain confidential unless the counselor has approved release of the information or in emergency situation to protect the individual or others.
- The guidance programme should have three major areas: career planning and exploration, knowledge of self and others, and educational/vocational development and career development, including effective employment-seeking and employment-retention skills.
- Individual Planning: The individual planning area of the guidance program should involve guidance and counseling functions that help students formulate their own life-career plan. Goals and objectives in this area are usually delivered on an individual or small group basis.
- System Support: The system support area of the guidance program consists of activities that are not necessarily direct counseling functions, but that are related to guidance and counseling and that help the school's programs run efficiently and purposefully.
- Management activities help maintain and improve the guidance program.
- Administrative assignments will be carried out as needed for the maintenance of the school.
- Responsive Services: The responsive services area of the guidance program consists of activities needed to respond to the individual needs of students. Usually these are student or teacher-initiated requests for services in personal concerns.
- Guidance is to help one to adjust to abilities, interests and needs of the society. In other words, guidance means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society.
- The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary group forces as the home, the school, religion and the peer-relationships. These are the forces which form the base for the students' adolescence, then blend those forces into a harmonious whole.
- At **secondary school level** it is centrally focussed upon differentiating aspects of these forces as they affect the pupils' knowledge, acceptance, and direction of him/herself. Secondary guidance services have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships and interpersonal acceptance.
- The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services.
  - the aims of guidance may be laid as follows from the individual's point of view:
    1. To help the individual, by his own efforts as far as possible, to realize his potentialities and to make his maximum contribution to the society.
    2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
    3. To help the individual to lay a permanent foundation for sound and mature adjustment.

- From the point of view of the institution the aims of guidance can be stated as follows:
  - (i) The guidance programmes should encourage and stimulate teachers towards better teaching.
  - (ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
  - (iii) It should provide teachers with systematic technical assistance and in-service training activities.
- In order to organize a guidance programme successfully, it is essential to understand the principles along with the meaning of guidance upon which the guidance process is based.
- Some principles are common. The principles, convincing to all, are as follows:
  - (i) *Study of an Individual and Evaluation*: In the guidance programme, unless and until correct information regarding every person is not collected, it is impossible to run this programme.
  - (ii) *Evaluation of Guidance Programme*: The guidance programmes being run in the schools should be evaluated from time to time. The success of guidance programmes should be explored in the form of changes brought about as a result of guidance. If such changes are not seen, then the entire programme would be considered ineffective.
  - (iii) *Responsibility of Skilled Workers*: In the guidance programme, the specific problems of the persons are tried for solution. Its responsibility should be of skilled workers otherwise there will be a question mark on the success of this programme.
  - (iv) *Responsibility of Teachers and Principals or Headmasters*: The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster.
  - (v) *Advantage of Guidance*: The benefit of guidance should be given not only to those who demand it directly or who express its need.
  - (vi) *Guidance by a Trained Person*: In order to accomplish guidance process, the entire responsibility of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.
  - (vii) *Flexible Programme of Guidance*: Variations among the needs of an individual and society are must.
  - (viii) *Responsibility of Teachers and Principals or Headmasters*: The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster.
  - (ix) *Advantage of Guidance* : The benefit of guidance should be given not only to those who demand it directly or who express its need.
  - (x) *Guidance by a Trained Person*: In order to accomplish guidance process, the entire responsibility of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.
  - (xi) *Guidance should be related to All Aspects of Pupil's Growth*: The process, of guidance should be related to all the aspects of the pupil's progress instead of some specific field.
  - (xii) *Part of Total Educational Process*: Guidance should be considered as a sub-process of total educational process.

## Keywords

### Planning

: The act or process of making plans for something.

### Individual

: Connected with one person.

**Notes**

**Contribution** :An action or a service that helps to cause or increase something.

**Goal** :Something that you hope to achieve.

**Review Questions**

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1. Explain the structure of guidance programme.
2. What is the purpose of Guidance?
3. How is guidance beneficial to the parents?
4. Give the goals of guidance.
5. What are the principles of Guidance?

**Answers: Self Assessment**

1. (i) F (ii) T (iii) F (iv) T  
(v) F
2. (i) teachers (ii) workers (iii) Continuous, dynamic  
(iv) data

**Further Readings**

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## **Unit3: Need for Guidance with Reference to India**

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### **Objectives**

Afterreadingthisunitstudentswillbeableto:

- ExplainthereasonsforneedofguidancewithreferencetoIndia
- Discussthetypesofneedingguidance

### **Introduction**

Life-

problemsarebecomingmoreandmorecomplex.Traditionalmoralsandpersonalconvictionsconcerningrightnessandwrongnessofattitudeandbehaviourarebreakingdown.Theblack-and-whiteanalysesofourPuritanancestorsinmattersdealingwithhumanrelationsarefastgivingway to neutralgrays.Nolongerareweabletoaffirm,unchallenged,thatonemodeofconductiscompletely right and another wrong. Nor are thinking people willing to assert didactically that any person must necessarily behave in the future in a manner similar to his past or present behaviour.

Many diverse factors inherent within our home, school, and social and occupational activities and relationships pullusin different directions. We often findourselves in such astate of confusionor bewildermentthatitisdifficulttosteerunaidedthecourseofourconducttowardendswhichwill be satisfyingtoourselvesandtothoseaboutus.Toooften therecognized need foradviceorguidance leadsustobecomethevictimsofthosewhosetthemselvesupasauthoritiesinareasofguidancefor whichtheyhavelittleornocapacitybeyondthepowertospeakconvincinglyina‘patter’ofglittering generalities. These generalities may satisfy the listener for the moment, but they do little toward buildingwithinhimthepowertofacerealitycourageouslyortogainstrengthtomeettheproblemswhich arise in his life.

### **ReasonsforNeedofGuidancewithReferencetoIndia**

Guidance and counseling services are becoming more and more important as the society and its variousinstitutionsaregrowingincomplexity.Thesocietyandallitsinstitutionsarebuilt of individuals astheir units as a mansion isbuilt ofbricks. The strength and solidarity of the society and its institutions are, therefore, contingentuponthe strength oftheseindividual units.Strength andsolidarityof these individual unitsconstitutethefoundationofa strong nation.Hence,the optimumdevelopmentofeachoftheseindividualunits.Strengthandsolidarityoftheseindividualunitsconstitutethefoundationofastrongnation.Hence,theoptimumdevelopmentofeachofthese

**Note**

units should be the most cherished goal of every nation. Guidance and counseling efforts are made to develop the potentialities of individuals to the maximum possible extent so that they may live an effective life themselves and may contribute their best to the progress of the society. From this point of view, guidance and counseling should be considered essential social services. Besides, there are several other considerations on the basis of which the need for guidance and counseling may be justified.



Notes

Guidance services are provided at the colleges and universities to help the students in the process of vocational development by making it possible for them to gain knowledge about themselves, their abilities, interests, and needs and knowledge about the world of work.

The following are the main reasons for the need of guidance.

- (1) **The total development of the student:** Intellectual development though the teaching of subjects along cannot lead to the total development of the students. There has to be a basic and fundamental change in the entire system of education, which recognizes that a person remains a barbarian unless he knows something about himself no matter how well a human being is educated in chemistry, physics, economics, history or literature. Self-knowledge in depth must become its primary focus. This is done through a programme of guidance and counseling. Total development of the students requires that individual differences among students are accepted and understood, and all types of experiences are so organized in an institution as to contribute to their total development.
- (2) **Proper choice of courses :** Everyone knows that our educational system has grown haphazard. While humanities and the liberal arts are subjects most frequently offered and taken, both in the colleges and the universities they were the oldest and relatively inexpensive areas of knowledge, taken because they require no specified intellectual equipment. Hence, thousands of young men educated in these liberal arts are left without jobs.
- (3) **Vocational development**  
: The process of vocational development covers almost the entire span of life of an individual. It begins quite early in one's life and continues till sometimes after retirement. In this process, the individual passes through *growth, exploration, maintenance and decline*. Their transition from education to work can be facilitated by providing them the opportunities for self-exploration as well as exploration of the world of work while they are still in an educational institution.
- (4) **Minimising the mismatching between education and employment and helping in the efficient use of manpower:**  
The hiatus between education and employment has rarely been as wide and so disturbing as it is today. Higher academic education is far too general and diffused to be of practical value to the vast majority of young men and women. Most of Indian young men and women have no clear objectives or career targets. They go through university courses of learning without acquiring much knowledge or preparing themselves for a uncertain future.

Every year, Indian colleges and universities send thousands of hopeful youngsters into the labour market virtually *unemployable* despite their fancy degree and diplomas. (Employers often complain that of the hundreds of applications that come in response to a single vacancy, at least 80 per cent have no relevance to the job specifications.) Few students pursue their education with a clear idea as to what they would eventually like to become. People register at the employment exchange with scant idea about the sort of work they would like to take up. Thus, while jobs to a begging the youth go begging for jobs. The employment of workers ill-suited to their jobs leads to a higher rate of labour placement or to the retention of persons who

are inefficient. This is a huge wastage of scant resources. Guidance facilities may help in reducing this wastage and thus ensure efficient use of manpower.

- (5) **Motivating the youth for self-employment :** Considering the magnitude of educated job-seekers flowing into the job market in India every year, a sizable fraction of enterprising youth should be initiated into careers of self-employment. Some arrangement needs to be instituted in the colleges and universities to identify the deserving cases fit to take up self-employment. They must be educated on how to proceed about the job of setting up a venture. They must be helped through the cooperation of the concerned agencies in this sphere to prepare technically sound and economically viable projects. Agencies must sponsor their cases to the banks for loans assistance and guide them to overcome the teething trouble through effective follow-up after the commencement of the venture. All this requires guidance.

- (6) **Helping fresher to establish proper identity:** In India the young men and women entering colleges and universities are comparatively young in years. They are passing through a stage between childhood and adulthood, between the morality learned as a child and the ethics to be developed by the adult. They find it extremely difficult to establish a satisfactory identity. This failure or delay leads to what has been called "role diffusion". This crisis in role identity is very acute today. The uncertainties of the future, the conflicts in languages, culture, regions, castes, etc., and the erosion of traditional values has made Indian youth rootless.

In a small study done by Fuster (1964) with Bombay college students, both men and women, it was found that the strongest needs, as reported by the students themselves where they were requested to indicate rank orders, were for *achievement in life, self-reliance and a sense of security, success in college and university, to have an understanding friend and (for the males) money.*

Guidance and counseling programme is needed to help students deal effectively with the normal development tasks of adolescence and face life situations boldly.

- (7) **Identifying and motivating the students from weaker sections of society:** Students from weaker sections of society have their own problems and needs. They experience difficulty in adjustment with the peers, teachers and the environment. It is a problem for them to communicate, make friends, utilise the time profitably, make the best use of lectures, make an effective use of library and other facilities available. Guidance facilities are needed for such type to students to enable them to adjust and utilise the available facilities.

- (8) **Helping the students in their period of turmoil and confusion:** Normally all the students undergo a great deal of turmoil and searching to give meaning to their lives. They have their conflicts and anxieties. They are disillusioned regarding higher education. They find that instead of imparting the education colleges and universities, just enable them to pass examination. They feel lost and bewildered, when this education does not enable them to get immediate employment. They have their personal conflicts and anxieties about their parents and family, their relation to boy and girlfriends. They have the problems of adjusting their personality to the world of people, of ethical ideas and of goals and situations. To tackle all these situations successfully, they need someone to sort out the strands. This is done through guidance.

- (9) **Checking wastage and stagnation :** (India average pass percentage at the graduate and post-graduate level is about 50 to 60). Besides thousands of Indian students, unfortunately, dropout get pushed out and fall out of the system. This problem is becoming more and more serious today. Again majority of our students pass in the third division, which is a low qualification for the world of work. This poor achievement may be due to lack of proper study skills and effective study habits, lack of the knowledge for making full use of the facilities provided and so on.

Higher education is a very costly enterprise. Much of the money wasted on poor and low achievers could be saved by a policy of prevention. Preventive education is more sound economically than remedial education. There is a clear need for developing better professional

Notes

services of a counseling kind—  
to check the huge wastage of student time and money and also huge state expenditure on education. In this connection Miller has well said, "If \$800 to \$1200, he would be earning his keep. Similar savings of graduate salaries foregone as a result of failure or delay would benefit student as well as taxpayer."

- (10) **Identifying and helping students in need of special help** : Students who are the gifted, the backward, the handicapped need special opportunities and arrangement to be provided in colleges and universities. Guidance helps in identifying them and providing them with help according to their requirement.
- (11) **Ensuring proper utilization of time spent outside the classrooms**: Students in the colleges and universities spend two to three times as many hours outside classrooms as on them. The manner in which students spend their non-class hours clearly affects their success in achieving both academic competence and personal development of all types. It is, therefore, essential that institutions of higher learning provide positive guidance to students by instructing how they can use those non—class hours. The programme of guidance and counseling is requested to meet this need.
- (12) **Tackling problems of student explosion**: Today, the increased for higher education is outstripping the growth of facilities in the seats of higher learning. Unfortunately qualitative changes in the nature of future educative experiences are creating innumerable problems. The student population is highly heterogeneous. Students from a variety of sections—highly affluent and extremely poor, educated in convents and ordinary schools and colleges, rural and urban areas, students from India and those from different foreign countries are attending colleges and universities. Numerous problems crop up when students from a broad range of families and educational and social backgrounds meet in classes for instruction, in hostels for housing, in cafeterias and mess halls for eating. Guidance and counseling facilities should be provided for helping them to tackle these diverse and complex problems.
- (13) **Fulfilling the deficiencies of home**: A large number of students come to institutions of higher learning from homes which have not taught them how to deal with their life problems. This is due to various factors such as rapid industrialisation, political and social changes in the occupational structure of the country and the growing complexity of life there are greater pressures and strains in the family. Again, there is a gap in the range of sympathetic adults who could be turned to in need, which was formerly filled by adult brothers and sisters, friendly aunts and grand parents when communities and families were more intimate.  
  
Most of the homes are not equipped to be the source of information concerning the qualifications required for different kinds of courses or careers. Such information can come only from agencies which make a full time job of supplying adequate and up-to-date materials. Most of the parents are not trained for helping their grown up children to develop sound study techniques, and obtain reliable information in matters of sex, etc. Seth (1962) collected data from students at Allahabad University, whose parents were indicated as the most usual source of help. Forty per cent of student respondents said that they could not discuss their problems with their parents. Professional guidance is required to sort out all these problems.
- (14) **Checking incidence of indiscipline**: Majority of Indian students lack a sense of direction, a sense of purpose and a sense of fulfilment. They indulge in destruction activities leading to social damage and loss. Adequate guidance and counseling facilities are required to help and guide the youth to worthwhile channels and to make them realize the goal of optimum academic, personal and social development.
- (15) **Need in developing economy** : *Guidance and counseling have a challenging role to play in every developing economy, much more so if it is labour intensive.* Selection of a job from a multitude of alternatives, is a very important objective of guidance and counseling although it is not the be—all and end—

## Notes

job-seeking youth to form realistic career notions, in conformity with their capacities, aptitudes and social settings, so that in their adult life, they do not end up as career 'failures'. Wrong career decisions make a big drain on the emotional health of the individuals and the productivity of the society. Guidance is needed to help the youth to build up a desirable self-concept to achieve an every larger measure of self-appraisal and choose a proper career line. Thus, the provision of guidance and counseling service is India's immediate requirement.

- (16) **Quantitative Improvement of Education:** In India there has been a rapid expansion of educational facilities to cater to the needs of increasing number of children. This has resulted in the fall of educational standards. Consequently, there is a strong current of thinning among educationists as well as general public that educational planning should emphasize schemes for the qualitative improvement of education. The introduction of guidance services in the country is an important means for affecting improvement in the quality of education.
- (17) **National Development:** By helping and identifying and developing human potential which is the richest source of nation, guidance can help to reduce the wastage of educational facilities and abilities so prevalent in India. Guidance may also help to correct the existing imbalances in the employment situation by challenging young people into occupations where there are manpower shortage. It was help in the reducing labour turn-over and its costs. It may increase efficiency and levels of production by enabling a person to be trained properly and placing them accordingly. At a time when India have embarked upon various programmes of economic development, it is urgent and essential to establish a close link between education and the manpower needs of the country. This may be done through guidance.
- (18) **Fulfilment of the extra-instructional needs of pupils:** "Classroom instruction by itself has not the full resources which are essential as well as necessary in an impoverished home for helping the pupils to acquire and preserve the background requirements for successful scholastic or polytechnical career. Proper attitudes to persons, things and ideas of certain value and systematized working and living habits are essential to any career. The need to supplement, correct and complement the areas of education is obvious." This statement points to need of guidance.

Thus, there is need for guidance from the point of view of the society as well as of the individual. Society can make progress if its individuals find places in the occupational, civic and social order where they can contribute their best for the welfare of others.



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

## Self Assessment

1. State whether the following statements are 'true' or 'false'
  - (i) Natural resources are not being properly utilized because of lack of guidance services in India.
  - (ii) Educational Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage.

Notes

(iii) The need of guidance is not universal.

(iv) Guidance can reduce the wastage of educational facilities in India.

## Types of Need in Guidance

The need for guidance has existed at all times. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or other way. "There is hardly any individual who does not need help". Jones has rightly said, "Everyone needs assistance at some time in his life. Some will need constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in meeting problems situation." But there is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalisation, liberalisation, the need for outstanding leadership, a shift in standards of morality and integrity, people's high aspirations etc. all contribute to the need for guidance programme in the schools. We shall discuss the need for guidance in India under four heads:

1. **Educational Needs:** Guidance is needed from educational point of view because of the following reasons :

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

Before independence, boys and girls in our country came to school only from the more privileged section of the society. The admission in the schools was selective. But after independence due to realization of Constitutional Directive of providing free and compulsory education up to 14 years of age. education for all and the drive for mass education, we find our schools are flooded with children from every section of society. The classes are over-crowded and there is a tremendous increase in the number of school-students. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student's potentialities. This is possible only through the introduction of guidance services in our school programmes.

(ii) **Guidance as an Instrument for the Qualitative Improvement of Education:** There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to some extent in the fall of educational standards. Consequently, there is a great need of providing guidance services in the school for the qualitative improvement of education.

(iii) **Knowledge Explosion or the increase in the types of courses offered in the schools:**

The domain of knowledge is like the number of wishes. The increased knowledge is creeping into the contents of four textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is out-moded concept. At the secondary stage, the courses of studies have been diversified to include several optional groups. Therefore, a special type of service is badly needed in our schools which will assist the individual pupil in the choice of courses suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.

(iv) **Expanding Educational Objectives:** Everyone talks today about the all round development of the child through education. We want a type of education that can provide for the development of the whole child. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counselor and availability of appropriate guidance services.



- (v) **Solution of Educational Problems:** We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children.
- (vi) **Solving Discipline Problems:** Problem of discipline is becoming more and more acute in the educational institutions. Even at higher stage of education it has taken a serious turn. Student strikes and agitation have become a common scene of the day. Problems of discipline can be solved with the help of guidance programme.
2. **Vocational Needs:** In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools :
- (i) **Vocationalisation of Education and Guidance:** Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stages so that a large number of students may take up agriculture, technical, commercial or other practical courses to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.
- (ii) **Guidance as an Instrument of National Development:** Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.
- (iii) **Expanding Complexity of the World of Work:** There has been a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus there is a problem of choice. It is highly important to acquaint these secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.
- (iv) **Increasing Need for Man-power Planning and Utilization:** For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs.
- (v) **Occupational Awareness:** A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. Therefore, assistance has to be given for making a right choice of the courses at the secondary stage.
- (vi) **Changes in the Conditions of Industry and Labour:** Fast changes are taking place, today in the conditions of industry and labour. Specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. Hence it has become essential to get the help of guidance services in the school.
- (vii) **Changed Economic Pattern of the Country:** Our country is in the era of economic planning. We require scientists, industrialists, Software Engineers, Bankers etc., to meet the growing demands of the progressive country. The craze for white-collared jobs must come to an end.

**Notes**

If proper guidance programme is not introduced at the secondary stage in the choice of studies and various vocations, then the nation will remain poor and our youth will continue to be frustrated and disgusted.

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

- Different stages of development
- Differences among persons
- Differences in opportunities made available to various persons.

It shows that all persons cannot be fit for the same profession. Hence guidance programme is needed in the school system. The following are the personal and psychological reasons for the need of guidance :

- (i) **Guidance is the Basic Need of Man:** Psychologically, no person on this earth is totally independent. The individual needs help of one kind or the other from fellow beings to solve their problems to lead a happy life.
  - (ii) **Educational and Social Aspirations:** In the present age of competition the aspirations of the parents are very high. They want their wards to excel in all walks of life. They provide all types of facilities so that the children can be able to get good jobs. To meet the high aspirations of the parents, a well-organized guidance programme is needed to make them aware of the potentialities of their children so that they take up right decision at the right time.
  - (iii) **From the Point of View of the Developmental Needs:** The individual passes from different stages of development in the life such as infancy, childhood, adolescence and adulthood. One needs different types of help to adjust with every stage. The adolescent period faces many types of developmental problems. At this stage the proper guidance is to be provided to the student to make right choice of his future.
  - (iv) **Psychological Problems:** Many students face emotional problems. These problems arise due to frustrations, conflicts and tensions and other stresses and strains. It is essential to provide guidance to the youth to solve their personal problems.
  - (v) **Satisfactory Adjustment:** Guidance is needed to help the pupils in making satisfactory psychological adjustment with the environment. Lack of adjustment adversely affects their physical and mental health.
  - (vi) **Proper Development of Personality:** The all round development of personality is the aim of education, a well organized guidance programme is essential for the total development of personality.
4. **Social Needs:** Following points highlight the Social Needs of Guidance:
- (i) **Complex Nature of Society:** Industrialization is the slogan of the day. Our country is heading towards industrialization, urbanization and modernization. Changed conditions of living and a highly complex society with its demands have put the individual in constant social and emotional tension. As such, it is highly desirable that school should provide some special service that can look after the emotional and social needs of school going children.
  - (ii) **Changed Family Contexts:** The joint family system is disappearing rapidly and homes are getting disintegrated. The changed family pattern has given rise to the various types of personal problems. The proper guidance programme in the school is required to solve the personal problems of the children.
  - (iii) **Explosion of Population & Expansion in Human Resources:** Our population has been increasing rapidly. This calls for intensive and extensive guidance in the technique of planning.



- (iv) **Political Change and Extension of Democracy:** There is a revolution of democratization of political system throughout the world. The education has been made child-centered. The provision of professions and promotions has also been made equal for all human beings. Hence all people need the help of guidance service for the right choice of education and occupation.

Notes



What is stagnation?

## Self Assessment

2. Fill in the blanks:

- (i) The majority of students in our colleges and universities are the ..... learners.
- (ii) Job applicants have no relevance to the job specifications according to Employers.
- (iii) In India average pass percentage at the graduate and postgraduate level is about .....
- (iv) ..... are required for the gifted, backward, handicapped and delinquent children.

## Summary

- Guidance and counseling services are becoming more and more important as the society and its various institutions are growing in complexity. The society and all its institutions are built to find individuals as their units as a mansion is built of bricks.
- The following are the major reasons for the need of guidance.
  - (i) *The total development of the student:* Intellectual development through the teaching of subjects alone cannot lead to the total development of the students. There has to be a basic and fundamental change in the entire system of education, which recognizes that a person remains a barbarian unless he knows something about himself no matter how well a human being is educated in chemistry, physics, economics, history or literature.
  - (ii) *Proper choice of courses:* Everyone knows that our educational system has grown haphazard. While humanities and the liberal arts are subjects most frequently offered and taken, both in the colleges and the universities they were the oldest and relatively inexpensive areas of knowledge, taken because they require no specified intellectual equipment.
  - (iii) *Vocational development:* The process of vocational development covers almost the entire span of life of an individual.
  - (iv) *Minimising the mismatching between education and employment and help in the efficient use of manpower:* The hiatus between education and employment has rarely been as wide and so disturbing as it is today.
  - (v) *Motivating the youth for self-employment:* Considering the magnitude of educated job-seekers flowing into the job market in India every year, a sizable fraction of enterprising youth should be initiated into careers of self-employment.
  - (vi) *Helping fresher students to establish proper identity:* In India the young men and women entering colleges and universities are comparatively young in years. They are passing through a stage between childhood and adulthood, between the morality learned as a child and the ethics to be developed by the adult.
  - (vii) *Identifying and motivating the students from weaker sections of society:* Students from weaker sections of society have their own problems and needs.

Notes

- (viii) *Helping the students in their period of turmoil and confusion:* Normally all the students undergo a great deal of turmoil and searching to give meaning to their lives. They have their conflicts and anxieties.
- (ix) *Checking wastage and stagnation:* (India average pass percentage at the graduate and post-graduate level is about 50 to 60).
- (x) *Identifying and helping students in need of special help:* Students who are the gifted, the backward, the handicapped need special opportunities and arrangement to be provided in colleges and universities.
- (xi) *Ensuring proper utilization of time spent outside the classrooms:* Students in the colleges and universities spend two to three times as many hours outside classrooms as on them.
- (xii) *Tackling problems of student explosion:* Today, the increased for higher education is outstripping the growth of facilities in the seats of higher learning. Unfortunate qualitative changes in the nature of entire educative experiences are creating innumerable problems.
- (xiii) *Fulfilling the deficiencies of home:* A large number of students come to institutions of higher learning from homes which have not taught them how to deal with their life problems.
- (xiv) *Checking incidence of indiscipline:* Majority of Indian students lack a sense of direction, a sense of purpose and a sense of fulfilment.
- (xv) *Need in developing economy:* Guidance and counseling have a challenging role to play in every developing economy, much more so if it is labour intensive.
- **Educational Needs:** Guidance is needed from educational point of view because of the following reasons.
    - Increase in the range of individual differences among school-going children.
    - The classes are over-crowded and there is a tremendous increase in the number of school-students. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student's potentialities.
    - Guidance as an Instrument for the Qualitative Improvement of Education: There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years.
    - Knowledge Explosion or the increase in the types of courses offered in the schools.
    - Expanding Educational Objectives: Everyone talks today about the all round development of the child through education.
    - Solution of Educational Problems: We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc.
    - Solving Discipline problems: Problem of discipline is becoming more and more acute in the educational institutions.
    - **Vocational Needs:** In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools: (i) Vocationalisation of Education and Guidance; (ii) Guidance as an Instrument of National Development; (iii) Expanding Complexity of the World of Work; (iv) Increasing Need for Man-power Planning and Utilization; (v) Occupational Awareness; (vi) Changes in the Conditions of Industry and Labour; (vii) Changed Economic Pattern of the Country.

- **Personal/Psychological Needs:** (i) Guidance is the Basic Need of Man; (ii) Educational and Social Aspirations; (iii) From the Point of View of the Developmental Needs; (iv) Psychological Problems; (v) Satisfactory Adjustment; (vi) Proper Development of Personality.

Notes

### Keywords

**Institutions** : A large important organization that has a particular purpose

**Motivate** : To make somebody want to do something especially something that involves hard work and effort

**Table**

: To make a determined effort to deal with a difficult problem or situation

**Qualitative** : Connected with how good something is,

### Review Questions

1. What are the different reasons for the need of guidance?
2. Explain the Educational needs of guidance.
3. Give the vocational needs of guidance.
4. What are the psychological needs of guidance?

### Answers: Self Assessment

1. (i) T (ii) T (iii) F (iv) T
2. (i) First generation (ii) 80% (iii) 50 to 60 (iv) Special guidance services

### 3.6. Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuchtz, Lawrence Erlbaum Associates.

## Unit 4: Guidance Services: Concept and Importance

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### CONTENTS

- Objectives
- Introduction
- Concept of Guidance Services
- Types of Guidance Services Importance of Guidance Services Agencies of Guidance at Different Levels
- Summary
- Keywords

### Objectives

After reading this unit students will be able to:

- Discuss concept of guidance services
- Explain the types of guidance services
- Describe the importance of guidance services
- Explain the agencies of guidance at different levels

### Introduction

Students of the present day are faced with a number of problems during the various styles of school life. These problems may be related to personal, behavioural, educational or vocational or personality factors. Enabling students to overcome these problems and become self-reliant in future is one of the major aims of the guidance programme. However, one is also aware that the implementation of guidance programme in the prevailing schools is hardly noticeable. This situation still persists, in spite of various recommendations being made by the governments since the last few decades. One of the likely causes for the non-implementation of this programme is largely due to the lack of adequate knowledge among the required or concerned staff regarding the planning and organisation of the guidance programme in schools.

The present unit deals with the various services involved in a guidance programme and the functions performed by each of these services. Subsequently a brief is made on the planning and organisation of guidance programme in the schools. This is finally followed by a description of various steps involved to evaluate the guidance programme.

### Concept of Guidance Services

A school guidance service constitutes a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development. It forms an integral part of school education and is non-instructional in nature. A guidance programme constitutes of various services. Guidance service as defined by Smith (1957) is as follows :

“The guidance process consists of a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustments in a variety of areas”.

## Types of Guidance Services

A school guidance programme largely consists of six services. They are orientation, counseling, pupil inventory, occupational information, placement and follow-up services. Each of these services are distinct due to their specific function.

### **Orientation Service**

It is generally noticed that when students shift from one school to another, they find difficult to immediately accept and adjust to the new surroundings. This also occurs in case of those students who either move from school to college or school to a work situation. An entry into an unfamiliar or new situation, may likely lead to certain adjustment problems among the students. To overcome this obstacle, the orientation services are organised, especially to familiarise the students with the new surroundings and thereby adapt themselves and make necessary adjustments. Hence, it is always advisable to begin any educational course or programme with an orientation activity.

Some of the objectives of the orientation service are:

1. develop awareness regarding the rules and regulations, functioning patterns and available infrastructural and physical facilities in the school or institution or workplace.
2. acquaint the students with the concerned staff and also the student body.
3. provide opportunities for the staff members and student body to interact with the newcomers.
4. develop favourable attitudes among the students both towards the school and the staff.

Further, this service needs to be organised for all students so that they fulfil their various needs. In addition, this can also be a continuous activity, implying that implementation of these activities can be distributed throughout the year.

### **Orientation Activities**

The activities are to be organised based on the age group of the students and the availability of resources.

The activities can be broadly classified as (i) Pre-admission Orientation and (ii) Post-admission Orientation.

- (i) **Pre-admission Orientation** : This is one of the services which is lacking in our schools. It helps to acquaint students with the Institution, its tradition, purpose, its rules and regulations, curricula, extracurricular activities, the staff and the student body.

**Activities:** Some of the suggested activities could be:

- (a) visit to schools along with the staff for parents;
- (b) arranging conferences and talks with the parents, since they also play a major role;
- (c) issuing handbooks or pamphlets giving information about the school, its courses and activities; and
- (d) arranging exhibitions to expose them to the activities that students are undertaking.

- (ii) **Post-admission Orientation** : This service can be provided throughout the year. It helps the teacher in determining the abilities of students and thereby adopt their teaching styles and activities according to the student needs.

Notes

Activities

- (a) Conducting various games like “get-acquainted” games where the student can talk about themselves, such as their interest, hobbies, etc.
- (b) Arranging group activities, wherein the students are provided opportunities to interact with each other and exhibit their abilities.



Notes

One should also note that the orientation services are not only restricted to the students, but they can also be extended for the parents and towards the community.

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### **Pupil Inventory Service**

Apart from knowing the general characteristics of students, it is also very essential to identify the specific abilities predominant among the students, before a counselor or career teacher assists them. Since, without identifying the pupils' aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing. The various aspects that have to be assessed before one guides a student are his aptitude, achievement, interests, attitudes, socio-economic status, family background etc. The pupil inventory service helps in the recording and maintaining of these data. These records can be prepared by the collaborative effort of the teacher, counselor and career teacher through various techniques. Till now, you are familiar with the techniques as testing and non-testing techniques, and observation, anecdotal, rating scales, sociometry and interview are some of the well-known non-testing techniques. The testing techniques are the verbal tests, non-verbal tests, performance tests, projective techniques and the personality tests. These tests must be administered by the counselor or any professionalised personnel. However, assistance from a teacher is must for maintaining the records of students by using some of these techniques. A teacher could give details of certain behaviour of students by observing them in the classroom situations and making their records. These incidents could be accumulated in the form of anecdotal records.

#### **Objectives of pupil inventory service**

- (i) to identify the various abilities of the students by administration of various tests; and
- (ii) maintain various records concerned to each student and to update them periodically.

The type of data generally collected are personal, family data, psychological data, achievement, health data, etc. This obtained data helps a counselor and career teacher in their counseling process and career guidance programme respectively.

### **Occupational Information Service**

This is a service which can be provided by the integrated effort of a teacher, counselor and a career teacher. The main objective of this service is to provide the students information about the educational opportunities in various levels, related training programmes conducted and occupations available. This helps the students to be aware of the options open to him with respect to a particular course or subject in any of the above areas. Further the student is also exposed to the world of work, nature and pattern of work and the skills required for performing the work.

The objectives of information service are to:

- (i) create an awareness of the necessary occupational and educational information;
- (ii) develop a broad and realistic view of the various educational, training and occupational opportunities; and
- (iii) help the student obtain and interpret the information he/she needs in making specific plans for his/her future career.

This service needs to be more emphasized at the secondary and higher, secondary levels. The various aspects informed to the students through this service are about the job or occupation positions, duties performed, educational and professional requirements, conditions of work, reward offered, promotional avenues, etc. Such information are collected and disseminated by the guidance worker in the form of career talks, conferences, etc.

### **Counseling Service**

This service is considered to be the most fundamental part of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counselor in a conducive environment. The process ultimately makes a person capable of self-directed and self-sufficient. This service can be practised only by a counselor. However, some assistance can also be provided by the teacher in a school. This is because a teacher is one who spends maximum time working with the students in the classroom and when comes across any student who displays deviant behaviours, he/she can always refer the case to a school counselor. Further, observations made and recorded by the teacher about the certain students can help the counselor in the counseling process. The counseling service includes individual counseling and group counseling.

It must be noted that counseling is not only restricted to normal students but to any student who is either retarded or handicapped.

### **Placement 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 requires the co-operation of the principal, counselor, 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 :

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

The basic aim of placement is to facilitate the process of meeting the needs of both the 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 counselor or the in charge 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 familiarize 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 counseling.

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 publicize 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.

Notes

### 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

(i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.

(ii) 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 methods 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:

(i) A systematic gathering of data from the alumni.

(ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.

(iii) Suggest a modified framework of educational programme based on the findings made.

### Importance of Guidance Services

A good quality-of-life for every people includes good housing, health services, social network, practical coping skills, etc. Child and adolescent which is the future of our country, is given, development of any country is dependent on positive mental development. The day to cope up with poverty, malnutrition, illiteracy, poor health, and India.

Changing structure of the family, modernization, westernization, industrial negatively influenced child mental health. Incidences of mental health problems (depression and suicide) have increased three to four folds in mental disorders have shown phenomenal rise. Mental health problems in children affected with riots, bomb blast ever increasing in number. Alcohol and other drug abuse in children have overall prevalence of mental and behavioral disorders among children was need special care, attention and guidance. Guidance is very important for all these problems.

Guidance service is needed wherever there are problems. The need and importance of guidance are

as follows.

- Self understanding and self direction : Guidance helps in understanding one's strength, limitations and other resources. Guidance helps individual to develop ability to solve problems



- Optimum development of individual
- Solving different problems of the individual
- Academic growth and development
- Vocational maturity, vocational choices and vocational adjustments
- Social personal adjustment

### Self Assessment

#### 1. Fill in the blanks:

- As school..... is a cluster of activities which enable the student to overcome their educational, vocational, personal or social problems.
- are organised to familiarise the student with the new surroundings and thereby adapt themselves and make necessary adjustments.
- The main objective of the ..... is to provide the student information about the educational opportunities in various levels related training programmes and occupation.
- ..... service keeps contact with the student and dropouts after leaving school.
- Guidance Services help individual to..... to solve problems and take.....

### Agencies of Guidance at Different Levels

Different agencies i.e. government and private at international, national and regional level have been doing significant works in the area of guidance. These agencies are working in training / orientation, career guidance services or development of materials for guidance workers / functionaries.

#### **International Level**

**International Association of Educational and Vocational Guidance (IAEVG)** is a worldwide guidance and counseling Organization, whose mission is to promote the development and quality of educational and vocational guidance. IAEVG's mission is also to ensure that all citizens who need and want educational and vocational guidance and counseling can receive this counseling from a competent and recognized professional. The objectives of the organization are as follows:

- To promote communication among persons and organizations active in educational and vocational guidance.
- To encourage the continuing development of ideas, practice and research in the field of guidance and counseling on each level, national and international, in developing and developed countries.
- To advise government and national or international organizations on the development of guidance systems and further the exchange of professionals and experts.
- To collect and disseminate information of interest in the field of educational and vocational guidance practice, study and research

#### **The Mission of IAEVG is to**

- advocate that all citizens who need and want educational and vocational guidance and counseling can receive this counseling from a competent and recognized professional
- recommend the basic nature and quality of service that should typify the service provided to students and adults.
- recommend the essential training and other qualifications that all counselors in educational and vocational guidance should have.

**Notes**

- urge governments to enhance, facilitate or establish an agency, institution, or office with responsibility to develop and maintain.
- policies governing the provision of educational and vocational guidance.
- the provision of training and continuing education programs for counseling and guidance practitioners.
- the development and provision of appropriate and effective methods and materials for guidance.
- the conduct of research and development to create new, more comprehensive, and better ways of conducting educational and vocational guidance.
- the development of appropriate methods of evaluation of counseling and guidance.

**National Level Agencies**

At national level the following organizations work in the area of guidance and counseling. **National Council of Educational Research and Training (NCERT):** The Department of Psychology and Foundation of Education (DEPFE), a Department under NCERT, New Delhi and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal are constituent of NCERT to organize programme on guidance and Counseling. Some of the functions of PSSCIVE are:

- To advise and assist the Ministry of Human Resource Development, State Governments and Union Territory Administration in the implementation of the Vocational Education and Work Experience Programme.
- To function as the technical wing of the Joint Council of Vocational Education on all matters relating to Vocational Education Programme (VEP).
- To promote, supervise and guide the establishment of a comprehensive management system for VEP.
- To serve as a resource institution for both formal and non-formal VEP.
- To orient and train various key functionaries of VEP, including teachers.
- To evaluate and monitor VEP in States/UTs.
- To ensure uniformity and maintain quality standards in vocational teaching and learning.
- To provide guidance and counseling on Vocational Education and Training to the people at large.

**DEPFE** is the department of NCERT which coordinates guidance activities in the country. The department runs an International Diploma Course in Guidance and Counseling in collaboration with Commonwealth of Learning, Canada. This course is offered at the Department of Educational Psychology and Foundations of Education (DEPFE), NCERT New Delhi as well as five Regional Institutes of Education located at Bhubaneswar Bhopal, Mysore, Shillong, and Ajmer. Besides the department conducts training programme in the field of guidance and counseling.

**Central Institute for Research and Training in Employment Service (CIRTES)** was established in October, 1964 under the aegis of Directorate General of Employment & Training (DGE&T), Ministry of Labour Government of India. Later, in 1987, the Institute was expanded with the added responsibilities of developing career literature and to provide guidance for the promotion of self-employment. The **Objectives of CIRTES** are:

- Planning and conducting training programmes for Employment Service Personnel at State, National and International Levels.
- Conducting research into problems concerning the activities of the Employment Service.
- Development and publication of career literature and audio-visual aids for use in Vocational Guidance and Career Literature Programmes.

- Development of motivational material for promotion of self-employment.

There are four divisions of CIRTES i.e. training division, research division, career study center and self employment guidance cell.

1. **Training Division:** Training Division caters to the training needs of all the Employment Officers of the country in placement, vocational guidance, employment market information, self-employment promotional activities and other related matters. Instructional materials and training aids are devised and developed to assist the States in organizing training programmes for the staff of their employment exchanges. Besides, special training programmes for the employment officers of foreign countries under various ILO bilateral programmes are organized on request basis. The Division also associates with other training organisations for imparting training in the field of vocational guidance and self-employment.
2. **Research Division:** Research Division conducts studies on organizational, operational and procedural aspects of NES, labour market conditions and other related matters. Development of various tools and techniques and evaluation of various programmes of NES inter alia come under its purview.
3. **Career Study Centre (CSC):** CSC develops and publishes the career literature in the shape of booklets and pamphlets/folders on various careers/occupations covering their job content, educational preparatory requirements, employment and self-employment opportunities, as a reference tool to meet the career planning needs of students, job seekers, Vocational Guidance Officers/Counselors and others. These publications are disseminated to Employment Exchanges, University Employment Information & Guidance Bureaux (UEIGBx), Coaching-cum-Guidance Centre for SC/ST, colleges, schools and also to other agencies engaged in vocational guidance activities, through Employment Exchanges as per their jurisdiction.



Did u know?

SEGC prepares informative and motivational material to assist Employment Officers in guiding and confidence building among job seekers for adopting self-employment ventures. It also provides training to the Employment Officers on self-employment promotional related activities.

### Directorate General of Employment and Training (DGE

&T), under Ministry of Labour evolves policy and standards for vocational guidance activities through employment exchanges.

Other organizations like University Grants Commission (UGC), All India Council of Technical Education (AICTE) also works on guidance and counseling.

### State Level Agencies of Guidance

At state level SCERT Bureau of Educational and Vocational Guidance, Directorates of Employment work for guidance of students.

SCERT/State Guidance Bureaus coordinate guidance services at the state level. They organize state level training/orientation for guidance personnel.

State Directorates of Employment coordinate vocational guidance programme through employment exchanges in states. They also develop publication on occupational information.

Universities; In university employment bureau facilities are provided for students.

### Local Level

At the local level some district employment exchanges, private agencies and institutional level organizations work for guidance and counseling.

The role of NGOs at different level for providing guidance activities is also very important.

Notes



Task What are the national level agencies of guidance and their work?

### Self Assessment

2. State whether the following statements are 'True' or 'False':

- (i) Department of Psychology and foundation of education (DEPFE) of NCERT Coordinates guidance activities in the Country.
- (ii) Central Institute for research and training in the Employment service (CIRTES) was established in 1990 under the ministry of law and justice, Govt of India.
- (iii) Career Study Centre (CSC) develops and publishes the career literature in the shape of booklets and pamphlets/folders on various occupations covering their job content.
- (iv) Self Employment guidance cell prepares informative and motivational material to assist.

### Summary

- A school guidance service constitutes a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development. It forms an integral part of school education and is non-instructional in nature.
- A school guidance programme largely consists of six services. They are orientation, counseling, pupil inventory, occupational information, placement and follow-up services. Each of these services are distinct due to their specific function.
- *Orientation Service*: It is generally noticed that when students shift from one school to another, they find difficult to immediately accept and adjust to the new surrounding. This also occurs in case of those students who either move from school to college or school to a work situation.
- Some of the objectives of the orientation service are:
  - (i) develop awareness regarding the rules and regulations, functioning patterns and available infrastructural and physical facilities in the school or institution or workplace.
  - (ii) acquaint the students with the concerned staff and also the student body.
  - (iii) provide opportunities for the staff members and student body to interact with the newcomers.
  - (iv) develop favourable attitudes among the students both towards the school and the staff.
- *Orientation Activities*: The activities can be broadly classified as (i) Pre-admission Orientation and (ii) Post-admission Orientation.
- *Pre-admission Orientation* : This is one of the services which is lacking in our schools. It helps to acquaint students with the Institution, its tradition, purpose, its rules and regulations, curricula, extracurricular activities, the staff and the student body.
- *Activities*: Some of the suggested activities could be:
  - (a) visit to schools along with the staff or parents;
  - (b) arranging conferences and talks with the parents, since they also play a major role;
  - (c) issuing handbooks or pamphlets giving information about the school, its courses and activities; and
  - (d) arranging exhibitions to expose them to the activities that students are undertaking.

- *Post-admission Orientation:* This service can be provided throughout the year. It helps the teacher in determining the abilities of students and thereby adopt their teaching styles and activities according to the student needs.
- *Activities:* (a) Conduct various games like “get-acquainted” games where the student can talk about themselves, such as their interest, hobbies, etc.; (b) Arrange group activities, where in the students are provided opportunities to interact with each other and exhibit their abilities.
- *Pupil Inventory Service:* Apart from knowing the general characteristics of students, it is also very essential to identify the specific abilities predominant among the students, before a counselor or career teacher assists them. Since, without identifying the pupils aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing.
- *Occupational Information Service:* This is a service which can be provided by the integrated effort of a teacher, counselor and a career teacher. The main objective of the service is to provide the students information about the educational opportunities in various levels, related training programmes conducted and occupations available.
- *Counseling Service:* This service is considered to as be the most fundamental part of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counselor in a conducive environment.
- *Placement 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.
- *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.
- *Purpose of this Service:* (i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme; (ii) Based on the feedback obtained, make relevant changes in the school guidance programme.
- A good quality-of-life for every people includes good housing, health service social network, practical coping skills, etc.
- Guidance service is needed wherever there are problems. The need and importance of guidance are as follows.
- Self understanding and self direction : Guidance helps in understanding one's strength, limitations and other resources. Guidance helps individual to develop ability to solve problems and take decisions.
- Optimum development of individual; Solving different problem of the individual; Academic growth and development.
- Different agencies i.e. government and private at international, national and regional level have been doing significant works in the area of guidance.
- *International Level:* International Association of Educational and Vocational Guidance (IAEVG) is a worldwide guidance and counseling Organization, whose mission is to promote the development and quality of educational and vocational guidance.
- The objectives of the organization are as follows:
  - (i) To promote communication among persons and organizations active in educational and vocational guidance.

- (ii) To encourage the continuing development of ideas, practice and research in the field of guidance and counseling on each level, national and international, in developing and developed countries.
- *The Mission of IAEVG is to:* advocate that all citizens who need and want educational and vocational guidance and counseling can receive this counseling from a competent and recognized professional; recommend the basic nature and quality of service that should typify the service provided to students and adults.

### Keywords

**Orientation** : The training or information that you are given before starting a new job, course etc.

**Follow up Service:**

An action or a service that continues something that has already started or comes after something similar that was done earlier

**Placement Service:**

A service which is given to the students or other people for finding the job and related things.

### Review Questions

1. What is orientation service? Explain its functions.
2. Explain the functions of Counseling Services.
3. What are the importance of guidance services?
4. Explain the work of central institute of research and training in Employment service.

### Answers: Self Assessment

- |                         |                           |                                        |
|-------------------------|---------------------------|----------------------------------------|
| 1. (i) guidance Service | (ii) orientation services | (iii) Occupational information service |
| (iv) follow up services | (v) ability decision      |                                        |
| 2. (i) T                | (ii) F                    | (iii) T (iv) T                         |

### Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit5: Services:Placement Service,Follow-up Service

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### Objectives

Afterreadingthisunitstudentswillbeableto:

- Explainthmeaningofplacementservices.
- Discussthephasesofplacementservices
- Explaintheobjectivesofplacementservices
- Statethemmeaningoffollowupservices
- Discussthepurposeoffollowupservices
- Explainthenatureoffollowupservices

### Introduction

Placementasunderstoodintheguidancefield,usuallyindicatesassistanceofferedtotheindividual in taking the next step, whether toward further training, a job situation, or a different course of study. However, a strong emphasis in guidance work is on placing students in jobs suitable for them. Job placement is a demanding task for high school counselors, even though about half of students clearing high school, will actually join college. Thework placement in guidance has three dimensions —

- (a) ParttimeworkforstudentsonSaturdays, afterschoolhoursand,duringlong/shortvacations.
- (b) Worksituationsforschooldrop-outs.
- (c) Worksituationsforthestudentwhotermimatesformaleducationafterclearinghighschool.

### PlacementService:Meaning

The placement service makes an effort to help those students, secure employment, who are eitherinschoolorthoseaftertheyleaveschool.Theschoolprovidescertainfacilitiesthroughwhichthe

Notes

employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel. This service is more significant for the students at the secondary and higher secondary level. The placement service here is concerned for those :

**Techniques and Procedures of Guidance**

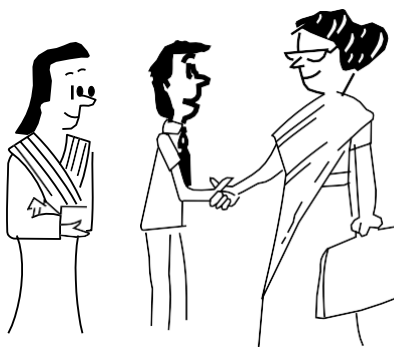
- (i) Who withdraw from the formal education before they complete school (drop-outs).
- (ii) Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends.
- (iii) Who terminate formal education after higher secondary level.

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 counselor or the in-charge 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 student to some of the job applying techniques. The guidance worker could familiarize 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 counseling.

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 fulfills this purpose is a measure of its effectiveness. This could largely be met by

systematic and proper functioning of the guidance committee. For details of guidance committee refer. The school committee could also publicize 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.



Placement Service is an activity which requires the co-operation of the principal, counselor, teacher, career master, state employment agencies, private agencies and also the community.



## Phases of Placement Service

Notes

1. **General Orientation:** The guidance worker makes students aware of the characteristics of the world of work through group guidance. The general character of the occupational life is explained to them. Career conference of teachers, parents, students, employers and successful persons from different vocations are organised in the school to stimulate interest, give fuller knowledge of vocational requirements and encourage students to avail themselves of the service provided by the vocational guidance staff.
2. **Orientation Towards Occupational Fields of Interest:** The next step involved in vocational placement is orientation towards some particular occupational field in which students are interested.
3. **Relating the Knowledge of the Self to the Knowledge of the World:** In the third phase of placement service, the student is helped to understand his own assets and limitations so far as that occupational field is concerned. He is enabled to understand his own interests and aptitudes, and relate them to the occupational areas under study.
4. **Making Occupational Choice:** This phase deals with the actual choice of an occupation. The counselor or helps the individual in making a wise choice of the occupation from the occupational field studied. The choice cannot be made unaided. Various guidance techniques and tools are used by the counselor in assisting the individual in making an adequate occupational choice. After a careful choice the individual is given training in that particular vocation.
5. **Placement:** The fifth phase of placement service deals with actual placement of the individual on the job with the help of school records.
6. **Follow-up:** The final phase of placement service is the follow-up or adjustment phase. This step is taken to know in what way the individual is making progress on the job, what is the level of adjustment reached and job satisfaction attained by the individual student.

## Objectives of Placement Service

### Objective of Placement

Placement is an important service in the guidance programme.

- (i) To situate himself in the proper scholastic track in the proper course.
- (ii) To find out a proper place in the post-college or university or post-university environment.
- (iii) To achieve proper choice of co-curricular activities available in college/university.
- (iv) To get admission in a college or professional institution or university.
- (v) To get part-time jobs, during working session and whole-time jobs after getting education and training.

**Procedure of Placement:** Appropriate data from sending school, colleges and universities should be collected and transmitted to receiving colleges, universities and prospective employers.

Essential to make success of this service are: Close contacts with institutions of higher learning as well as with personnel managers in business and industry, and co-ordination among teachers, guidance workers, etc.

**Importance of Placement :** The service is useful to all types of students the normal, the intellectually gifted, the emotionally disturbed, the artistically talented, the mentally retarded, etc., to find their appropriate place in an educational or vocational setting.

### Self Assessment

1. Fill in the blanks:

- (i) The placement services help to the students at ..... and ..... for securing employment.

**Notes**

- (ii) The basic aim of placement is to facilitate the process of meeting the needs of \_\_\_\_\_ and prospective ..... .
- (iii) The guidance worker aware of ..... of the world of work through group guidance.
- (iv) The ..... phase of placement services, deals with the actual placement of the individual on the job with the help of school records.

### **Follow-up Service: Meaning**

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 counselled 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**

- (i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.



- (ii) 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. 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:

- (i) A systematic gathering of data from the alumni.
- (ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
- (iii) Suggest a modified framework of educational programme based on the findings made.



**Did u know?** 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.

## Purpose of Follow-up Service

It is the review or systematic evaluation carried out to find out whether the guidance service in particular and educational programme in general satisfy the needs of the students. It has to be observed to what extent have the students been able to achieve according to their abilities and aptitudes, to what extent curricular and co-curricular choices have been wise, and how are the students adjusting with the part-time or whole-time jobs. In order to determine the nature and extent of their need for assistance the students need to be followed.

**Techniques of Follow-up :** The follow up techniques include— interview, post-card survey, or questionnaire. Each technique has certain advantages and limitations. For example, while the post-card survey is inexpensive and easy to conduct, its results are extremely limited. The questionnaire accomplishes some of the objectives of the other techniques and also overcomes their limitations in part.



Task

What are the advantages and disadvantages of postcard survey?

## Nature of Follow-up Service

The follow-up service can be maintained by follow-up interviews with the student and those involved in his new setting e.g., his employers, follow-up questionnaires to the student asking his degree of satisfaction in his new setting and follow-up guidance bulletins giving his relevant information helpful in achieving self-actualisation in his new environment.

**Important of Follow-up :** Information obtained through follow-up techniques can be used for improving the curriculum, stimulating better teaching, increasing the value of guidance services and establishing better college/university and community relationships.

All the members of the staff should join hands for the success of this service. There should also be some means of bringing about coordination in follow-up activities.

## Self Assessment

2. State whether the following statements are 'true' or 'false'.

- (i) The follow-up service draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
- (ii) The follow-up service is not a systematic evaluation carried out to find out whether the guidance service in particular and educational programme.
- (iii) The follow-up service can be maintained by follow-up interviews with the students and those involved in his new settings.



Task

What are the advantages and disadvantages of postcard survey?

Notes

Summary

- 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.
- *Techniques and Procedures of Guidance:* (i) Who withdraw from the formal education before they complete school (drop-outs); (ii) Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends; (iii) Who terminate formal education after higher secondary level.
- The basic aim of placement is to facilitate the process of meeting the needs of both the 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 counselor or the in-charge guidance personnel.
- *General Orientation:* The guidance worker makes students aware of the characteristics of the world of work through group guidance. The general character of the occupational life is explained to them.
- *Orientation Towards Occupational Fields of Interest:* The next step involved in vocational placement is orientation towards some particular occupational field in which students are interested.
- *Relating the Knowledge of the Self to the Knowledge of the World:* In the third phase of placement service, the student is helped to understand his own assets and limitations.
- *Making Occupational Choice:* This phase deals with the actual choice of an occupation.
- *Placement:* The fifth phase of placement service deals with actual placement of the individual on the job with the help of school records.
- *Follow-up:* The final phase of placement service is the follow-up or adjustment phase.
- *Objective of Placement:* Placement is an important service in the guidance programme.
  - (i) To situate himself in the proper scholastic track in the proper course.
  - (ii) To find out proper place in the post-college or university or post-university environment.
  - (iii) To achieve proper choice of co-curricular activities available in college/university.
  - (iv) To achieve the choice of job-oriented courses.
  - (v) To get admission in a college or professional institution or university.
- *Importance of Placement:* The service is useful to all types of students the normal the intellectually gifted, the emotionally disturbed, the artistically talented, the mentally retarded, etc., to find their appropriate place in an educational or vocational setting.
- 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.
- It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
- The three steps that are dealt in a follow-up programme are:
  - (i) A systematic gathering of data from the alumni.
  - (ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
  - (iii) Suggest a modified framework of educational programme based on the findings made.
- It is the review or systematic evaluation carried out to find out whether guidance service in particular and educational programme in general satisfy the needs of the students. It has to be observed to what extent have the students been able to achieve according to their abilities and

aptitudes, to what extent curricular and co-curricular choices have been wise, and how are the students adjusting with the part-time or whole-time jobs.

Notes

- The follow-up techniques include—interview, post-cards survey, or questionnaire.
- Information obtained through follow-up techniques can be used for improving the curriculum, stimulating better teaching, increasing the value of guidance services and establishing better college/university and community relationships.

## Keywords

**Placement** : The act of finding somebody a suitable job or place to live.

**Follow up** : An action or a thing that continues something that has already started or comes after something similar that was done earlier

**Orientation** : The type of aims or interests that a person or an organization.

**Phase** : A stage in a process of change or development

## Review Questions

1. Give a short note on phases of placement service.
2. What is aim of placement service?
3. Explain the procedure and importance of placement services.
4. Give the purpose of follow-up services.
5. What are the techniques of follow-up services?
6. Give the importance of follow-up services.

## Answers: Self Assessment

1. (i) Secondary, higher secondary (ii) employer, employee  
(iii) characteristics (iv) placement
2. (i) T (ii) F (iii) T

## Further Readings



1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit 6: Educational and Vocational Guidance

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### Objectives

After reading this unit, students will be able to:

- Explain the meaning of Educational guidance
- Describe the definitions of Educational guidance
- Discuss the need of Educational guidance
- Describe the nature of Educational guidance
- Explain the objectives and functions of Educational guidance
- Discuss the definitions of vocational guidance
- Describe the scope of vocational guidance
- Explain the principles and needs of vocational guidance
- Discuss the process and responsibility of the school for vocational guidance.

### Introduction

Educational guidance is a process of assisting the individual student to reach optimum educational development. It is a process concerned with the assistance given to pupils in their choices and

adjustments with relation to schools, curriculums, courses and school life. Counsellors who confine themselves merely to choices are merely scratching the surface. Very little is achieved unless every student is provided with an environment conducive to his own best development.

Educational guidance is directly concerned with the pupil. In the student life, educational guidance is very important. The chief aim of educational guidance is to develop the ability of coordinating with the school environment in the pupils and to create necessary awareness and sensitivity so that they may select themselves proper learning objectives, devices and situations. If we study and analyse Indian conditions, then we shall find the educational guidance is more needed in Indian conditions. Therefore, guidance is considered an integral part of education because educational guidance is viewed in the context of child's growth."

The choice of a career is undeniably one of the most crucial decisions one makes in life. The irony is that such an important decision is often made quite early in the life of an individual and is sometimes made without giving as much thought to it as is often given to such things as buying a necktie or a pair of shoes. The choice of work determines how an individual's time is going to be spent, what type of people he will associate with, what kind of place he will have to work and live in and a host of each very important things. Naturally a career should be chosen with utmost care, thought and planning. Often in the matter of vocational choice, an individual may find himself unequal to the task, or in a dilemma to choose one or the other, or be totally in the dark. All such individuals require assistance called vocational counseling. If vocational counseling were made an integral part of the total educational process, it would be most meaningful, helpful and useful to the individual.

### Meaning of Educational Guidance

The term 'Educational Guidance' consists of two words — Education and Guidance. Therefore, it is essential to understand the meaning of 'Education' and 'Guidance'. The meaning of 'educational guidance' can be best understood and explained.

The term 'Educational Guidance' is very broad and comprehensive. It is very difficult to give a comprehensive and universal interpretation. It is very commonly used term.

There is a separate dictionary of Educational Guidance. Some important meanings of this term have been enumerated and stated in the following paragraph:

- (1) Educational Guidance as a process of development.
- (2) Educational Guidance as Teachers-Training.
- (3) Educational Guidance as an independent field of Study or Content or Subject of Study.
- (4) Educational Guidance as an investment.
- (5) Educational Guidance as an instrument of social change and social control.
- (6) Educational Guidance as a creature and creator of the society.
- (7) Educational Guidance as Filter in Democracy.
- (8) Educational Guidance is for future or futurology.

The third meaning 'Educational Guidance' as an independent field of study or subject is important from research point of view. In the research an independent field of study is known as discipline which is commonly denoted by term subject. The subject word is used for an individual in the research terminology.

- (1) **Educational Guidance as process of Development** : The education guidance is mainly considered as a process of human development. All the educational instructions in schools and colleges have the focus to impart the knowledge to the students for their development. In most of the institutions, education subject is not taught but these are known as educational institutions.

## Notes

The educationists and philosophers have defined education as a process of development. Some definitions have explained here for this purpose.

“By education I mean all-round drawing the best in child and man body, mind and soul.”

—M.K. Gandhi

According to *Gandhi* education is a process for training of hand, head and heart, i.e., 3H of a child and man.

The process of development has been defined and explained in the following terms:

- (a) Educational Guidance is a dynamic process.
- (b) Educational Guidance is a continuous process or life-long process.
- (c) Educational Guidance is a tri-polar process, and
- (d) Educational Guidance is a purposeful or objective-oriented process.

In this way, education means a process for developing child's abilities by imparting knowledge.

- (2) **Educational Guidance as a Teachers-training:** The term 'Education' is also used for preparing teachers, i.e., teachers-education. In these colleges of Education, theory and methodology of teaching are taught to the pupil-teachers. Teaching practice is organised to prepare effective teachers. These colleges of education were called training colleges but not the term 'training' has been replaced by the term 'Education'. Thus, the second meaning of Education is training for teachers.
- (3) **Educational Guidance as an instrument of social change and social control:** During ancient times the social change was brought about by social war and battle. After Mahabharat Bhishm Pitamah has expected for the new changed society. But today the social change and social control is possible peacefully by changing the education. Mahatma Gandhi had tried to reform the untouchability of caste system in society but he could not succeed. Education could reform the evil of untouchability by introducing uniform system in the schools. In this way, the fifth meaning of education is as an instrument of social change and social control.
- (4) **Educational Guidance is the creator and creature of the society:** The society establishes the education institutions to create new society according to its leads. Thus, society creates education and education creates new society. It is an effective agency for developing and forming new society. In this way, sixth meaning is that education is the creator and creature of the society.
- (5) **Educational Guidance as a filtering process:** In India democratic form of government has adopted. Abraham Lincoln defines the term 'democracy' as "The government of people, for the people and by the people." The government by the people means that such people and by the people." The government by the people means that such people would be prepared by the education who was provide the leadership in the various fields. In education system, there are tests is to filtering the people who can reach at the top level which may provide the leadership and will govern the people. Thus, education is a filtering process in the democracy.
- (6) **Educational Guidance is for future or futurology :** The purpose of Education is to prepare people for future not for today. They would be capable to acquire the place and can pace with the world. Thus, the education is given for future always. The orientation of education is towards life situation.

## Definitions of Educational Guidance

"Guidance in the wider context of a total curriculum and embracing education of everyone of the basic activity pattern—intellectual as well as social, economic as well as artists, moral as well as



spiritual, domestic as well as physical—  
becomes all inclusive as well as competes with instructional and testing or examining functions of the school in preparing the school-leavers for work and life in general.”  
— K. G. Rama Rao

*Ruth Strang* has defined educational guidance as an assistance. According to him, “Educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it.”

*G.E., Myers*, while defining educational guidance, has described it as a process of establishing a relationship between a person and his characteristics in order to develop him. According to him, “educational guidance is a process concerned with bringing about between an individual pupil with his distinctive characteristics on the one hand and differing groups of opportunities and requirements on the other, a favourable setting for his individual development or education.”

*Jones* has also described educational guidance as an assistance to be provided to the pupils so that they may adjust in the schools with curricula and school life. According to *Arthur J. Jones*, “Educational guidance is concerned with assistance given to pupils in their choices and adjustment with relation to schools, curriculum, courses and school.”

*Brewer* has tried to make a bar by considering educational guidance as an effort in consciousness to develop intelligence, that educational guidance and learning process go side by side. According to *Brewer*, the definition of educational guidance is as follows:

“Educational guidance may be defined as a conscious effort to assist in the intellectual growth of an individual.”

*Traxler* has also presented educational guidance as a comprehensive process. According to *Traxler*, “Educational guidance is vitally related to every aspect of the school, the curriculum, the method of instruction, the supervision of instruction, disciplinary procedures, attendance, problems of scheduling, the extra-curricular, the health and physical fitness programme and home and community relations.”

*Carter Good* has also given the definition of educational guidance. According to him, “Educational guidance is concerned principally, with matters relating to schools, courses, curricula and school life, rather than vocational, social or personal matters.”



Notes

In order to solve the various types of problems we need different types of guidance services. Therefore, the guidance services are classified to solve the problems related to the various aspects of the society.

## Self Assessment

### 1. Fill in the blanks:

- (i) is essential at each step for the social development of human being.
- (ii) The problem of stagnation has been critical of education due to withdrawal of children from ..... school due to their financial problems.
- (iii) According to Gandhi “Education is a process for training of ....., head and heart, 3 H of a child and man.
- (iv) The chief aim of Educational guidance is to develop the ability of ..... with the school environment in pupils and to create necessary awareness and sensitivity.

## **Need of Educational Guidance**

**Human being has two forms:** biological and social. In order to develop his second form, i.e., social form, the process of socialization is needed. In order to start this process, attention must be paid to the various aspects of the social development of an individual. Hence, for the social development of human being, education and educational guidance is required at each step. Continuous changes in the various social aspects are occurring, such as : social ideology, aims of education, methods of achieving these objectives, social needs, social values and traditions etc.

In addition to these changes in social aspects, there are influences of psychological researches on education, an individual and the society. And, as a result of these researches, revolutionary social and educational changes are being observed, such as, at present, education according to the pupil's aptitude, ability and interest, is being insisted. But, practically, providing such education faces many difficulties. In such conditions, the need of educational guidance can be realized. Hence, there is no single factor but variety of factors are responsible which create the need of educational guidance. The description of factors is given below:

- (1) To solve the problems of wastage and stagnation.
- (2) Appropriate selection of courses or subjects.
- (3) Making adjustment in school.
- (4) Information regarding future Education.
- (5) Providing awareness about the job opportunities.
- (6) Making busy in learning process.
- (7) Change in teaching methods and school Administration.
- (8) Identify the reasons for increasing percentage of delinquents.

The description has been provided in the following paras:

- (1) **To Solve Wastage and Stagnation Problems:** Most of the wastage occurs at the primary stage of education. It is found that many children get admission in primary education. They go to school for some period, but due to one or the other reasons they fail to complete their primary education and their parents withdraw them from the school due to their financial problems.

Similarly, the problem of stagnation has become equally serious. Pupils stick to one educational level for more than desired duration. Its reason may be any—such as, illiteracy of parents, narrow attitude of parents, unsatisfactory economic condition of parents, shortage of sufficient schools, lack of favourable environment in schools etc. The problems of wastage and stagnation are more frequent in rural areas as compared to urban areas.

- (2) **Appropriate Selection of Subjects:** At present, the comprehensiveness of the curriculum and multiplicity of subjects are an indication of expansion and enrichment of the knowledge.

From psychological view-point, if we observe an individual or a pupil, we see that all individuals or pupils are not alike with regard to intelligence levels, interest and aptitude. If the selection of subjects and curriculum does not occur according to their intellectual level, their interests and aptitudes, the pupils fail to gain that much success in that subject or curriculum which they should have.

Sometimes high expectations of the pupils or their parents encourage them for the wrong selection of the curriculum or subjects, such as many pupils try to achieve very unsatisfactorily in science subjects, but their achievement level increases appreciably in arts subjects.

- (3) **Adjustment in School:** The problem of adjustment is very deep. No one can make desirable progress in any field without proper adjustment. However, maladjustment may lead to damages.

Whenever any pupil enters a new school he has to face adjustment problem first of all. For example, if a pupil moves from Hindi medium school to English medium school, then it becomes difficult for him to adjust in that environment because of much difference in language as well as teaching methods.

- (4) **Information about Future Education :** The entering behaviours of pupils must be studied in order to enter any level of education. If these behaviours are identified properly, only then the pupils can be guided properly for their future education. The parents and the pupils with that they should be guided properly in order to enter from one level to the other level of education so that the pupils may prepare themselves for selecting their higher education and entering those courses. Such a situation comes usually after high school or (+2) stage. Guidance given at this stage changes the entire life of a pupil.
- (5) **Providing the Awareness of Various Opportunities:** In our country, many five year plans were prepared after independence. For various trainings and many courses were increased appreciably in these plans. In order to provide the knowledge of such opportunities, the existence of education guidance services is very essential. The pupils are gaining on type of education. They don't know the scope of that education. This has created the problem of unemployment in the country and now this problem has become so much uncontrolled that the other plans of the country have become imbalanced. Every vocation is related to some specific curriculum and subjects. Knowledge of such vocations and subjects must be provided to the pupils.
- (6) **Making Busy in Learning Activities:** If the pupil is not kept busy in the learning process, the sequence of the learning process will break up. That pupil will lag behind the other pupils. In order to keep the pupil busy, the motivation of the pupil plays a very important role. By motivating the pupils for learning their achievement level also increases.
- (7) **Change in School Administration and Teaching Methods:** On one side, knowledge expanded in the field of education, while on the other side important changes have taken place in school organisation, administration and teaching methods. In educational administration, narrow mindedness has been replaced by broad mindedness these days. Formerly, education was merely a process of intellectual development but these days, knowledge is being considered as a means of solving individual and social problems.
- (8) **Identify Reasons for Increasing Percentage of Delinquents :** When a person deviates from the social norms, he is termed as a delinquent.

In view of above discussion, educational guidance is required for the following reasons:

- (1) Due to individual differences.
- (2) Selecting study courses or subjects.
- (3) Adjustment of students in the school.
- (4) To solve the problem of wastage and stagnation in education.
- (5) Providing awareness for future job opportunities.
- (6) Awareness about the vocations.
- (7) Organizing co-curricular activities.
- (8) Helping slow learners and under achievers.
- (9) Causes for unsuccessful students.
- (10) Solving the problem of indiscipline.
- (11) Providing remedial instruction for teaching-learning

## Nature of Educational Guidance

The nature of educational guidance is stated in the following terms:

- (1) **Educational Guidance is Administered to Students :** Out of the many problems that the student is often faced with, there are some that he fails to solve of his own accord, and they do not even admit of any fruitful assistance from the teachers or the parents. Solution of these problems calls for the intervention of the specialist, and this specialist is none other than the psychologist.
- (2) **Intended for Educational Selection:** One part of the student's education consists in making a variety of selections, the first of them being the kind of college or school in which he would like to be educated. Another problem that confronts him is the choice of the subjects that he wishes to study.
- (3) **Rendered for Adjustment in Education :** A student finds a peculiar atmosphere in the college, the like of which he cannot find outside, and he has to adjust himself to his atmosphere. This atmosphere is a composite of his friends, teachers, daily routine of the institution, method of teaching, curriculum, subjects taught, extracurricular programmes, etc. This environment is the same for every individual student, whatever his personal capability or drawback. One student finds the teaching terribly dull while his more enterprising partner runs away from school. Another child might find himself tired most of the time while another is constantly bored stiff. Some of them indulge in systematically destroying discipline while others turn to crime and delinquency.
- (4) **Making Education as Child-Centred :** It is the educational guidance which makes the educational process as child-centred. The selection of courses and instructional strategies are used according to the need and requirement of child.

## Objectives of Educational Guidance

The scope of educational guidance, as we have said above, is as wide as that of education with a number of objectives. Some of the objectives which as minimum programme of educational guidance should achieve are given below:

1. Assisting students in understanding the purpose and the function of the school in relation to their needs.
2. Assisting students in discovering all that the school has to offer and plan a programme of studies accordingly. These objectives can be achieved through an orientation programme.
3. Assisting students in discovering their strengths and weaknesses : their assets and liabilities. How much ability do they possess to learn? If they take up work much beyond their ability to learn they are likely to meet failures and frustrations. If they take up work much below their ability, they will be loss of human resources as their potentialities remained underutilised/unutilised.
4. Assisting students to discover themselves, i.e., their interests aptitudes, attitudes and other personality characteristics. Knowledge of one's scholastic aptitude is necessary for planning an educational career in much the same way as knowledge of one's vocational aptitude is necessary to make a choice of vocation. These objectives can be achieved through psychological testing or non-standardised tools of guidance, e.g., anecdotal record, case history, autobiography, ratings scales, teacher observation.
5. Assisting students in discovering educational opportunities in the school. The same is true of occupational openings as well.
6. Assisting students in gathering information about cocurricular activities that are being carried out in the school.

7. Assisting students in collecting information about different courses, curricula, schools, training school, vocational schools. These objectives can be achieved through school's educational information services, group guidance classes, group counseling and individual counseling.
8. Assisting students in the selection of courses, curriculums, extracurricular activities, best suited to their abilities, interests, aptitudes and personality characteristics.
9. Selecting students in the selection of books and methods of study.
10. Assisting students through group guidance and group counseling to help remove their difficulties in learning.
11. Assisting students in developing work and study habits that enable them to achieve satisfactory success in studies.
12. Assisting students in trying out courses and exploratory courses in order to gain an insight into learning areas that still lie ahead.
13. Assisting students in participating in cocurricular activities, group work, social service activities so that qualities of leadership may be developed.
14. Assisting students in finding out the requirements of entrance to a college or to a vocational school of one's choice.
15. Assisting past students in adjusting themselves to the new environment and new social life.
16. Assisting students who are about to leave the school, in ascertaining the possibility and desirability of further schooling.

### Functions of Educational Guidance

The functions of educational guidance at primary stage are:

- (1) **Helping the Child in Making a Satisfactory Transition from Home to School :** When the child enters a school, he faces a novel situation. In his home he is free to do as he likes. In the school he finds life regimented. For some time he finds it even difficult to adjust. If he is unable to adjust, he gets troubled. At this stage he needs assistance.
- (2) **Helping the Student in Solving Difficulties in Learning:** When the child has become adjusted to school life, he may face difficulties in learning basic educational skills. Children in primary classes face failures because their difficulties in reading or in arithmetical skills are not solved in time. Educational guidance at this primary stage helps a lot to make such adjustments.
- (3) **Helping Potential Drop-outs to Stay in Schools**  
: Pupils in primary classes drop out very often because they are unable to adjust there. Their instructional methods may be defective. The school learning may be uninteresting. The school environment may not be conducive to their growth. The guidance worker tries to analyse the causes of the malady and check pupils from dropping out. This saves stagnation and waste also.
- (4) **Helping Students Make Plans for Future :** Pupils at the end of the Higher Primary stage begin to think of making educational or vocational plans. Guidance helps them in making a proper choice by finding out their I.Q's, interest and behaviour patterns.

The responsibility of providing guidance to pupils and advice to parents will lie on the shoulders of teachers and headmasters. Hence a competent person trained in guidance is appointed in each primary school, teachers alone programme for primary school teachers may be arranged in training colleges. The areas of training may be simple diagnostic testing in arithmetic and regional languages, testing of intelligence, principles of guidance, mental hygiene and occupational orientation. Till the teachers do not become guidance oriented nothing can come out of launching any guidance programme in a primary school in our country at present.

## Notes

**Functions of Guidance at the Higher Secondary Stage:** These secondary stage is the terminal stage and it is here that the nation wants to send at least 50% of the student population to vocational and the rest to the colleges.

If this national policy has to be worked out, guidance at these secondary stage is a 'must'. The following are the functions of educational guidance at this stage.

(i) **Helping Students in**

**Making Educational Choices:** Students have to be guided as to suitable course and curriculum keeping with their abilities and interests.

(ii) **Helping Students in Making Educational Plans and Making Progress in them :**

Educational plans are made with the consideration to the occupation one would like to choose, the capacities one has, and the responsibilities one will have to shoulder in future. Secondary education has a dual role to play : (a) preparing boys and girls for the pursuit of higher education, (b) equipping them to enter life confidently and earn their living. Guidance helps in this.

(iii) **Helping Students in Making Optimum Development:** Optimum development means that stage of maturity when the individual gains the ability of self guidance. Guidance gives that ability to individual student through counseling.

The reaching of this stage requires understanding of the self and that of the school environment. Educational guidance help each student in the identification of mental ability, interests, aptitudes and in the development of those abilities. The student knows his strengths and weaknesses and tries to do the academic work at the level of his ability. He gets through guidance the knowledge of the educational opportunities and their requirements and makes realistic educational plans based on the consideration of relevant facts.

### Provision of a Special method of Education for the Backward Child

One specific aspect of educational guidance is the guidance concerning backward children. This category includes children who usually fail at examination, or show signs of indiscipline, running away from school, juvenile delinquency, or other defects of such nature. Backwardness is education can be caused by personal causes as well as by the method of teaching or external factors. The advisor must be able to gather all possible relevant information regarding the backward child whom he is called upon to guide. In this besides getting hold of the cumulative record and guardian's schedule, or the self-inventory it is necessary to gather information from the parents and teachers. It is only on the basis of such information that any advice for the resolution of educational problems can be given. In case each child is intellectually of a lower level or suffers from some mental defect, then he requires a special curriculum and a special method of teaching to suit his needs. Psychologists can advise on this matter also. If it is observed that the backward child fails to show any progress despite persistent effort then he would be best advised to go into some technical profession requiring training rather than mental acumen. If the child's backwardness is due to family conditions or the school environment then the psychologist should advise his parents and teachers. Sometimes backwardness can be the result of some mental disease. In such a case the child stands in need of medical treatment rather than guidance. Briefly, the psychologist and the adviser must individually consider the case of each child and give private and separate advice to each patient.

### Provision of special Educational Programmes for the Gifted

**Children** While backward children require guidance and care, the unusually gifted children also require a special educational arrangement as otherwise there is fear of their falling into bad activities. The psychologist discovers such exceptional children, gathers all available information regarding them and guides their parents and teachers as to the manner in which the child should be treated. Guidance of such cases more usually concerns suggestions for some special extra-curricular programmes that can help the child develop properly and in accordance with his special gifts.

Putting it briefly, it can be said that the psychologist arranges a curriculum that suits well with the child's gifts.

### Consideration of Failures at Examination

In the intermediate and high school examinations held every year by the U.P. Board of High School and Intermediate examination, the results are almost invariably below 50 per cent. More than half the students that appear for the examinations fail to pass them. And while one hears a few odd cases of suicide that are the result of this failure there are many more individuals who become discouraged and give up their educational career when it has just begun. Some of the enterprising turn of anti-social activity, others lose their mental balance, while a major portion of them become frustrated. Almost all educationists are of the view that as a result of this very high rate of failures, the nation's wealth and strength are being greatly undermined. On the face of it, it is a national problem or at best the fault of the state's faulty educational methods and educational organisation that admits of almost no interference on the psychologist's part, but he can nevertheless resolve the factors that lead children of failure in examination through his guidance.

### Encouragement to the Child's Inspiration to Study

Another problem that makes itself felt to the psychologists is when a particular child evinces lack of inspiration and enthusiasm to study. Causes of this lack of motivation may be both the personal as well as related to the environment whether social, family or school. Among the personal reasons can be physical factors such as a weak constitution or mental reasons such as anxiety and irritation. Environmental factors are concerned either with the home or the school. As far as the school is concerned it may produce a variety of causes such as uninteresting curriculum and routine, the method of education of teaching being anything but psychological, absence of extra-curricular programmes, etc. The psychologist shifts all these factors and causes, and then advises the child to create motivation in him. In fact, this can be achieved more by removing cause that destroys motivation than by any guidance. For this the psychologist can jointly exert themselves to create a condition in which the student will take an interest in his education of his own volition. Then, and only then, the child can be inspired to take an interest in the study of his subjects.

### Removal of Weakness in Particular Subjects

Yet another problem confronts the psychologist when a student shows signs of being weak in some particular subject or subjects. English, for example, is one subject in which most students in Uttar Pradesh are lamentably weak. A major portion of college students failing is of those who fail in the English language papers. Some students evade some subjects as if they were running for the safety of their very lives. Mathematics, for example, is another subject that is something of a burden for many people, equalled perhaps only by grammar for the dread it causes. Weakness in a particular subject is not due to lack of the required ability in the students, but more often because the student fails to take keen interest in that subject. Through tests and observation the psychologist can locate the individual cause that is responsible for the weakness. If it is the study of that subject as soon as possible, or if some ability can possibly be injected into the students, efforts should be made to create it in him. If the cause of weakness is something else, then in that case teachers, parents, the psychologist and the student can cooperate to put an end to the meaningless weakness threatening the student's progress.



*Did u know?* Gifted child does not find the ordinary programme that satisfies and invigorates the average child, satisfying and helpful.

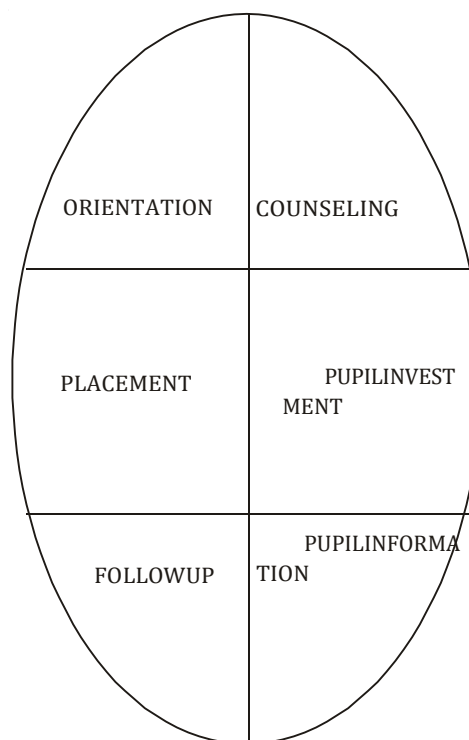


## Notes

**Vocational Guidance**

The recognition of the fact that education should equip the individual to enter an occupation and be able to make a living, makes vocational counseling an integral part of the educational process. Thus counseling in the educational setting cannot be comprehensively and purposefully rendered without including counseling towards vocational development. Therefore, educational and vocational counseling are together provided to both school and college-going students.

We may recall that the counseling movement had its origin in the vocational guidance movement. Thus it was the forerunner of counseling psychology. A few years before the end of the last century, Jessie B. Davis (1898) started this movement. He set up an Educational Career Counselling Centre in Detroit in 1898. Within a decade after this pioneering venture, Eli Weaver (1907) published his book *Choosing a Career* in 1908 and Frank Parsons started the Vocational Bureau of Boston. Later, his book *Choosing a Vocation* was published. These reflect the early interest of educators and social workers in the vocational development of youth.



**Fig.6.1 Operation Area of Guidance (Function)**

It will be helpful if the counselor is knowledgeable and has the necessary information concerning how individuals develop vocationally. Such information, if available to the counselor in the process of counseling, makes the choosing of a career easier and simple. Vocational guidance has been defined, firstly, as "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choice involved in planning a future and building career-decisions and choices necessary in affecting satisfactory vocational adjustment. It is the process of assistance only, given to an individual in solving problems related to occupational choices and progress with due regard the individual characteristics and their relation to occupational opportunity. It is the process of helping a person to develop and accept an integrated and adequate picture of his self and of his role in the world of work, to test this concept against reality with satisfaction to



himself and benefit to society. It is fundamentally an effort to conserve the priceless native capacities of youth and the costly provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to himself and society.



Task

What is the function of guidance at senior secondary stage?

## Scope of Vocational Guidance

Vocational guidance aims at assisting an individual in making a choice of occupation in accordance with his innate endowments. It further prepares an individual towards selected occupation profession; provides services in accordance with his educational background and future trainability. An individual's health, nature, temperament, culture affect his educational possibilities and attainments. Vocational guidance and vocational education are inversely related in the same manner as guidance and education are related. Vocational education is the operative aspect of vocational guidance. Both are interrelated. Whereas vocational guidance helps in selecting a suitable vocation, vocational education prepares an individual towards successful placement. The crux of vocational guidance and vocational education lies in the successful adoption by the individual in his placement area for his own happiness and job satisfaction as well as to become a useful member of society.

## Principles of Vocational Guidance

The following are the main principles of vocational guidance:

### 1. Client-Centred Principles

- (i) Making guidance available without interruption.
- (ii) Guidance covering all clients.
- (iii) Making guidance programme client-centred.
- (iv) Guidance services meeting the varied and extensive needs of the individual.
- (v) Making choice by the client himself.

### 2. Vocational Guidance Personnel-Centred Principles

- (i) Accepting genuine responsibility to guide clients.
- (ii) Professional efficiency.
- (iii) In-service training.
- (iv) Using all available information about the client.
- (v) Observing a strict code of professional ethics.
- (vi) Collecting external factors about the client.
- (vii) Using varied methods and techniques.
- (viii) Using research findings.

### 3. Organisation-Centred Principles

- (i) Helping up-to-date records about the clients.
- (ii) Framing an independent guidance programme.
- (iii) Making adequate time available to guidance workers.

**Notes**

- (iv) Making adequate space available for guidance workers.
  - (v) Allowing field workers to undertake follow-up studies.
  - (vi) Offering placements services.
  - (vii) Making provision for individual and group guidance programmes.
  - (viii) Seeking cooperation from similar organisations.
  - (ix) Making adequate supply of materials.
  - (x) Responsiveness to guidance programme.
- 4. General Public-Centred Principles**
- (i) Mobilizing public opinion.
  - (ii) Making public conscious of the careers of young members of the society.
  - (iii) Cooperation to the guidance workers.
  - (iv) Identifying their needs by the people and bringing these to the notice of the guidance personnel.
  - (v) Appreciation and constructive criticism of the work of the guidance personnel by the public.

### Need of Vocational Guidance

When more and more complexities put obstacles collectively in some other phenomenon, then the exhibition of doubt is not in vain. It is also true for entry into the vocations. The complex human personality, modern industrial complexity, complexity of educational subjects and complexity of various vocations have made the vocational system so complicated that it has become almost compulsory to seek the advice of experts to understand the nature of vocations, selection of vocations and entry into the vocations. Without counseling the selection of vocations may prove harmful and it has occurred too. Due to multiplicity of vocations and rapidly changing conditions, the vocation must suit the person and the person must suit the vocation. It is not enough. Counselling for entry into some vocation is not the end, but satisfactory and successful adjustment in that vocation after entry into it is must. Hence, the need of vocational guidance is not in limited sphere but it is needed comprehensively. There are some following causes which throw light on the need of vocational guidance:

- (1) Individual Differences :** All the psychologists and scientists agree regarding individual differences. According to a collective view, there are not two persons alike in this universe. All differ from each other. These variations may concern with any individual or personal and vocational or professional. Like the occurrence of variations in the vocations, variations in the individual also occur. It is almost decided that every person cannot do every type of task. According to this principle, the abilities, capacities, interests, aptitudes etc. existing in each person vary from man to man. In other words, every person differs from the other in one or the other respect. Hence, without gathering the necessary facts about these individual differences through different facts regarding individual differences, persons with some specific characteristics these facts regarding individual differences, persons with some specific characteristics are required for each vocation. Hence, due to the availability of tests for collecting the facts regarding the individual differences and also due to these individual differences themselves, the need of vocational guidance cannot be denied.
- (2) Variety of Vocations:** At present, the vocational guidance is needed due to the multiplicity of vocations. Such number of vocations never existed in earlier days. Due to very limited number of vocations, people never faced difficulty in selecting them. Today, there is so much increase in the number of vocations that the description of vocations has to be supplied to the pupil before he leaves the school. Only then he gets enabled to select the vocation.

after he leaves the school. There is another purpose to supply the description of the vocation at the school level that the pupil may try to acquire necessary education for the vocation which he likes. Hence, due to the increase in the number of vocations, there is a need of vocational guidance to familiarize the pupils with vocation. In addition to the multiplicity of vocations, their complexity has also become very challenging. A layman feels difficulty to understand such vocations. The main causes of multiplicity of vocations and complexity of vocations are—maximum scientific developments. Hence, the only key to a person's development is his compromise with this scientific progress. In this way, these days, it has become possible to face this multiplicity of vocations and their complexity through vocational guidance and a person's mal-adjustment in some vocation can also be controlled.

- (3) **Vocational Progress :** Merely entry into some vocation carries no importance. But it is more important to know about a person's progress in that vocation after his entry into vocation. The present age is the age of results or consequences. What type of results a person gives after entering into the vocation, depends upon his capacities and abilities. Hence, which vocation expects which personality—this fact decides the direction of that person's success in that vocation.

It has become very necessary to start vocational guidance programme to make available the information regarding training centres and necessary training required for vocational progress after entering into the vocation.

- (4) **Stable Future of Students:** For any student, the time when he leaves the school after completing his school education and is in a race to enter into a vocation, carries much importance. In such a situation, the pupil knows nothing about vocations. The pupils and their parents are in a panic in this confusing situation. Sometimes, they put their ward to some wrong profession or vocation in a hurry. In such circumstances, the child does not succeed in adjusting. This results into the pupil's instability in that vocation. Neither he concentrates in the job nor he exhibits any interest in that job. Hence, there should be some provision of providing such vocational guidance so that they may attain stability from vocational point of view and he may take interest in his vocation. From this point of view, the need of vocational guidance carries its own importance.

- (5) **Need from Economic Point of View :** Vocational guidance is very necessary from economic point of view. Economic problems are bound to arise when the production of some establishment falls. The production falls only when a person selects a vocation and enters into it without any deep thinking. In the later stage, he fails to concentrate his mind in that vocation. He almost fails. He considers his working place as unattractive. This is responsible for his vocational instability. As a result of these conditions, persons change their vocational instability. As a result of these conditions, persons change their vocation rapidly. Due to these changes and uninteresting work, that person neither makes any progress in the vocational efficiency nor attains any economic damage of that establishment can also be reduced through this control. It is difficult, if not impossible, to remove such economic loss without vocational guidance. Hence, in this present age, the provision of vocational guidance is being considered very essential just to remove the economic difficulties of an establishment on its own terms.

- (6) **Need due to Changing Conditions:** At present, some vocations have gained the importance while some have lost in the changing circumstances. Its reason is the occurrence of changes in our assumptions, ideologies and needs etc. The main cause of these changes is scientific advancement and industrialization. But, for a lay man, it is very difficult to cope with these changing conditions. In these changing conditions it is very essential for adjustment to select a proper vocation just to start his vocational journey. Hence, to achieve this objective, the importance of making familiar each pupil with these changed conditions also increases. This task can be full of challenge for a well-organized vocational guidance programme. Therefore, the end of vocational guidance is much felt in these changing circumstances.

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- (7) **Need from Health Point of View :** The importance of a person's health cannot be underestimated for his vocational success. If a person's health is being affected adversely, it means he is not well-adjusted in that vocation or that vocation is not according to his capacities and physical limitations. Lack of interest in that vocation also affects his health. There are certain causes which do not allow a person to succeed in a vocation, such as, lack of interest, lack of capacity of doing the work and physical unsuitability to that vocation. He has to face lots of worries. These worries damage the health of that person. Sometimes, before entering a vocation, a person has some defective organs and he enters into the vocation entering a vocation against his capacities and interests. His defective organ may get more damaged, such as eye sight. This will damage not only person's health, but that establishment, where he works, also suffers economically and functionally. Hence, vocational guidance has become necessary from health view-point.
- (8) **Need from Social and Personal Point of View:** Personal and social view-points carry their own importance. The happiness, satisfaction and the personality development of the workers depend on their vocation or profession. Any disappointed and dissatisfied person may prove a curse for this society. Such a person cannot contribute anything for his society. Super has rightly said in this connection that:  
 "Occupation is not merely a means of earning a livelihood but also a way of life, a social role."  
 Hence, owing to social and personal view-points, there is always a need of vocational guidance for the selection of vocations.
- (9) **For Proper Utilization of Human Potentialities:** It is essential to know the hidden capacities and energies of a person. But knowing them is not enough. The human energies can be best utilized by vocational guidance for vocational guidance. There might be some persons whose energies and capacities are not well-utilized. This non-utilization might have destroyed their energies and capacities. In order to avoid future destroyed their energies and capacities, vocational guidance services seem to be essential now. Only the proper use of these energies can make these social and national progress possible. But it is the bad luck of our country that no attention is being paid towards the proper use of human energies. A person having the capacity capability of becoming an officer, could not move beyond the rank of a clerk. The corruption and defective evaluation methods. Similarly, by appointing unskilled persons on the basis of bribe or recommendation and by avoiding. The appointment of skilled persons, the path is cleared for every type of loss. Keeping in view all these things, it is now felt that a system should be developed in which securing vocational guidance should be essential in order to make proper use of a person's energies and capacities.
- (10) **Establishing Co-ordination between Family and Vocational Life:** A coordination between family and vocational or professional life of a person is must. The professional successes affect the family life is very essential. For such coordination, vocational guidance should be provided to a person for the proper selection of vocation. Here, it is not wrong to say that only a person with happy and satisfied life, can work for his professional progress in a balanced manner. Family problems can also be solved in a proper way but the role of vocational guidance for this coordination carries much importance.
- (11) **For Unsuitable Occupations :** When a person enters to some vocation without any preplanning, then after sometime he feels that he is not suitable for that vocation or that vocation is not suitable for him. It also becomes uninteresting for him. If this situation, along with economic loss, that person's personality development also ceases to occur or slows down. Contrary to this, proper selection of the vocation gives satisfaction to that person. He avoids disappointment. Right choice of the vocation is possible only when he is provided with vocational guidance. Hence, in order to remove a person's problems, to avoid disappointment, to control unrest and to seek satisfaction, vocational guidance has become very necessary.

From the description given above everybody seems to be in agreement that in the present scientific and industrial age, vocational guidance is a must and a well-organized guidance service should be established.

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## Process of Vocational Guidance

The preceding description of vocational guidance must have made it apparent that it requires two kinds of information or subject-matter to be collected, the first concerning indispensable information about the individual, and the second pertaining to knowledge of the industrial or occupational aspect. In this manner, vocational guidance has two aspects.

- (a) Study of Individual
- (b) Study of occupational or professional sphere.

### (a) Study of an Individual

Before any vocational guidance can be rendered to an individual, it is essential that adequate information concerning his education, level of intelligence, mental abilities, aptitudes, interests, physical development, health, nature, personality characteristics and economic status be gathered, because variation in any of them will necessarily require change in guidance.

- (1) **Education:** Individuals need differing levels of education in order to enter into and succeed in different professions, as for example, the highest education is required for advocates, professors, engineers, doctors, and others such professions, whereas a general and lower level of education can serve the purpose if the profession is clerk, overseer, mechanic, compounder, teacher, etc. Besides these there are certain other occupations in which the medium level of education suffices. e.g. business salesmanship such in professions only the basic necessities of literacy must be fulfilled, as much he depends upon practice. It is only because of this importance of various levels of education being relative and relevant to different professions but most adverse to the requirements for applications for job that teaching students at the high school and intermediate level need only be a graduate while no more graduate can teach the college or graduate level. Doctors require medical degrees while in order to qualify as an engineer it is essential that one pass an engineering examination.
- (2) **Training:** Education does not merely imply the degree obtained at the end of a session by passing a prescribed examination. Now-a-days, most occupational units make it obligatory on all new entrants to be trained in addition to being educated, and this is being carried to the extent that only a trained individual is allowed to fill the post of a high school teacher. Certain occupations need training inevitably, for example, the occupations of an electrician, stenographer, chemist, compounder, etc. As it is the tendency to employ trained personnel in industry and other occupations is catching on. In certain professions, individual after having entered it is oriented for a period of few weeks, and only then he is allowed to handle work on his own responsibility.
- (3) **Level of Intelligence:** Besides difference in education, different professions require differing levels of intelligence. For example, the medical, technical, legal, teaching and administrative professions require the highest intelligence level, while on the other hand, the peon and the domestic worker can be selected from people with a much lower level of intelligence. Other professions require only the average level of intelligence, so that evidently, before a person can be told of the profession that suits his natural endowments, it is essential to know the level of intelligence to which he belongs.
- (4) **Special Mental Abilities:** Individuals differ not only in respect of their intelligence but also in respect of their special mental abilities. For example, all people do not possess mechanical ability to the same degree and neither is verbal flexibility shared by all in equal degree of flexibility. Different professions require differing mental abilities, verbal ability being

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required by advocates and teachers, etc., mechanical ability by doctors and engineers, etc. Hence, prior to the selection of a profession it is essential for the individual to be aware of his mental abilities.

- (5) **Aptitudes** : Success in a particular profession seems to depend to some extent upon one's aptitude for it. If a person lacks artistic and creative aptitude, there is not much likelihood of his succeeding in the role of an artist, and one need not expect it. As a general rule, it is advisable for every person to join the profession for which he has any natural aptitude. Hence, knowledge of a person's aptitude is also essential before he can be given any vocational guidance.
- (6) **Interests**: Interest helps to increase the possibility of success in a profession. Interesting work is done enthusiastically and patiently while uninteresting work tends to fall upon most men and requires very conscious application to be carried through. It need hardly be respected, as a slogan is, that knowledge of the person's interest is essential before any vocational guidance can be rendered.
- (7) **Health and Physical Development** : As a general rule proper health and physical development are necessarily taken into consideration in every profession, but in certain other occupations success depends almost solely upon these factors. For success in the armed forces or in the police department health and good physical development are quite essential. In the absence of these factors the presence of no other qualities of ability will bring success to the individual. Hence, physical development, constitution and health are additional factors that must be taken into consideration when the question of vocational guidance comes for consideration.
- (8) **Nature** : Different people show very pertinent and obvious difference in their nature, some being introverted while others more extroverted. And, different kinds of people can successfully settle down only in some specific profession that suits their nature. An extroverted personality, for example, is an essential if one wants to succeed as a salesman, agent, administrator or even as a leader, while on the other hand, gifted introverts make great artists, authors, scholars, scientists, specialists, etc. If choice of profession is contrary to one's natural inclination, it deprives the individual of happiness and contentment, and the profession becomes a burden. While, if the profession conforms to one's nature, then one is happy and enthusiastic in his work, and these conditions are conducive to progress and success. Hence, before vocational guidance can be ventured upon, it is necessary to judge a person's nature also.
- (9) **Personality Characteristics**: It is a fact generally known that different qualities of the personality are required in such widely separated professions as teaching, artistic creation, selling, labour work, etc. Hence, choice of professions should also be made with due regard for the qualities of the person's personality.
- (10) **Financial Status**: As a general rule, it is improper and unnecessary to take into consideration a person's financial status before making a choice of profession, but in a country like India where scholarships are hard to come by the economic status of the students also plays an important part in his choice of the future that he wants to shape for himself. Now a person with middle class status is in no position to afford a technical or medical education for his child because either of these two special courses involve the expenditure of a considerable amount of money. And it is unnecessary and improper to advise poor and needy persons to go in for higher education when he cannot afford it. It is equally useless to advise such a person to choose a profession in which high education and specialised qualifications are desired. There are many examples of people who came from poor families having gained very high education and improved themselves a lot in life. The texture of the matter is that instead of discouraging a student from entertaining thoughts of a profession of which he apparently has not the economic means, the psychologists should expand his effort in

arranging scholarships or other facilities whereby he may be able to attain the goal for which the former is striving, as he stands great chances of success. In India, these things are still unexplored, and many individuals fail to gain satisfying and rewarding positions in life that conform to their abilities, interests and aptitudes, for no reason other than they were born in poor families.

- (11) **Other important factors:** In addition to all the elements pointed out above it is necessary to keep in mind certain other factors concerning the individual before giving vocational guidance. Age of the person, for example, is another factor that must be taken into account since many jobs and occupations set the maximum and minimum age limits on all applications, so that people not qualifying for them in this respect cannot enter these services. Hence, there is hardly any point in advising them to take up such a profession. Sex of the person is another consideration in vocational guidance upon which much depends because some occupations are more suitable to the male individual while others are within the capacities of the female, and for these she is eminently suitable. Nursing and caring for the diseased in hospitals is one function that can safely and even desirably be allocated to women, while in the armed forces and the police most of the jobs with very few exceptions, are suitable only for the male.

### (b) Study of Professional World

Having collected all the necessary and desired information regarding the individual under consideration, it is necessary to turn to another aspect of vocational guidance, that of studying the professional world. While the psychologist must necessarily have enough information concerning the person to whom he is imparting vocational guidance, it is equally important that he be well-informed on its professional and too occupational aspect. Only then can he provide proper and effective assistance. It is enough for the psychologist to be knowing the number and kinds of profession but also the kind of education, training, intelligence, mental abilities, interests, aptitudes, personality, qualities, etc., that are desired as well as the conditions of work that prevail therein.

## Responsibility of the School for Vocational Guidance

- (1) **Age :** It is at adolescence stage that the children begin to think more seriously of their future career and they are in attendance in the school at this stage.
- (2) **Data :** The schools are in a better position to collect comprehensive and reliable information concerning an individual: his health and scholastic records, general intelligence ratings, records of his social and moral qualities, etc.
- (3) **Genuine Service:** The public faith and confidence in its schools and also feel that the schools render genuinely fair-minded and disinterested service.
- (4) **Integration:** At present vocational guidance is not an integral part of an adequate programme of education and as such it must become an integral part of the school education.

### Self Assessment

2. State whether the following statements are 'true' or 'false'
  - (i) Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.
  - (ii) Proper selection of the vocation does not give satisfaction, it gives disappointment in life.
  - (iii) At the adolescence stage the children begin to think more seriously of their future career.
  - (iv) At present vocational guidance is an integral part of an adequate programme of education.



Notes

## Summary

- The term 'Educational Guidance' consists of two words—Education and Guidance.
- The term 'Education' is very broad and comprehensive. It is very difficult to give a comprehensive and universal interpretation.
- Some important meanings of this term have been enumerated and stated in the following paragraph:
  - (i) Education as a process of development.
  - (ii) Education as Teachers-Training.
  - (iii) Education as an independent field of Study or Content or Subject of Study.
  - (iv) Education as an investment.
  - (v) Education as an instrument of social change and social control.
  - (vi) Education as a creature and creator of the society.
- *Education as process of Development*: The education is mainly considered as a process of human development.
- *Human being has two forms*: biological and social. In order to develop his second form, i.e., social form, the process of socialization is needed. In order to start this process, attention must be paid to the various aspects of the social development of an individual.
- The description of these factors is given below:
  - (i) To solve the problems of wastage and stagnation.
  - (ii) Appropriate selection of courses or subjects.
  - (iii) Making adjustment in school.
  - (iv) Information regarding future Education.
  - (v) Providing awareness about the job opportunities.
- The nature of educational guidance is stated in the following terms:
  - (i) *Educational Guidance is Administered to Students*: Out of the many problems that the students are often faced with, there are some that he fails to solve of his own accord, and they do not even admit of any fruitful assistance from the teachers or the parents.
  - (ii) *Intended for Educational Selection*: One part of the student's education consists in making a variety of selections, the first of them being the kind of college or school in which he would like to be educated.
  - (iii) *Rendered for or Adjustment in Education*: A student finds a peculiar atmosphere in the college, the like of which he cannot find outside, and he has to adjust himself to his atmosphere.
  - (iv) *Making Education as Child-Centred*: It is the educational guidance which makes the educational process as child-centred.
- The scope of educational guidance, as we have said above, is as wide as that of education with a number of objectives. Some of the objectives which as minimum programme of educational guidance should achieve are given below:
  - (i) Assisting students in understanding the purpose and the function of the school in relation to their needs.
  - (ii) Assisting students in discovering all that the school has to offer and plan a programme of studies accordingly. These objectives can be achieved through an orientation programme.
  - (iii) Assisting students in discovering their strengths and weaknesses: their assets and liabilities.
- The functions of educational guidance at primary stage are:



		Notes
(i) <i>Helping the Child in Making a Satisfactory Transition from Home to School:</i>	When the child enters a school, he faces a novel situation. In his home he is free to do as he likes.	
(ii) <i>Helping the Student in Solving Difficulties in Learning:</i>	When the child has become adjusted to school life, he may face difficulties in learning basic educational skills.	
(iii) <i>Helping Potential Drop-outs to Stay in Schools :</i>	Pupils in primary classes drop out very often because they are unable to adjust there. The instructional methods may be defective.	
(iv) <i>Helping Students Make Plans for Future:</i>	Pupils at the end of the Higher Primary stage begin to think of making educational or vocational plans. Guidance helps them in making a proper choice by finding out their I.Q's, interests and behaviour patterns.	
•	<b>Functions of Guidance at the Higher Secondary Stage :</b> The secondary stage is the terminal stage and it is here that the nation wants to send at least 50% of the student population to vocational and the rest to the colleges.	
•	The following are the functions of educational guidance at this stage.	
(i)	<i>Helping Students in Making Educational Choices:</i> Students have to be guided as to suitable course and curriculum keeping with their abilities and interests.	
(ii)	<i>Helping Students in Making Educational Plans and Making Progress in them:</i> Educational plans are made with the consideration to the occupation one would like to choose, the capacities one has, and the responsibilities one will have to shoulder in future.	
•	One specific aspect of educational guidance is the guidance concerning backward children. This category includes children who usually fail at examination, or show signs of indiscipline, running away from school, juvenile delinquency, or other defects of such nature.	
•	While backward children require guidance and care, the unusually gifted children also require special educational arrangements as otherwise there is fear of their falling into bad activities.	
•	Another problem that makes itself felt to the psychologist is when a particular child evinces lack of inspiration and enthusiasm to study.	
•	Yet another problem confronts the psychologist when a student shows signs of being weak in some particular subjects.	
•	The recognition of the fact that education should equip the individual to enter an occupation and be able to make a living, makes vocational counseling an integral part of the educational process.	
•	Vocational guidance aims at assisting an individual in making a choice of occupation in accordance with his innate endowments. It further prepares the individual towards selected occupation profession; provides services in accordance with his educational background and future trainability.	
•	The following are the main principles of vocational guidance:	
•	<i>Client-Centred Principles:</i> (i) Making guidance available without interruption; (ii) Guidance covering all clients; (iii) Making guidance programme client-centred; (iv) Guidance services meeting the varied and extensive needs of the individual; (v) Making choice by the client himself.	
•	<i>Vocational Guidance Personnel-Centred Principles:</i> (i) Accepting genuine responsibility to guide clients; (ii) Professional efficiency.	
•	<i>Organisation-Centred Principles:</i> (i) Helping up-to-date records about the clients; (ii) Framing an independent guidance programme.	
•	<i>General Public-Centred Principles:</i> (i) Mobilizing public opinion; (ii) Making public receptive to guidance programme.	
•	When more and more complexities put obstacles collectively in some other phenomenon, then the exhibition of doubt is not in vain. It is also true for entry into the vocations.	

**Notes**

- *Individual Differences*: All the psychologists and scientists agree regarding individual differences. According to a collective view, there are not two persons alike in this universe.
- *Variety of Vocations* : At present, the vocational guidance is needed due to the multiplicity of vocations. Such number of vocations never existed in earlier days. Due to very limited number of vocations, people never faced difficulty in selecting them. Today, there is so much increase in the number of vocations that the description of vocations has to be supplied to the pupil before he leaves the school.
- *Vocational Progress*: Merely entry into some vocation carries no importance. But it is more important to know about a person's progress in that vocation after his entry into the vocation.
- *For Proper Utilization of Human Potentialities* : It is essential to know the hidden capacities and energies of a person. But knowing them is not enough. The human energies can be best utilized by vocational guidance for vocational guidance.
- *Establishing Co-ordination between Family and Vocational Life*: A coordination between family and vocational or professional life of a person is a must. The professional successes affect the family life is very essential.
- *For Unsuitable Occupations* : When a person enters to some vocation without any preplanning, then after some time he feels that he is not suitable for that vocation or that vocation is not suitable for him.
- The preceding description of vocational guidance must have made it apparent that it requires two kinds of information or subject-matter.
- In this manner, vocational guidance has two aspects.
  - (a) Study of Individual
  - (b) Study of occupational or professional sphere.
- Having collected all the necessary and desired information regarding the individual under consideration, it is necessary to turn to another aspect of vocational guidance, that of studying the professional world.
- **Age** : It is at adolescence stage that the children begin to think more seriously of their future career and they are in attendance in the school at this stage.
- *Data*: The schools are in a better position to collect comprehensive and reliable information concerning.

**Keywords**

- Vocation** : A type of work or way of life that you believe is especially suitable for you.
- Stagnation** : A process of stopping something's development or making progress.
- Appropriate** : Suitable or acceptable or correct for the particular circumstances.
- Intended** : That you are trying to achieve or reach
- Rendered** : To cause somebody/something to be in a particular state or condition.

**Review Questions**

1. What do you understand by Educational guidance?
2. Explain the need and nature of Educational guidance.
3. What are the objectives of Educational Guidance?
4. What is the scope of vocational Guidance?

5. Give the principles of vocational guidance.
6. Explain the process of vocational guidance.

Notes

**Answers: Self Assessment**

- |    |       |                      |       |               |
|----|-------|----------------------|-------|---------------|
| 1. | (i)   | Educational guidance | (ii)  | primary stage |
|    | (iii) | hand                 | (iv)  | Coordinating  |
| 2. | (i)   | T                    | (ii)  | F             |
|    |       |                      | (iii) | T             |
|    |       |                      | (iv)  | F             |

**Further Readings**

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Books

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2. Guidance & Counseling: B. G. Barki, B. K. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit 7: Organizing Guidance Services at School and College Level

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Objectives

Introduction

Principles for Organizing School Guidance Services

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### Objectives

After reading this unit, students will be able to:

- Explain the principles for organizing school guidance services.
- Discuss forms of organization of guidance services.
- Explain development of guidance at college level.
- Discuss organization of guidance in college universities.
- Explain the schedule of guidance at undergraduate and postgraduate level.
- Know the development of university employment information.
- Explain organization of university bureau.

### Introduction

In India, guidance is being taken as an additional work. Till today, it is considered as an imported concept. In the beginning, guidance was considered more as associated with Industrial Psychology in comparison to Educational Psychology and Education. In 1941, it also entered Mumbai University. In 1945, Patna University started this subject too. In India, the guidance movement got support from Parsi Panchayat Fund and Property when a guidance bureau was opened for the Parsi Community.

In 1947, the Government of Uttar Pradesh opened Bureau of Psychology and it got recognition. After this, district level guidance bureaus were also opened at Varanasi, Lucknow, Meerut, Bareilly and Kanpur. The Maharashtra Government followed the Govt. of Uttar Pradesh by recognizing

the school guidance programme officially. Mumbai's Vocational Guidance Bureau was opened in 1950.

In 1957, it was renamed as Vocational Guidance Institute, Mumbai. In 1952, Vocational Guidance Association was constituted and the co-ordination of guidance work was started by the persons. In 1953, *Bamette* from America visited India who served in Central Institute of Education (C.I.E.). In 1954, it was decided to form All India Association of Educational and Vocational Guidance which was associated with International Vocational Guidance Association. It was formed in 1996.

In 1954, Central Bureau of Educational and Vocational Guidance was established. It was opened by the Ministry of Education, New Delhi. This ministry also offered assistance to the state to open such bureaus. Now such bureaus are working in almost every state.

## Principles for Organizing School Guidance Services

In order to organize school guidance services, certain principles should essentially be followed. Jones has insisted not to separate guidance from the normal school life. According to him, this can be focused in some specific part of the subject. It cannot be restricted to the office of the counselor or a headmaster. Jones has assigned the responsibility of providing guidance to every teacher. In this exercise, co-operation of all is desirable. Hence, for organizing school guidance service, application of certain principles is must.

*Humphry and Traxler*, in their book entitled 'Guidance Services', have mentioned some basic things for organizing school guidance service, which are as follows:

### (1) Defining the

**Objectives Clearly:** The objectives of entire guidance programmes should be clearly defined at the time of organizing school guidance service. While defining these objectives, the school ideals and needs of the pupils must be kept in mind.

### (2) Defining the Tasks:

All the activities are to be performed through the guidance programme must be listed beforehand.

### (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 should have a clear idea of what he is to perform. The allocation of these duties should be according to the abilities of the persons or workers.

### (4) Defining the Powers:

The workers should be made aware of their powers just like their duties.

### (5) Defining the Relations:

The relations of employees working in the guidance programme, whether full-time or part-time, must be defined clearly. In spite of this, their relations should be defined in accordance with their guidance responsibilities with other employees.

### (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 employees, finance, size etc. The basis of its composition should be the objectives of the institute, financial resources and the number of students in the school etc.

### (7) Simplicity:

The organization of school guidance services should not be of complicated nature. The framework of its structure should remain simple as far it is possible, because every person will start taking interest in such a simple framework of the organization.

*Crow and Crow*, in his book, has also suggested the following points to keep in mind before executing the plan of guidance programme:

- (1) First of all it should be decided the number of persons to be involved in executing the guidance programme and the time required for the same.
- (2) How much increase in the workers strength is required.

Notes

- (3) Is the building and the space are 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, too show interest in the guidance related planned programme and will they cooperate in this programme?
- (8) What is the viewpoint of schools and the society regarding the expansion of guidance services?
- (9) In which experience 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?



Notes

In 1952, Secondary Education Commission also emphasised on education and vocational guidance. This commission suggested to open central and state level guidance bureaux which would co-ordinate the guidance activities throughout the country.

### Forms of Organization of Guidance Services

The following can be the forms of organization of guidance services:

1. **The Centralised Form:** The guidance work should be performed by the experts because the teachers are not trained in this guidance job.

The teachers cannot provide properly any assistance to the pupils who need the same to solve their problems. The central form of the guidance programme means conducting and controlling most of the guidance activities from the central guidance office. All the teachers also perform their duties according to the supervision of central Guidance Bureau and its orders.

2. **Decentralized Form:** The decentralized form of the guidance means providing guidance as a responsibility of the teachers. The teacher remains in close contact with the pupils of his class. He understands the needs and problems properly of his pupils. Due to this reason the teacher can help the pupils in a better way. Some people also believe that if a separate department is opened for guidance in the school, the teacher will not show any interest in guidance work and he will not consider guidance as his responsibility. Hence, it would be better if the responsibility of guidance work in schools lies with the teachers.

3. **Mixed Form**

The centralised and decentralised form of the guidance have their own merits and demerits. No form of guidance is practically possible independently. Hence, some experts express their view that the form of guidance programme should be mixed. The mixed form means - guidance provided by the teachers and experts collectively. Crow and Crow also said, supporting the mixed form, that the school guidance programme include the coordinated service of administrators, teachers, employees and social institutions etc. There are certain jobs in guidance programme which the teachers can do better, such as, collection of information related to the pupils.

## **Functions or Responsibilities or Roles of Headmasters in School Guidance Programme**

In any school, the place of the headmaster or principal is main. He is head of the institute. The whole working of the school or a teaching institute depends on the abilities, insight and administrative capacity of the headmaster. Since the guidance has been considered as a part of education, the headmaster should also be loaded with the responsibility of guidance programme. In this field too, the headmasters should be assigned leaders.

- (i) The responsibility of providing leadership to the guidance programme lies with the headmaster. In this connection, his role can be very important.
- (ii) The headmaster can help at least the teachers of his own school regarding the guidance programme and in understanding various problems.
- (iii) It is the important responsibility of the headmaster to distribute the duties to the guidance workers according to their abilities and capacities and deputing them needfully.
- (iv) The supervision of guidance process is the first step towards the success of guidance process.
- (v) The headmaster should spare sufficient time for the guidance work. Only then this programme will gain success. Once a week guidance programme is not sufficient. This may reduce confidence of the pupils towards guidance programme.
- (vi) The headmaster has financial powers. Hence, it is his responsibility to make financial provision for guidance programme.
- (vii) It is also the duty of the headmaster to arrange proper building for the counselling service.
- (viii) The headmaster should help the pupils by evaluating the effects or results of the guidance programme with the help of his fellow teachers.
- (ix) It is the main part of teacher's role to make the guardians and parents of the pupils familiar with the guidance programme.
- (x) It is the duty of the teacher to constitute a guidance committee in the school. He should be the head of the committee. All the members of the committee decide the guidance activities. The selection of the members of the committee should be made very carefully.
- (xi) The headmaster should organize in-service education in order to provide training of guidance work to the teachers. For this, able and expert persons associated with this task should be invited. In school too, part-time courses can be started.
- (xii) It is the responsibility of the headmaster to make all types of facilities available for the guidance programme, such as, sufficient furniture, guidance office, sufficient funds to purchase all types of materials.
- (xiii) It is the duty of the headmaster to check the teaching-work-load of the teachers before assigning them additional work of guidance. The whom the guidance work has been assigned, their teaching work-load should be reduced.
- (xiv) It is the moral duty of the headmaster that he should explain the guidance services to the school and the society.
- (xv) The headmasters should re-evaluate and re-determine the guidance services from time to time. He can hand over this duty to the guidance committee. The committee should make recommendations for the reforms or modifications in the programme. The execution of the recommendations should be the duty of the headmaster.
- (xvi) The headmaster can modify this programme in consultation with the pupils and their guardians.
- (xvii) The headmaster should manage the literature related to the guidance and arrange its proper distribution.

### Functions or Responsibilities or Roles of a Class Teacher in School Guidance Programme

The responsibilities of class-teacher regarding guidance programmes that if the accepts these responsibilities, it is not possible to differentiate between his teaching work and guidance responsibilities.

The closeness of class-teacher and guidance programme leads to the success of guidance programme.

**(a) Developing the Personality of the**

**Students:** The teachers remain in personal contact with all the pupils. They know them personally. The teachers can take advantage of this closeness by collecting all types of information regarding pupils. They can collect information very conveniently concerning the family background of the pupils, behaviours towards their classmates. On the basis of these informations, the teacher does not allow to create such an environment in which the pupils feel themselves mal-adjusted or unadjusted. Hence, the teacher remains in touch with the problems of the pupils. If these problems are not eliminated, inferiority complexes are created in the pupils which further develop unhealthy attitudes. These unhealthy attitudes adversely affect their studies and behaviours. For teacher, it is wrong to consider all the pupils alike. It is also wrong to expect similar success from all the pupils. It can prove harmful to the pupils. Such considerations may enhance the possibilities of mal-adjustment. The result of all these problems may affect the personality for the pupil adversely.

**(b) Providing Occupational Informations:** When a teacher accepts his responsibility in the guidance service, his duties are not restricted to teaching only. The sphere of his observation widens appreciably. He keeps an eye on the pupils in which programmes he is participating.

What types of his interests are? What occupational ability he has? The teachers should inform the pupils regarding the desired efficiency in various occupations, educational qualification and predicting about future successes. The teacher should inform the pupils regarding the desired efficiency in various occupations, educational qualifications and predicting about future successes. The teacher should manage vocational excursions for the pupils.

**(c) Understanding the Students :** In the guidance programme, the pupil or the person is considered as a social point. The problem is secondary. Hence, it is essential to understand him,

the teacher should be aware of Guidance Philosophy. To achieve this objective, the teachers should follow the following points:

- (i) The teachers should accept the pupil's emotions. He should never think that providing guidance to all the pupils would be useless. The teacher should not be pessimistic regarding the pupil.
- (ii) The teacher should understand the variations in the pupils and should be familiar with their abilities. Some variations exist in them. Hence, each pupil should be considered an independent entity.
- (iii) It is essential to have psychological background for the teacher in order to understand the abilities and characteristics of the pupils. The psychological study of the pupils is very essential.
- (iv) The teachers should behave with the pupil taking into consideration that their each behaviour has one or the other reason. As a result of this reason that the pupil behaves.

**(d) Counselling:** In addition to all these functions, the teacher can provide counselling too.

- (i) The teachers should contact those pupils personally who are facing problems in selecting the vocation after leaving the school or in selecting the subjects.



- (ii) He should understand their emotional problems after understanding the emotional situation of the pupils and should solve these problems.
- (iii) The teacher should understand in detail the interests of the pupils, their aptitudes, needs, achievements etc.

In addition to the above mentioned responsibilities, Ministry of Education, Govt. of India, has also mentioned the following responsibilities or duties of the teacher in the guidance programme in its Manual of Educational and Vocational Guidance published by the ministry.

- (i) **Collecting Information:** A school teacher can collect essential information concerning pupils in the school guidance programme.
- (ii) **Providing Assistance in Moral Development :** The teacher should encourage the pupils to speak the truth frankly and can help them in their moral development.
- (iii) **Developing Interests and Aptitudes:** A teacher involved in the school guidance programme can search out the interests and aptitudes of the pupils and can prove helpful in providing them proper direction.

In brief, the following can be the roles of the teacher in the guidance programme:

- (i) To collect information concerning the pupils and to prepare their cumulative record.
- (ii) To identify the adjustment related problems.
- (iii) To prepare the case history of the problem history.
- (iv) To observe the pupils in various situations.
- (v) To send reports to the parents of the pupils, their guardians and to the headmaster.
- (vi) To participate actively in the parent-teacher association.
- (vii) To help the pupils in evaluating their progress.
- (viii) To provide various opportunities to the pupils for their maximum development.
- (ix) To seek expert opinion just to study the pupils.
- (x) To help the pupils in their adjustment in educational, vocational and social areas.
- (xi) To create best environment in the class.
- (xii) To provide cooperation to other guidance workers.
- (xiii) To provide personal counseling to the pupils.

### Functions or Responsibilities or Roles of a Psychologist in School Guidance Programme

The role of a psychologist in the school guidance programme cannot be under-estimated.

- (i) There can be no better contribution which a psychologist can make in analysing pupil's personality through the psychological test and other sources, such as a psychologist can collect information regarding their interests, aptitudes, abilities and potentialities etc. more scientifically.
- (ii) A psychologist can help a person in solving his emotional and other problems and in acquiring maximum adjustment.
- (iii) A psychologist can provide technical contribution in exploring the pupil's personality-related problems.
- (iv) Also, the psychologist can interpret the results obtained from the psychological tests properly.
- (v) It is the duty of the psychologist to diagnose and to provide remedy to the gifted pupils as well as pupils suffering from inferiority complexes. Also, he should understand the problem of such pupils and help them to remove those problems.

## Functions or Responsibilities or Roles of a Class Teacher in School Guidance Programme

A counselor is an expert from the field of education. It is more expected from the counselor to run the guidance activities smoothly as compared to the other staff members. In Indian conditions, the counselor can be full-time counselor, teacher-counselor or vision school counselor.

The closeness of class-teacher and guidance programme leads to the success of guidance programme.

- (i) **Orientation of Pupils:** New pupils are subjected to the orientation of the programmes so that they may be adjusted to the new environment and they may feel free in order to learn the subject contents.  
The counselor can do this individually or collectively. For this, he can organize assemblies and discussions.
- (ii) **Pupil Appraisal :** A guidance programme needs information resources and equipment for the counselor so that the guidance-needs of the pupils can be identified. Also the pupils are helped in understanding them and helping them, to adopt any working pattern. A counselor manages psychological tests, collects educational and other records and maintains them systematically. In a counseling interview the counselor makes available all these informations to the pupils and these are explained to them. These informations are also explained to the parents and teachers of the pupils as and when desired.
- (iii) **Educational and Vocational Information Service:** The counselor is responsible for the coordination of all types of informations. He helps the pupils and parents in exploring the possibilities and opportunities. Also, he helps them in using these informations. The counselor can also help in setting up a 'career corner' in the school. He can also help the career master. He can follow various methods for collecting vocational informations. He classified them and keeps them up-to-date. A counselor possesses latest informations regarding employment. He keeps himself in touch personally with the various officers and employers. The counselor has the responsibility of disseminating information too. This he does through educational tours, guest lectures, career conferences and Careers Study Projects etc.
- (iv) **Holding Counselling Interview :** A counselor is responsible for providing counseling in accordance with the individual needs of the pupils. Through counseling interview, he helps the pupils by associating their experiences with their actual behaviours after evaluating these experiences. His major job is to provide educational and vocational guidance. The counselor helps the pupils in developing problem-solving skills, independent thinking, planning ability to make decisions. For this, he can make their small group too.
- (v) **Placement:** The counselor also enjoys the responsibility of functioning as a link between the outer institution and the pupils who leave the schools so that the pupils may get various types of informations.
- (vi) **Research and Evaluation:** The counselor can conduct a research and prepare a plan to know whether the guidance programme in school has actually achieved desired objectives and whether the pupils' needs have been fulfilled? In this way, the counselor performs many research and evaluation programme.



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A counselor collects meaningful information about the pupils through interviews with him, through the interviews with parents and through the interviews with the teachers of the pupils and also from other persons of the school.

## Functions or Responsibilities or Roles of School Doctor in School Guidance Programme

Notes

In the school guidance programme, the doctor also plays an important role.

- (i) The doctor manages medical examination of the pupils after a proper gap of time.
- (ii) The school doctor informs the parents or guardians of the pupils about their physical defects or diseases.
- (iii) The responsibility of maintaining the complete record of the children lies with the school doctor.
- (iv) It is the duty of the school doctor to prepare a programme to improve the physical health of the pupils.
- (v) It is very important for the school doctor to perform the following tasks so that they may know the effects and results of his medical service.

## Self Assessment

1. Fill in the blanks:

- (i) The ..... form of guidance means providing guidance as a responsibility of the teachers.
- (ii) The whole working of the school or a teaching institution depends on the abilities, insight and administrative capacity of the .....
- (iii) It is essential to have a psychological background for the ..... in order to understand the abilities and characteristics.

## Development of Guidance at College Level

After independence several commission committees and conferences have been organized for the improvement of education system from primary to university level. Now pattern of Education was suggested by Education Commission (1966) and National Policy of Education (1986). The major change is vocationalization of education and introducing vocational courses. They have recommended (10 + 2 + 3) system of education. The new system of education has increased the importance of guidance services at various levels. At higher level technical and vocational education have been encouraged which requires vocational guidance services at college and university level. The placement services are urgently needed at higher level of education.

In this chapter organization of Guidance Service at higher level of Education have been provided.

### (1) The University Education Guidance: In 1948-

49, the first University Education Commission in independent India, regretted that the importance of intermediate College in the educational system of India had not been realised and appreciated. It recommended that in order to raise the standard of university education admission to universities should be after 12 years of schooling.

This was followed by discussions by various committees and conferences of experts. The Conference of Vice-Chancellors (1962), the All India Council for Secondary Education (1963), the Conference of State Education Ministers and Vice-Chancellors, etc. (1963) and the Conference of State Education Ministers (1964) recommended a 12-years course of schooling before admission to a three-year degree course.

### (2) The Education Commission of India (1966): The need for a direct link between education, national development and prosperity. This was possible only when the national system of education is properly organised both qualitatively and quantitatively. It also pointed out that the existing system of education was largely unrelated to life, needs and aspirations of the people. Secondary education.

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- (i) to prepare a student for university.
  - (ii) to become really terminal and prepare a student for some vocation in life.
- Therefore, realising that the total period of educational course and the duration of its different stages have a direct bearing on the quality of education imparted for achieving the goal, the Education Commission recommended:
- (i) a broadly uniform pattern of education.
  - (ii) extension in the period of schooling to bring about a general rise in the standard of attainment, and
  - (iii) vocationalisation of education.
- (3) **National Policy Statement (1986):** On the basis of recommendation of the Education Commission the Government formulated a National Policy Statement on Education in 1968, which said it was convinced that a "radical reconstruction of education on the broad lines recommended by the Education Commission is essential for economic and cultural development of the country, for national integration and for realising the idea of a socialistic pattern of society."
- (4) **The Conference of Education Secretaries and Directors of Public Instruction :** Held on September 15 and 16, 1972 it passed the following resolutions on the Adoption of Uniform Pattern of School and College Classes (10+2+3):
- (i) **Uniform Pattern:** A uniform of education 15 years duration leading to the first degree should be adopted by all States.
  - (ii) **Co-ordination:** There should be close co-ordination between the vocational courses attached to the higher secondary stage, the Industrial Training Institutes and the Polytechnics. Courses selected should have close affinity to the skills and services in demand in the locality. This will involve manpower studies and production centres as well as financing of the skilled personnel on co-operation or institutional pattern for self-employment or employment in production centres.
  - (iii) **Vocationalisation:** The scheme of vocationalisation of education as well as work experience deserves highest priority in the Plan and should be assisted fully.
  - (iv) **Vocational Courses:** Vocational courses prescribed in institution would need constant review and replacement as technology materials and demand change. They would have to keep pace with development of local industries also particularly the small-scale, college and consumer industries.
- (5) **The National Policy on Education 1986:** It also favoured the adoption of (10+2+3) system.

**Characteristics of New Guidance**

The following are the main trends:

1. Common 10-years schooling.
2. 12 years of schooling in place of 11 which was the usual school pattern.
3. After 12 years of schooling the first degree course is of these years duration.
4. The first university degree is obtained after 15 years of study.
5. A selective approach in upgrading the existing higher secondary schools.
6. Compulsory teaching of Mathematics, Science, Social Studies, Trade or Craft, Moral Educational in classes IX and X.
7. To level of courses in various subjects-advanced level and ordinary.
8. Taking care of individual differences of students by providing for grouping of students based on their attainment in different subject. It will be possible to have a student doing advanced level work in one subject and ordinary level work in another.

9. A close link between the school and the environment and modification of the present emphasis on theoretical aspect of education.
10. Appropriate opportunity to students to take up vocational courses.
11. Specialization only after 10 years of schooling in classes XI and XII.
12. Reducing pressure on the universities by providing for alternative courses and training facilities at higher secondary stage.
13. Realising the standard of school education which in turn will help the universities to raise first degree standard higher.

## Organization of Guidance in Colleges, Universities

Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows:

### 1. Affiliated Colleges at a Distance

- (i) **If the number of students is 1,000:** A counseling officer assisted by the Guidance Committee can plan the programme and implement it with the help of Vocational Guidance Officer.
- (ii) **If the number of students is less than 1,000:** Liaison officer may be appointed.
- (iii) **If the number of students exceeds 1,000:** An assistant counseling officer may be appointed to assist the counseling officer for every 1,000 students or part thereof. Each university should have a specialist coordinator of Guidance Service to help the counseling officers or Liaison officers in different colleges.

### 2. The Universities

- (i) **If the number of students is below 1,000:** Deans of Students, specially assisted by the Heads of Departments of Psychology and Education, and the Guidance Committee with the Counselling officer can plan the programme and implement.
- (ii) **If the number of students exceeds 1,000:** Assistant counseling officers may be appointed. One assistant counseling officer may be had for every 1,000 students. Some of these counseling officers may be taken from student leaders on some *ad hoc* remuneration or with special rights and facilities including representation of different groups, or sections or students.

The Counselling officer in the university should be in the Reader's grade while the Assistant Counselling officer may be in the Lecturer's grade.

## Schedule of Guidance for Various Classes

### (A) Three year degree Course 1 year in Colleges and P.G. Previous

**Classes** Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows:

#### 1. Collection of data about

- (i) the home and family background of the students.
- (ii) the educational achievement of the students.
- (iii) the achievement of the students in co-curricular activities.
- (iv) any special feature of limitation.

#### 2. Orientation programme for the students

- (i) **Institution Orientation:** Familiarizing with the college/university organization, past

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achievement, present plans and programmes and future plans and perspectives, the policies in respect of admission, changes of courses, participation in activities.

- (ii) **Courses Orientation:** Familiarising with the varied courses and combinations allowed, the arrangement of co-curricular activities, hobbies, etc.
- (iii) **Facility Orientation:** Familiarising with the facility of free ships fee concessions, scholarships, loans, part-time jobs, fellowships—how and when and to whom to apply and through whom the applications are to be routed.
- (iv) **Testing:** Arranging testing programme to help +12 students in these selection or T.D.C. subjects.
- (v) **Educational Talks :** Giving educational talks on how to study effectively for maximum gain, budgeting time, taking class-room notes, using leisure profitably, getting the best out of college/university education, adjusting with college university teachers, classmates, senior and junior students, choosing friends of the right type, living in hostels, etc.
- (vi) **Films shows :** Some films may be shown on the running of some famous colleges and universities.

These activities should be completed during the first month of running of some famous colleges and universities.

3. **Orientation programme for the parents/guardians of the students:** Efforts should be made to invite as many parents possible for the orientation programme to tell. What does a university/college offer and how their wards can benefit. This will help the students. This activity may be taken up in the second week of the first month.
4. **Starting the Cumulative Record Card :** Cumulative Record Card contains different types of information regarding the student. Its entire can be made by the tutor or adviser in the college and teachers or advisers in the universities in the third week of the first month of the academic session.
5. **Identification of low and high achievers and students with speech, hearing and reading handicaps:** This may be taken up after the first terminal test of first semester examinations so that they may be given special attention and guidance for a purposeful career.
6. **Identification of problem students:** This can be done during the first three months.
7. **Personality counseling for low achievers and students with other problems or sending them to specialists**  
: This is to enable them to make a satisfactory adjustment to the demands of college/university life and to assist them to obtain deeper insight into their own personalities through which they may resolve personality conflicts, and lower the level of anxiety and improve performance.

## (B) Three Year Degree Course II Year in Colleges

1. **Collection of data about new students**
  - (i) The home and family background of the students.
  - (ii) The educational achievement of the students.
  - (iii) The achievement of the student in co-curricular activities.
  - (iv) Any special feature or limitation.
2. **Supplementary orientation programme:** Familiarising the students regarding any change in courses, policies regarding admission and evaluation.
3. **Remedial programme for the weak and enrichment programme for the talented:** This may be done in second month of the new academic session.

**(C) Three Year Degree Course III year and Post Graduate Class****Orientation Programme**

This programme may be taken up at the beginning and at the end of the session, when the counselling officer meets the parents by appointment. It contains the following activities:

1. Giving information regarding the courses/careers open to these students.
2. Giving information regarding the world of work.
3. Organizing field trips.
4. Arranging career conferences and exhibitions. These activities may be spread over during the last term.
5. Arranging remedial programmes for the under-achievers.
6. Helping students in learning the skills which will help them in effective study, use of library resources, etc.
7. Sending the student to the expert according to the problem. These activities may be taken up when the need arises.
8. Guiding parents about the career through P.T.A.s.

**Development of University Employment Information**

**Foundation:** In 1956, a study group on Educated Unemployed recommended the establishment of

the Bureaux in the universities to provide their alumnus with employment information and career guidance. In 1957, the scheme for the setting up of the Bureaux was prepared by the Directorate General of Employment and Training envisaging bureaux to be primarily employment counselling agencies which could also function as placement agencies for professional and highly qualified persons and cater to the needs of all students of the universities whether still pursuing studies or about to leave after completing their education.

**Financial Assistance :** At its meeting held on 5th May, 1971, the University Grants Commission considered the question of giving financial assistance to universities for their University Employment Information-cum-Advisory Bureaux and Career Advising Units in selected affiliated colleges, U.G.C. to provide financial assistance up to the end of the Fourth Plan period to 41 bureaux and 75 career advising units whose proposals were approved by the U.G.C. Commission.

**Recommendations :** The Review Committee appointed by the University Grants Commission on September 2, 1976, recommended the following programmes:

- (i) **Association of Authorities :** The Vice-Chancellor and other university authorities as well as faculties and departments should be actively associated with the activities of the bureau.
- (ii) **Projects Programme and Studies:** The bureaux should initiate research projects programmes and studies to be conducted in collaboration with various concerned departments of the university/ colleges on local and regional basis for estimation of manpower requirements and outlay in a district/region/state. The UGC should provide necessary financial assistance for such programmes, and projects on priority basis. COSHIP colleges (Colleges of Humanities and Social Sciences Improvement Programme.) could be fruitfully involved for data collection and surveys.
- (iii) **Policies Procedures, and Guidelines:** The DGE should continue to be responsible for framing policies, procedures, general guide lines and norms for the functioning of the Guidance Bureaux.
- (iv) **National Apex Body :** An apex body should be set up at the national level under the aegis and guidance of the DGE, without prejudice to its autonomy to collect data regarding manpower requirements. It may consist of the representatives of the DGE and UGC, Indian Council of Agriculture Research (ICAR) Indian Council of Medical Research (ICMR) NCERT, National Laboratories, etc.



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- (v) **District Bureau :** Considering the requirements of universities and colleges and taking into account the number of students involved, in future separate bureaux, in district headquarters where there is a cluster of colleges, be organised under the aegis of the main university bureau.



*Did u know?*

**First Bureau:** The first University Employment Information and Guidance Bureau was setup in 1958 at the University of Delhi. As the experiment was successful, bureaux were setup in almost all the universities of the country as an integral part of the National Employment Service functioning according to the procedures and policies laid down by it.

### Organization of University Bureau

The bureau is an integral part of the National Employment Service. It functions according to the procedures and policies laid down by the service. It has an advisory committee with the Vice-Chancellor as its chairman to gear the working of the bureau to the needs of the university. Among others, the committee consists of heads of departments, principals of colleges, representatives of employers, the state and central governments, director of employment and training, deputy secretary to government, labour and employment department, deputy chief of UEIGB, representative of Director General of Employment and Training, Ministry of Labour, Government of India, president of Rotary Club or his nominee, student representatives and Liaison officers of the colleges, etc. The bureau functions under the guidance of the Vice-Chancellor of the university. A senior member of the teaching staff of the university is responsible to the Vice-Chancellor for the day-to-day work of the bureau. Work is on a part-time basis and is paid as an honorarium for this service by the state government. Provided by the State Department of Employment, the staff for bureau consists of 1 Divisional or Regional Employment Officer or Deputy Chief, 1 Technical Assistance, 2 clerk, 1 stenotypist, 2 peons, while the university provides accommodation and furniture to the bureau at its own cost, the rest of the expenditure is borne by the state government.

### Functions of University

The following are the main functions of a university:

- (i) Giving employment information and advice to the university alumnum.
- (ii) Collecting and disseminating information on higher education, technical and professional courses in India and abroad.
- (iii) Providing help for admission in foreign universities.
- (iv) Rendering employment assistance of graduates in professional and post-graduate courses and to answer enquires regarding the availability of suitable applicants on its registers from employer and furnish particulars where recalled for.
- (v) Providing information of scholarships, fellowships, grants and loans to students.
- (vi) Assisting students in finding part time and vacation employment.
- (vii) Arranging group guidance by faculty members on social adjustments and other problems of students.
- (viii) Giving proper orientation to students to cultivate right attitude towards work.
- (ix) Arranging talks on employment opportunities to students of various faculties by specialists and employers.



- (x) Mobilising community resources for making available guidance and employment to the students.
- (xi) Arranging group programmes of vocational guidance.
- (xii) Arranging visits of students for on-the-spot studies of occupations.
- (xiii) Conducting surveys and research pertaining to guidance and manpower, etc.

### Registration Categories

The following categories of application registration:

- (i) Persons holding Bachelor's or higher degree or equivalent diploma in a professional or specialist course, such as Engineering, Medicine, Agriculture, Veterinary Sciences, Technology, Law, Education, etc.
- (ii) Persons holding a Master's or higher degree or post-graduate diploma or equivalent in other subjects except B.A./B.Sc./B.T./B.Ed.  
Other graduates can be registered but after registration their index cards are transferred to the local employment exchanges where all further action is taken in respect of them.
- (iii) National Register Card is to be completed and sent to the CSIR in respect of the scientists and technical personnel who are eligible for registration in the special section of the National Register maintained by the CSIR.
- (iv) University Employment Bureaux are to be register not only their own aluminium but also graduates of other universities resident in the area, who seek such registration.

### Procedure of University Employment Bureau

The following steps are used in guidance service:

1. **Circulation of Vacancies:** The Directorate General of Employment and Training and the State Appointment Branch officers concerned circulate to the University Employment Bureaux vacancies that are appropriate for those registered with them. The bureaux submit particulars of suitable candidates on their registers to the PandEO against vacancies notified by it. The PandEO considers these candidates for submissions against notified vacancies at par with the candidates on its own register. The bureaux may also submit particulars of suitable persons in response to specific enquiries addressed to them by private employers.
2. **Forms and Procedure:** The University Employment Bureaux follow the same procedure and use the same forms as the National Employment Service. Modification, if necessary, are made in consultation with the DGE and T and the university authorities.
3. **Statistics of the work of Bureaux:** These are rendered in the forms prescribed for the purpose. If an applicant submitted by the bureau is placed against a vacancy circulated by the PandEO it is accounted for the POD placement by the PandEO and the bureau counts it as LOD placement.
4. **Co-ordination:** The DGE and T influence the necessary coordination at all India level in regard to registration and circulation of vacancies to University Employment Bureaux. At the state level, the State Appointments Branch Office (State Directorate of Employment Bureaux situated within the state) does this job.

### Communication between Bureau and the College

The following channels of communication are used:

1. **Liaison Units:** One of the channels of communication between bureaux and the colleges student community is the liaison units in colleges.
2. **Career Advising units:** Many bureaux have assisted the constituent and affiliated colleges in their jurisdiction in establishing career advising units under the charge of a teacher of the

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colleges concerned. The bureaux regularly feed occupational information literature to these colleges and units.

3. **Training Seminars:** Bureaux organise training seminars for the Liaison Officers.
4. **Conferences, Talks and Exhibitions:**  
Bureaux also help them to arrange career and educational conferences, talks and exhibitions.

### Limitations of the Bureaux

Although the bureaux have been functioning in our country for about four decades, they have not fulfilled the objective for which they were set up. The lukewarm attitude of the universities as well as the state governments, lack of proper accommodation, furniture and equipment, and only a meagre budget are stated to be some of the reasons for this state of affairs. They need to make special efforts so that they matter in the university life.

### Suggestions for Improvement of the Bureaux

The following suggestions should be observed in Bureau Services:

1. **Hobby Clubs :** Bureaux should sponsor hobby clubs at the university and colleges which may be helpful in developing technical and professional skills of the students.
2. **Training :** Bureaux should give training for preparing the youth conduct mock interviews, organise periodic quiz contests regarding the questions set or topics commonly covered in the employment interview, hold sessions on how to face the interview, give guidance on how to prepare for competitive examinations. The National Employment Service should activate the bureaux in its field to render service on these lines.
3. **Awareness of Importance :** Bureaux should endeavour to create an awareness, motivation and acceptance of the importance of guidance on education and employment given by them to the university and college students.
4. **Information :** Bureaux should supply detailed, latest and up-to-date information on occupations, training, admissions, higher studies, apprenticeship facilities, scholarships, study facilities abroad, employment information, general trends in job market situation etc.
5. **Data Banks :** The bureaux should be veritable 'data banks' on careers and courses of local, regional and national interest so that once a student visits the bureau, he finds something worthwhile to read, rather than be disappointed and goes frustrated, not to visit it again.
6. **Humanistic Approach :** Bureaux should treat the students and job seekers calling for guidance not as mere cases but as 'individual personalities' passing through a crucial phase of life. They should honestly, sincerely and genuinely try to help the students and job seekers in solving their problems.
7. **Library:** Bureaux should have a good reference library having information on the following aspects :
  - (a) Syllabi of all India universities.
  - (b) Facilities for research specialisation in different universities and research institutes in India and abroad.
  - (c) Scholarships available for specialised training courses.
  - (d) Facilities for study abroad.
  - (e) Relevant selected books and periodicals, etc.
8. **Talks and film shows:** Bureaux should arrange group talks and screen films on career counseling.
9. **Exhibitions:** Bureaux should arrange mobile exhibitions for the benefit of students in the rural and urban colleges.

- |                                                                                                                                                                                                                                                                                                                                                                                   |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p><b>10. Research :</b> Bureaux should undertake research projects, relevant to employment and unemployment aspects of the local area.</p> <p><b>11. Man power planning :</b> Bureaux should provide scientific and imperial base for man-power planning by conducting studies and surveys on recruitment introduces if employees, occupations aspirations of students, etc.</p> | <p><b>Notes</b></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|



*Task* What are data banks?

## Self Assessment

### 2. Multiple Choice Questions

Choose the correct option:

- (i) A uniform pattern of education of ..... duration leading to the first degree should be adopted by all states.
 

(a) 15 years	(b) 12 years	(c) 10 years	(d) 5 years
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- (ii) The first University employment information and Guidance Bureau was setup in 1958 at the ..... .
 

(a) Annamalai University	(b) Punjab technical university
(c) University of Delhi	(d) Indira Gandhi national open University
- (iii) The university bureau is an integral part of the .....
 

(a) NCERT	(b) National employment services
(c) University Grants Commission	(d) National Accreditation cell.

## Summary

- Principles of organizing school guidance services are:-
- (1) Defining the Objectives Clearly; (2) Defining the Tasks; (3) Allocation of Duties; (4) Defining the Powers; (5) Defining the Relations; (6) Nature of Guidance Organization; (7) Simplicity.
- The following can be the forms of organization of guidance services:
  1. The Centralised Form: The guidance work should be performed by the experts because the teachers are not trained in this guidance job.
  2. Mixed Form: The centralised and decentralised form of the guidance have their own merits and demerits.
- Functions or Responsibilities or Roles of Headmasters in School Guidance Programme: In any school, the place of the headmaster or principal is main. He is head of the institute.
- In this field too, the headmasters should be assigned leaders:
  - (i) The responsibility of providing leadership to the guidance programme lies with the headmaster. In this connection, his role can be very important.
  - (ii) The headmaster can help at least the teachers of his own school regarding the guidance programme and in understanding various problems.
  - (iii) It is the important responsibility of the headmaster to distribute the duties to the guidance workers according to their abilities and capacities and deputing them needfully.

Notes

- (iv) The supervision of guidance process is the first step towards the success of guidance process.
- Functions or Responsibilities or Roles of a Class Teacher in School Guidance Programme; The responsibilities of class-teacher regarding guidance programmes:
    - (a) Developing the Personality of the Students, (b) Providing Occupational Informations, (c) Understanding the Students, (d) Counseling.
  - In brief, the following can be the roles of the teacher in the guidance programme:
    - (i) To collect information concerning the pupils and to prepare their cumulative record.
    - (ii) To identify the adjustment related problems.
    - (iii) To prepare the case history of the problem history.
    - (iv) To observe the pupils in various situations.
    - (v) To send reports to the parents of the pupils, their guardians and to the headmaster.
  - Functions or Responsibilities or Roles of a Psychologist in School Guidance Programme. The role of a psychologist in the school guidance programme cannot be under-estimated:
    - (i) There can be no better contribution which a psychologist can make in analysing pupil's personality through the psychological test and other sources, such as a psychologist can collect information regarding the interests, aptitudes, abilities and potentialities etc. more scientifically.
  - Functions or Responsibilities or Roles of School Doctor in School Guidance Programme: In the school guidance programme, the doctor also plays an important role.
    - (i) The doctor manages medical examination of the pupils after a proper gap of time.
    - (ii) The school doctor informs the parents or guardians of the pupils about their physical defects or diseases.
    - (iii) The responsibility of maintaining the complete record of the children lies with the school doctor.
  - organization of Guidance Service at higher level of Education have been provided.
    - (1) *The University Education Guidance*: In 1948-49, the first University Education Commission in independent India, regretted that the importance of intermediate College in the educational system of India had not been realised and appreciated.
    - (2) *The Education Commission of India (1966)*: The need for a direct link between education, national development and prosperity. This was possible only when the national system of education is properly organised both qualitatively and quantitatively.
    - (3) *National Policy Statement (1986)*: On the basis of recommendation of the Education Commission the Government formulated a National Policy Statement on Education.
    - (4) *The Conference of Education Secretaries and Directors of Public Instruction*
      - (i) Uniform Pattern; (ii) Co-ordination; (iii) Vocationalisation; (iv) Vocational Courses
    - (5) *The National Policy on Education 1986*: It also favoured the adoption of (10+ 2 + 3) system. Characteristics of New Guidance
      - The following are the main trends:
        1. Common 10-years schooling.
        2. 12 years of schooling in place of 11 which was the usual school pattern.

3. After 12 years of schooling the first degree is obtained after 15 years of study.
  4. The first university degree is obtained after 15 years of study.
- Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows:
    1. Affiliated Colleges at a Distance: (i) If the number of student enrolment is 1,000: A counseling officer assisted by the Guidance Committee can plan the programme and implement it with the help of Vocational Guidance Officer.
    2. The Universities: (i) If the number of students is below 1,000: Deans of Students, specially assisted by the Heads of Departments of Psychology and Education, and the Guidance Committee with the Counseling officer can plan the programme and implement. (ii) If the number of students exceeds 1,000: Assistant counseling officers may be appointed. One assistant counseling officer may be had for every 1,000 students. Some of these counseling officers may be taken from student leaders on some *ad hoc* remuneration or with special rights and facilities including representation of different groups, or sections or student.
  - Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows: 1. Collection of data about; 2. Orientation programme for the parents/guardians of the students; 3. Starting the Cumulative Record Card; 4. Identification of low and high achievers and students with speech, hearing and reading handicaps; 6. Identification of problem students; 7. Personality counseling for low achievers and students with other problems or sending them to specialists.
  - In 1957, the scheme for the setting up of the Bureau was prepared by the Directorate General of Employment and Training envisaging bureau to be primarily employment counseling agencies which could also function as placement agencies for professional and highly qualified persons and cater to the needs of all students of the universities whether still pursuing studies or about to leave after completing their education.
  - The bureau is an integral part of the National Employment Service. It functions according to the procedure and policies laid down by the service. It has an advisory committee with the Vice-Chancellor as its chairman to gear the working of the bureau to the needs of the university.

## Keywords

- **Organize** : To arrange for something to happen or to be provided.
- **Centralise**: To give the control of a country or an organization to a group of people.
- **Appraisal** : A judgement of the value, performance or nature of somebody/something.

## Review Questions

1. What are the principles for organizing school guidance services?
2. What is the role of class teacher in school guidance programme?
3. Give the functions of university bureau.

## Answers: Self Assessment

1. (i) decentralized (ii) headmaster/principal (iii) teacher
2. (i) (a) (ii) (c) (iii) (b)

Notes

Further Readings



*Books*

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit8:PersonalandGroupGuidance:Concept, Aims and Methods

Notes

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### Objectives

Afterreadingthisunitstudentswillbeableto:

- Explaintheconceptofpersonalguidance
- Discusstheaimsofpersonalguidance.
- Explainthemethodsofpersonalguidance
- Explainthmeaningofgroupguidance
- Discusstheaimsofgroupguidance
- Explainthemethodsofgroupguidance

### Introduction

Personal guidance includes personal psychological or emotional relationships which a person develops himself. *Paterson* has includes social, emotional and leisuretime guidance in personal guidance. Infact, the problems regarding health, emotional adjustment, social adjustment and leisure and recreational problems are included in personal guidance for solution. Under social adjustment, an individual's economic problems are included. The aspects of the life's character and spiritual fields can also be included in the personal guidance. In other words, the problems which cannot be included in educational and vocational guidance, we can include them in personal guidance.

In this way, the main aim of personal guidance is to establish balance between the individual's mental, social and physical aspects, because it is often seen that a person sometimes is surrounded by abnormal behaviours and social demerit even though he or she is a good person. Such persons lead neglected life among their families, neighbours and members of the community. Due to lack of balanced personalities in the families and neighbourhood and due to vague identification of mental and emotional deficiencies, the resultant conditions do not allow the person to imagine a peaceful and programme

**Notes**

the resultant conditions do not allow the person to imagine a peaceful and programmatic life. In such condition, personal guidance can prove helpful in solving such problems.

Hence, the solution of the following types of problems is possible in personal guidance;

- (i) Problems related to the health and physical development.
- (ii) Problems related to emotional behaviour.
- (iii) Problems related to home and family relationship.
- (iv) Problems related to sex, courtship and marriage.
- (v) Problems related to religion, morals, ideals and values.
- (vi) Economic Problems.
- (vii) Problems related to social relationship.

Many problems faced by school pupils are of personal, social nature. These are problems which relate to an individual's self. Problems of educational and vocational guidance are concerned with things which occur in the environment apart from the self of the individual. Personal problems are concerned with something which occurs within the individual. These are personality-related and behaviour-related problems. Determinants of these problems may be environmental, external factors, but the phenomenon of problems are internal appearing in the form of feelings, emotion, attitudes and expressed quite often in the forms of behaviours, such as deviant behaviours. Personal guidance focuses on such types of problems and is concerned with the personal behaviour and personal adjustment of pupils.

### **Personal Guidance Concept**

**Concept** Personal guidance is the help given to the individual to solve his personal problems. In every school are found quite a few students who are emotionally maladjusted and are unable to make satisfactory social adjustment. They, for that reason, fail to make full use of their potentialities. Some may have developed undesirable habits so as to become a problem to their parents and teachers. Personal guidance services make an effort to spot out these maladjusted and the problem-children in the school. Through the diagnostic psychological testing and the sociological information from the home and the school an attempt is made to find out the root cause of the trouble. In less severe cases the counselor arranges counseling interviews with the individual and tries to rehabilitate him. In case the cause of the problem lies with the home environment the counselor works with the parents and tries to change their attitude towards the child. Counseling of the parents, sometimes, becomes inevitable. Suggestions are made to them as to how they can themselves help the child. If the cause of the problem is found to lie with the class-room factors, the counselor works with the teachers and suggests to them how they can help the child. Difficult and serious cases are, however, referred to them how they can help the child. Difficult and serious cases are, however, referred to professional clinical psychologists or psychiatrists in the hospitals.

*Personal guidance* is the assistance given to any individual to solve his emotional problems and to assist him to control his emotions. Controlled emotion is the most significant characteristic of a mentally healthy individual. An individual having control over his emotions when threatened with conflicts and frustrations is able to maintain a mental balance by working against stress.

The students who are in the adolescent period of their growth and development exhibit heightened emotionality. At times they lose their control over very trivial matters. They become extremely emotional when the situation causes intense feeling. Several factors like failure in love, unsatisfactory academic performance, maladjustment at home and with peers cause emotional problems.



## Personal Problems

Personal guidance is needed in case of personal problems. It aims at social and emotional well-being of the pupils. Hence, its need is rooted in the emotional disturbance or emotional imbalance of the pupils. Just as the focus of educational problems and educational guidance is the matters related to student's education, the focus of vocational problems and vocational guidance is the matters related to individual's vocation, the focus of personal problems and personal guidance is the matters related to this person, his inner life and own behaviours. These problems particularly pertain to his behaviours which are unwanted and undesirable from the point of view of his adjustment in any field, his home, school, health, social, etc. The causes of maladjustment may be environmental factors or his own psychology. Growth needs and development tasks are major sources of personal problems. While the satisfaction of these needs promotes healthy adjustment, their denial and deprivation are known to be associated with personal and social problems of students. Various kinds of worries, anxieties, negative attitudes, excessive shyness, excessive nervousness, lack of confidence, excessive aggressiveness, excessive rudeness, etc. are a few examples of personal problems. These are considered problems because they interfere with the development of the individual. Individual's social development, educational and vocational developments, his personal development all are affected adversely if they continue with the individual for long. If the problem is of serious nature and is not tackled immediately it may upset the whole balance of life. Thus, personal guidance may be defined as helping students with psychological difficulties, conflicts and problems of daily life, understanding their behaviour and the factors underlying them and understanding the student's needs which determine the kind and the nature of the problem. All these form the very basis and rationale of the personal guidance services.

It was found that somewhat over two-thirds of the student population believe that they have personal problems with which they should have help of some kind. Large proportion of the student body was found to be having one or more personal problems. These were problems which were related to some aspect of personal life. They indicated that either there was something wrong with the individual's self-concept or with his ego-functioning.



**Did u know?** Researches conducted by Rao (1967), Riddle (1962), Pasricha (1961), have revealed that Indian students have a large number of problems which trouble them and interfere with their every day life including their academic achievement.

## Aims of Personal Guidance

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

### Aims of Personal Guidance at Elementary Stage

Personal guidance at the elementary stage can be described keeping in view the basic needs of children. The childhood period is the period of growth and development. The basic foundations of physical, intellectual, emotional, social and other types of personality development are laid at this stage. The following are the aims of personal guidance at this stage:

1. To help the child to form desirable attitudes towards himself, parent, teachers, class fellows and others. Sympathy and affection should be used for achieving this end.
2. To help the pupil to build a good physique. There should be a regular medical check-up.
3. To help in making emotional adjustments.
4. To help in the development of self-discipline.

## Notes

**Aims of Personal Guidance at Secondary Stage**

The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. This is the most critical stage of individual's development. It is the stage of stress and strain, storm and strife, heightened emotionality and hyper-suggestibility, anxieties and worries, conflicts and frustrations. Purposes of personal guidance at this stage are:

- (i) To help the student to solve the problems concerning physical health.
- (ii) To help the pupil to solve problems concerning sex, emotionality and mental health.
- (iii) To help the adolescents in making family adjustments.
- (iv) To help the school children in making social adjustment including adjustment with the school.
- (v) To organise wholesome recreational activities in the school.
- (vi) To provide the opportunity for community service.

**Aims of Personal Guidance at College and University Stage**

The students at this stage need personal guidance to enable them have a satisfactory personal and social adjustment in their new environment. The following are the aims of personal guidance at this stage :

- (a) To help the pupils in solving all types of emotional problems, and other personal problems.
- (b) To help the pupils in making adjustments with the new environment i.e. with the changing environment, college environment and environment of the society at large.
- (c) To help the students in developing healthy ideas and building a new philosophy of life.
- (d) To help the students in participating in social activities and community services.
- (e) To help the students in their ethical and moral development and inculcate right type of values.
- (f) To enable the pupils to have mutual respect and regard for people belonging to different faiths.

**Self Assessment***1. Fill in the blanks*

- (i) is the help given to the individual to solve his personal problems.
- (ii) Personal guidance at the ..... can be described keeping in view the basic needs of children.
- (iii) The ..... is the most critical stage of individual's development.
- (iv) The students at college and university stage need personal guidance to enable them have a satisfactory ..... and ..... adjustment in their new environment.



Notes

Personal guidance at the college and university level is a continuation of the personal guidance at the secondary stage. But, its scope is widened with a view to develop in young adults a sense of social service, social responsibility, patriotism and tolerance.

**Methods of Personal Guidance**

Children come into the world genetically endowed with all their human potential for growing, developing and learning. You, as a parent or teacher have an exciting opportunity as you become

part of a team of adults interacting with young children and stimulating the development of their human potential through careful and thoughtful guidance techniques.

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in independence and ability. Techniques and to be responsible for oneself. It is a service that is universal - not confined to the school or the family. It is found in all phases of life - in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed it is present wherever there are people who can help.

- (i) **The Questionnaire:** A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondent(s) are presumed to have the knowledge. The questions in a questionnaire are basically of two types - the closed and the open type. In the open type, questions require the individual to think and write. For example, what is your favourite sport?
- (ii) **Observation:** In this technique behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skillfulness of the observer. The observer is expected to observe well-defined behaviours free from biases and prejudices. Observational techniques are useful in the study of students and individuals but their usefulness depends upon the manner and purpose with which they are conducted.
- (iii) **Sociometry:** The purpose of this is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejects. The technique is a useful source of information for appraisal of social behaviour of students.

There are usually three types of sociometric techniques: (i) the nomination (ii) the social acceptance and (iii) the 'who's who' or 'guess who'. In the nomination technique the student is asked to select and name his/her peers in terms of some criterion suggested by the teacher. For example, the teacher may ask students to name three best friends in the class. In the social acceptance technique levels of social relationship are stated and the student is asked to express his/her sociometric choice. In the 'Guess who' technique brief descriptions of various types of students are provided and they are asked to guess who in the class matches with the description. For examples, one of the statements may be 'The boy is always in trouble with his parents', who?

- (iv) **Autobiography:** You might have read a number of autobiographies of great personalities, some of the common are: 'My Experiments with Truth' by Mahatma Gandhi, autobiography of an unknown Indian by Nirad C. Chaudhary: An autobiography is a description of an individual in his own words. As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc.
- (v) **Rating Scales:** In this technique presence or absence of a particular type of behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-to-day teaching. For example, Ashok has done better than Meena in Maths but Meena scored the highest in Hindi. Ram is taller than Shyam but Shyam is taller than Nitesh.

The word 'rate' means judging somebody or estimating the value of something. The rater, who has observed the individual in a number of situations, gives his judgements. In a rating scheme each student is judged on the same general traits and judgements are expressed in the form of a scale on which are marked very poor - poor - average - good - very good. For contrast and convenience these ratings are shown graphically on profiles.

## Notes

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

## Meaning of Group Guidance

Group guidance is an integral part of the guidance programme. The most important objectives in the guidance process are to help the individual achieve self-direction, self-knowledge and self-realisation. These cannot be achieved in a cultural vacuum. Many experiences must take place in a group setting, since it is the only way they can be learned realistically.

Group guidance is a relationship in which the guidance worker attempts to assist a number of students to attain for themselves satisfactory development or adjustment to their individual or collective life situations. It occurs in a setting in which one or more guidance workers encounter students as a group.

Groups are best suited for discussing educational and vocational plans, views relating to adjustment to school and social situations, opinions relating to choice of options, and choosing a career, economic constraints, occupational prospects and personality adjustment problems.

## Concept

When more than one individual is put together in a group for educational, vocational or personal guidance, the situation thus created is known as the situation of group guidance or group counseling. It is guidance through group activities. The group is formed on the basis of a common problem of the members. For example, if information about various courses or information about various vocations is to be imparted it may be done in a group, as this may be the need of all the individuals in the group. Similarly, if some individuals have common personal problems such as negative self-concepts or a problem but the need for developing good social relationships or need for developing skill in living in all the members group guidance.

There are two types of group guidance— (i) *orientational*, and (ii) *therapeutic*. Orientational kind of group guidance concentrates on orienting pupils to new environment, new courses or new programmes. Telling the pupils about admission procedures and requirements of admission in various schools and colleges also constitute an activity of orientation type of group guidance. Orientation is necessary whenever pupils enter a new institution than at other stages. The *orientation programmes* of group guidance serve, according to Bennett (1963) the following purposes :

- (1) To acquaint the new comers with the new institution, its philosophy, rules and regulations, etc., so that they may adjust adequately and live a happy group life.
- (2) To guide the new comer to reconsider their goals and purposes in relation to their increased self-knowledge and newly available opportunities.
- (3) To help the new comer to improve their skills in making desirable adjustments.
- (4) To inspire the new comer to make their own contribution to the new school home.
- (5) To help the new comer to broaden and deepen their perspective in life and plan more intelligently for the future.
- (6) To provide opportunities for the teachers and students to become acquainted with the new comers to become aware of their potentialities.

## Aim of Group Guidance

Kitch and McCreasy have listed the following objectives of group guidance:

- (1) To assist in the identification of common problem.

- (2) To provide information useful in the solution of adjustment problem.
- (3) To provide opportunities for experiences that promote self-understanding.
- (4) To lay the foundation of individual counseling.

### **Method of Group Guidance**

At different levels of education different kinds of group activities are organized. A stage-wise discussion is presented as follows :

At the elementary stage orientation programmes can be organized before admission of students and after admission. Before admission of students the programmer should, as described by Bennett, consist in explaining to the parents what the school stands for, what kinds of activities it organizes, and so on. It is, in fact, orientation of parents which aims at seeking the goodwill and cooperation of the parents, jointly planning of ways in which children are helped to adjust to the new school environment. It aims at discussing ways and means of happy transfer of children from home to the school. Post-admission orientation is meant for students in which efforts are made to acquaint the pupils with new surroundings, to make them feel at ease and to help them in making social adjustment. The orientation of parents and the pupils is done through group conferences. The teacher in the classroom also performs the function of a group guidance worker. The teacher in the classroom also performs the function of a group guidance worker. He has to adopt as recommended by *Barry and Wolf (1957)*, development viewpoint.

At the secondary stage much of the group guidance work has to be done as part of classroom activities by the teachers. If the teachers are properly oriented they can contribute much through classroom activities to develop realistic self-concepts, to recognise and deal with students' strengths and weaknesses effectively and intelligently, to recognise and understand emotional responses and learning how to deal with them and face some of the problems and processes of social development and to learn how to get along better with peers, adult and younger people. They may also be assisted in learning good study habits and skills and to discover and gain some perspectives of the educational and vocational possibilities. Various aspects of the curriculum afford rich possibilities of instruction in occupational opportunities and vocational planning and adjustment. If the school has the "house system" or "home room", the teacher can assist the pupils through house activities in realizing their potentialities, planning for jobs, giving experience in citizenship and becoming more skilled in dealing with their teachers, peers and friends.

Beside the teacher the counselor can supplement the work of the teacher by organizing special group activities such as class talks, career conferences, field trips, etc. He can teach occupational information courses, particularly at the delta and the school leaving stages. Occupational information is necessary not only when the students make vocational.

Group guidance activities may be of either longitudinal nature or of cross-sectional nature. In case of longitudinal activities the process extends over a long period with a view to develop a comprehensive awareness of various aspects of the world of work concerned with long range vocational and educational planning. Cross-sectional group guidance work is concerned with a group at a particular time focusing mainly on evaluative and diagnostic programmes. It becomes more important when the realistic understanding of the world of work is called for, when individuals are about to enter their life work. The longitudinal group guidance aims at developmental while cross-sectional group guidance focuses on bringing about adjustment.

Cross-sectional group guidance activities, generally, take the form of group counseling or multiple counseling, their objective being to bring about a change in the attitudes of the individuals and to help them in making better and stable adjustments. The aims and objectives of group counseling are similar to those of individual counseling. It is therapeutic in nature. In group counseling individuals develop understanding and learn adjustment by way of their interaction with each other and with

**Notes**

the counselor. Individuals having similar problems discuss their problems with each other and this develops better insight into the problem. There are, according to *Super* (1960), four forms of group counseling or therapy: (1) cathartic-supportive, (2) non-directive, (3) group development therapy, and (4) interpretive group therapy. Cathartic-supportive counseling is an attempt leading the members of the group to confession to the group. Through confession and frank discussion much of the tension is released. Non-directive group counseling is the same as Roger's technique of counseling. It is discussed in detail in another chapter. The group development therapy is based on group interaction the basic principle being understanding for their behaviour and problems, developing insight and modifying behaviours as a result of interaction and discussion with each other. In case of interpretative therapy the counselor through his own interpretations of the reactions of group members brings about a change in the attitudes of the individuals. This is said to be in most effective form of group counseling.

But, group guidance programmes in the educational and vocational setting are largely of orientation type. Situations of counseling or therapeutic nature are rare. *Super* (1960) holds that group development counseling is applicable only at the post-college level.



What is cross-sectional group guidance?

**Self Assessment**

2. State whether the following statements are 'true' or 'false':

- (i) Group guidance is an integral part of the guidance programme.
- (ii) At the elementary stage orientation programme cannot be organized before admission of students.
- (iii) Orientation kind of group guidance concentrates on orienting pupils to new environment, new courses or new programmes.
- (iv) At the secondary stage much of the group guidance work has to be done as part of classroom activities by the principal.

**Summary**

- Personal guidance is the help given to the individual to solve his personal problems. In every school are found quite a few students who are emotionally maladjusted and are unable to make satisfactory social adjustment.
- Counseling of the parents, sometimes, becomes inevitable. Suggestions are made to them as to how they can themselves help the child.
- *Personal guidance* is the assistance given to any individual to solve his emotional problems and to assist him to control his emotions. Controlled emotion is the most significant characteristic of a mentally healthy individual. An individual having control over his emotions when threatened with conflicts and frustrations is able to maintain a mental balance by working against stress.
- *Personal Problems*: Personal guidance is needed in case of personal problems. It aims at social and emotional well-being of the pupils. Hence, its need is rooted in the emotional disturbance or emotional imbalance of the pupils. Just as the focus of educational problems and educational guidance is the matters related to students' education, the focus of vocational problems and vocational guidance is the matters related to individual's vocation, the focus of personal problems and personal guidance is the matters related to his person, his inner life and own behaviours.

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

*Aims of Personal Guidance at Elementary Stage:* Personal guidance at the elementary stage can be described keeping in view the basic needs of children. The childhood period is the period of growth and development. The following are the aims of personal guidance at this stage:

- To help the children to form desirable attitudes towards himself, parent teachers, class fellows and others.
- *Aims of Personal Guidance at Secondary Stage:* The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. Purposes of personal guidance at this stage are:
  - To help the students to solve the problems concerning physical health.
  - To help the pupils to solve problems concerning sex, emotionality and mental health.
- The following are the aims of personal guidance at this stage:
  - To help the pupils in solving all types of emotional problems, and other personal problems.
  - To help the pupils in making adjustments with the new environment i.e. with the changing environment, college environment and environment of the society at large.
  - To help the students in developing healthy ideas and building a new philosophy of life.
- Children come into the world genetically endowed with all their human potential for growing, developing and learning.
- **The Questionnaire:** A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information.
- **Observation:** In this technique behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skillfulness of the observer.
- **Sociometry:** The purpose of this is to study the nature of social relationship of individual within a group.
- **Autobiography:** As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc.
- **Rating Scales:** In this technique presence or absence of a particular type of behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-to-day teaching.
- *Group guidance* is an integral part of the guidance programme. The most important objectives in the guidance process are to help the individual achieve self-direction, self-knowledge and self-realisation. These cannot be achieved in a cultural vacuum. Many experiences must take place in a group setting, since it is the only way they can be learned realistically.
- *Concept:* When more than one individual is put together in a group for educational, vocational or personal guidance, the situation thus created is known as the situation of group guidance or group counseling.
- There are two types of group guidance — (i) *orientational*, and (ii) *therapeutic*. Orientation is a kind of group guidance concentrates on orienting pupils to new environment, new courses or new programmes.
- Orientation is necessary whenever pupils enter a new institution than at other stages. The *orientation programmes* of group guidance serve, according to Bennett (1963) the following purposes :

**Notes**

- (1) To acquaint the new comers with the new institution, its philosophy, rules and regulations, etc., so that they may adjust adequately and live a happy group life.
  - (2) To guide the new comer to reconsider their goals and purposes in relation to their increased self-knowledge and newly available opportunities.
- *Aim of Group Guidance:* Kitch and McCreasy have listed the following objectives of group guidance:
    - (1) To assist in the identification of common problem.
    - (2) To provide information useful in the solution of adjustment problem.
    - (3) To provide opportunities for experiences that promote self-understanding.
    - (4) To lay the foundation of individual counseling.
  - At different levels of education different kinds of group activities are organized. A stage wise discussion is presented as follows :
  - At the elementary stage orientation programmes can be organized before admission of students and after admission.
  - At the secondary stage much of the group guidance work has to be done as part of classroom activities by the teachers. If the teachers are properly oriented they can contribute much through classroom activities to develop realistic self-concepts, to recognise and deal with students strengths and weaknesses effectively and intelligently, to recognising and understanding emotional responses and learning how to deal with them and face some of the problems.
  - Group guidance activities may be of either longitudinal nature or of cross-sectional nature. In case of longitude activities the process extends over a long period with a view to develop a comprehensive awareness of various aspects of the world of work concerne with long range vocational and educational planning.
  - Cross-sectional group guidance activities, generally, take the form of group counseling or multiple counseling, their objective being to bring about a change in the attitudes of the individuals and to help them in making better and stable adjustments. The aims and objectives of group counseling are similar to those of individual counseling.

### **Keywords**

- Personal** : Connected with individual people, especially their feelings, character and relationships.
- Group** : A number of people or things that are together in the same place or that are Connected in some way.
- Orientalional:** Training or information that you are given before starting a new job, course etc.
- Therapeutic** : designed to help treat an illness.

### **Review Questions**

1. Explain the term "Personal guidance".
2. What are the aims of personal guidance?
3. Discuss the methods of group guidance.
4. What do you mean by group guidance?
5. Give the aims of group guidance.
6. What are the methods of group guidance?



### Answers: Self Assessment

### Notes

- |    |       |                   |       |                  |
|----|-------|-------------------|-------|------------------|
| 1. | (i)   | Personal guidance | (ii)  | Elementary stage |
|    | (iii) | Secondary school  | (iv)  | personal, social |
| 2. | (i)   | T                 | (ii)  | F                |
|    |       |                   | (iii) | T                |
|    |       |                   | (iv)  | F                |

### Further Readings



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## Unit9: Personal Guidance at School Level

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Summary Keyword

Review Questions

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### Objectives

After reading this unit students will be able to:

- Explain the meaning of personal guidance at school level
- Discuss the need of personal guidance for different people (Students)
- Describe the aim of personal guidance at school level
- Discuss the organization of personal guidance at school level
- Explain the types of guidance services at school level
- Discuss the attitudes and interests of school students
- Describe the process of personal guidance programme

### Introduction

One of the functions of education is to provide opportunities for each student to reach his full potential in the areas of educational, vocational, personal, and emotional development. Personal Guidance is an integral part of education and is centered directly on this function.

Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed. In this paper, I examine the aims of guidance and counseling programs, the role of the counselor, major guidance and counseling services, methods of counseling, and evaluation of guidance and counseling programs.

### Meaning of Personal Guidance at School level

Personal guidance refers to the help given to an individual towards a better adjustment in the

development of attitudes and behaviours in all areas of life. It assists the child to adjust well with physical and social environment and to solve all the emotional and psychological problems. The area of personal guidance is the individual adjustment.

### Need of Personal Guidance for Different People (Students)

- When asked about pupil needs staff focused on the provision made at each school stage and guidance teachers' duties rather than directly on pupils' needs. Although staff identified the same sorts of needs or provision at the various school stages, they also commented on the different levels of maturity within year groups. Staff saw a key role for guidance in linking with the home but had not given much thought to the guidance needs of parents.
- The most fundamental pupil need identified was for individual attention and to have a consistent relationship with a teacher who knew them. Staff identified a range of needs at each school stage.
- Deprivation was seen as a major source of variation in pupils' guidance needs within and across the schools and was seen as having an impact especially on pupils' self-esteem and aspirations. Staff identified few specific needs experienced by middle class pupils.

Geographical location was not seen as a major factor in determining particular guidance needs.

Staff, however, believed that pupils' needs were changing and increasing due to increased staying-on rates, greater pressure within schools and because of wider changes in society.

- On the whole, guidance provision in the project schools was based on a generalised model of pupil needs. It was difficult to discern the impact of particular pupil needs in the nature and structure of guidance provision in each of the schools. This was perhaps inevitable in the absence of whole school reviews of needs and provision. The two areas where it was possible to see some direct relationship between particular needs and provision was PSE provision and the schools' response to pupils' socio-economic background.
- Administers specially designed diagnostic test.
- Identify the student for guidance purposes.
- Analyse the causes of learning difficulties.
- Plan cooperatively the approaches for removing the difficulties.
- Implement the approaches.
- Evaluate the approaches.

### **Guiding Backward Students**

After identifying the backward children, you should first decide one of the three possible ways for the education of backward children :

- Whether they should be given education in a regular class, or
- They should be taught as a separate class within the same school, or
- They should be provided education in a separate school.

The following principles of learning must be kept in mind while teaching the backward children in a classroom;

- Backward children should be taught in simple steps so that they can achieve mastery in their learning at their own pace. They should receive immediate reinforcement for their success.
- They should receive a variety of stimulation.
- They should be provided with immediate knowledge of results.
- They should be given the opportunity to practise knowledge and skills.

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### Guiding Gifted Students

The following steps may be followed while guiding the gifted children: Identify the gifted children on the basis of observation of their characteristics, interaction styles, quality of assignment and participation project work. Administer intelligence test. Select the most appropriate approach for catering the gifted children. These approaches are :

- Segregation of gifted children and arranging classes exclusively for them.
- Acceleration through which the gifted children may be allowed to complete the prescribed course of study in a shorter period.
- Enrichment program through prescribing enriched content and suggesting additional books and journals for their study.

### Guiding Creative Students

The teacher in the class and outside the class may encourage the spirit of enquiry in the student. Full freedom should be provided for coming out with new ideas. Psychological freedom and psychological safety are essential for creative expression.

They should be given full freedom for the development of their imagination. You may use special programmes designed to facilitate their thinking. They should be encouraged to think on the courses and consequences of an action. They should also be encouraged to think different approaches and alternatives.



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The technique of brainstorming or creative problem solving can be conveniently used in small groups of students.

### Aims of Personal Guidance at School Level

The purposes of guidance and counseling provide emphasis and strength to the educational program. Some specific aims of the school guidance and counseling program include the following.

**To Provide for the Realization of Students' Potentialities, The**

**Help Children with Developing Problems,**

**To Contribute to the Development of the School's Curriculum, To**

**Provide Teachers with Technical Assistance,**

**To Contribute to the Mutual Adjustment of Students and the School**

To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counselor's role is to assist students to distribute their energies into the many learning opportunities available to

them.

Every student needs help in planning his major course of study and pattern of co-curricular activities.

Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one-fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counselor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.

Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors, therefore, can provide data that serves as a basis for curriculum development, and they can help curriculum

developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not included in curriculum development efforts.

Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counseling functions essential to the educational program. Specifically, the guidance counselor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counseling techniques, which teachers can use in counseling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant.

## Self Assessment

1. State whether the following statements are 'True' or 'False':

- (i) Personal guidance helps individual in the development of attitudes and behaviours in all areas of life.
- (ii) Psychological freedom and safety are not essential for creative expression.
- (iii) Personal guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school.
- (iv) Backward children should be taught in complicated steps so that they can achieve a good stage in learning.

## Organization of Personal Guidance at School

Students face a lot of problems both in school and at home. These problems cannot be solved effectively by untrained and unqualified persons. Schools are in a strategic position where appropriate guidance can be given in an organized and systematic manner. Therefore, it is essential to organize guidance services in schools to assist students in their adjustment with the environment. How should guidance services be organized? There are certain fundamental components of organization of guidance programmes. Let us discuss important components underlying organization of guidance services in schools.

- The purpose to be achieved
- The function to be served
- The allocation of responsibilities
- Methods of evaluation of the programme

After identifying these four components of guidance, certain fundamental questions must be asked. If

the

answers of those questions are in "Yes", the guidance services should be organized.

The following are some of the questions which must be addressed before deciding whether or not guidance programme should be initiated. These are known as pre-organizational considerations. At this stage we have to find suitable answers to the following questions.

- (i) Are qualified persons available for guidance services?
- (ii) Are staff members ready to cooperate?
- (iii) Will additional staff be available?
- (iv) Are Principal and staff willing to devote required time?
- (v) Is Principal interested in this programme?
- (vi) Is there an appropriate space available?
- (vii) Are the parents interested in the guidance programme?

**Notes**

(viii) Is there any budgetary provision for the guidance programme?

(ix) Is cooperation of other community/agencies available?

Once answers to these and many others such questions are obtained, a guidance committee can be formulated.

The guidance committee in an average secondary or higher secondary school can have the following members:

- **Principal:** He will be the Director of the guidance committee.
- **Trained counselor:** He will be the Secretary of the committee.
- **Members :** All the class teachers of the different classes will be the members. Chief-warden, Sports Officer, Guardian's representatives, community representative can also be members of the committee. The committee will offer help to students in school and society.

### Types of Guidance Services

A comprehensive programme of educational, vocational and personal guidance services in the secondary school will be concerned with eight types of different services. If we want the programme to be effective, provision should be made not only for all of these services but also each service be performed in an efficient manner.

Let us discuss each type of guidance services in brief.

- (i) **Information services:** This service is concerned with aiding the individual to obtain needed information concerning education and occupation. For example information needed to choose a career for engineering.
- (ii) **Self-inventory services :** This type of service is concerned with aiding the individuals to obtain equally needed information pertaining to their ability, aptitude, limitation and personality characteristics, their personal assets and liabilities. For example selecting a line of occupation which is very special like the Fine Arts or the Defence Services.
- (iii) **Personal data collecting services :** The purpose of this service is to provide the basis for the effective counseling.
- (iv) **Counselling services :** This service is concerned with helping the individuals to weigh and evaluate personal assets and liabilities in relation to the opportunity and requirements of education and occupations that interest them, and to make plans that are based on resulting decisions.
- (v) **Preparatory services :** This service is based on the assumption that choice of course and occupations have been reached, at least tentatively.  
The problem now confronting the individual is that of making such preparation as is desirable, either before or after actually entering upon the education and occupation chosen. Success in educational and occupational life depends upon the preparatory service performed.
- (vi) **Placement services :** The function of this service is to aid the individuals to make such preparation as seems practicable to get a good start by entering that education and vocation advantageously.  
Assistance is needed in finding out a suitable place to start work at a wisely chosen education and occupation. These days there are good placement services for professional courses.
- (vii) **Follow-up services:**  
This service is concerned with aiding the individual to make necessary or desirable readjustment after entering in the education and occupation.
- (viii) **Research services :** This service is essential to the success of comprehensive educational and vocational guidance. This service is concerned with checking upon the effectiveness of the other services and with discovering their strong and weak points with a view to strengthening the programme.

## Guidance at the Elementary-School Level

Notes

The elementary school for a majority of children is the first experience of attending school and marks a very important stage in their lives. For those who had pre-school education like going either to nursery or kindergarten, going

to an elementary school may not be a big change. The elementary school has the basic responsibility to develop the fundamental skills known as the three Rs in children. In addition, the school has also the responsibility of encouraging the development of creativity, initiative and leadership qualities in children. It is during these crucial years that a child's self-concept develops.

Going to school, the child is away from his home, parents and siblings. This could be an unpleasant experience for the child and children usually react by crying and showing unwillingness to go to school. The school has to take the responsibility of making the children feel at home and not become anxious and withdrawn. The other children in the school are strangers to the new entrant and it is up to the teacher to integrate the newcomers into the group. They need some kind of

reassurance. Teaching of subject matter at this stage is not as important as promotion of social and emotional maturity in children. Most schools and parents pay no attention to the social

and emotional development of pupils. Parents are usually anxious that their children should study well. But what is important to appreciate is that learning can usually take care of itself provided the child is adjusted, feels at home and secure in school.



*Did u know?* If the child has anxiety, insecurity, fear and other feelings of stress affecting him, he will not be able to learn. Forcing him to learn under such circumstances will only develop negative attitudes and the child will respond by becoming withdrawn from the learning situation.

This results in producing an effect opposed to the reasons for sending the child to school.

The teachers' role in this context is of great significance. He has to know about the child and give the necessary help in personal and social development. However, with increasing enrolment of pupils and consequent increase in the size of the class, it is becoming difficult for teachers to have sufficient knowledge of each child. As a result, most children do not receive the attention that should normally be given to them. This explains the need for provision of organized guidance at the elementary-school level.

Early guidance of the child helps him adjust to new situations and develop the ability to face problems and resolve them.

This is in keeping with the basic philosophy of guidance, namely, 'prevention is better than cure'. Children can be helped by utilizing the resources of the school as well as the home and the community. Early assistance towards adjustment can help the development of mental health of the pupils. The preventive measures required to be taken depend on the resources available. In order to provide guidance to the pupils one has to appreciate three points :

1. The child is flexible in his early years and any problem(s) of the child has (have) less time to become deep-rooted to resist modification.
2. The parents are keenly concerned about their young ones in school and their cooperation and help can be easily obtained.
3. Many years of adjustment lie ahead of the child to grow and develop.

Going to school involves the important problem of 'readiness to learn'. This apart, two other equally important factors of vital concern for the school are social and emotional maturity. Children's social and emotional development depends on home environment and the attention family members give

**Notes**

to the development of these. The school has to continue the work started at home. Attitudes and behaviour such as sulking, temper tantrums, aggressiveness, withdrawal, lying and so on need to be checked and corrected at home and school. In addition, the school will have a number of difficult situations to deal with. There are differences in the developmental patterns of individual children. Some may have reached the normal level of development, but a few may not have reached this level. Giving all the children the same exercises and tasks may lead to adjustment problems. A simple way in which the school can deal with most problems is through play. Children should be encouraged to overcome many of their emotional inhibitions through play. As far as elementary school is concerned, the classroom may be used for organizing different kinds of learning games. Teachers and parents need to recognize that no amount of pushing can make the child do more than what his capacities permit. Most parents, unfortunately, tend to believe that from the moment they send their children to school, it is the responsibility of the school to take care of them. In reality, parents should take as much interest in their children as they expect the teacher to take. However, this does not mean that they should overwork the child so much that he begins to develop negative attitudes to learning.

Guidance in the elementary school can best be implemented if the developmental sequence of the children is understood.

To state them simply, they are:

1. Children are both similar and different
2. Each individual child grows according to his own timeschedule
3. Growth takes time, it can be encouraged but never forced
4. In the same individual child the growth may vary from time to time

When a child is slow, it may be his growth pattern and, therefore, he should not be forced. According to Erickson, the danger in the early years lies in the possible development of a sense of inadequacy and inferiority such that the child may despair of his skills and of his status. This is an unfortunate situation and if allowed to develop, the child may become a maladjusted under-achiever. It should be very easy and simple for the teacher to establish a good rapport with young children. Once rapport is established, the teacher will have no difficulty in trying to understand and help each individual child in the group. But when the pupil is unable to relate to the teacher, i.e., when no rapport is established between them, the teacher must refer to a more competent person, like a school counselor.

It is a common observation that children are happy and often ignorant about the problems of adjustment. They are usually enthusiastic and can become interested in things easily, but their interests do not last long. Besides the home, the school engages them for most part of their life. If the experiences at school are unpleasant, it is unfortunate for the child. Guiding elementary-school children involves helping them with their learning problems and making their experiences at school enjoyable and engaging. The major aim of guidance at this level is the prevention of emotional breakdowns. Children have problems of adjustment as they pass through a transitional stage of being the centre of attention at home to being in a state of anonymity in class. This sense of loss of importance may make them disappointed with school. There could also be problems of learning if the curricular materials are not adjusted to the child's abilities. There could be problems involving other pupils and these may lead to bullying by a few and sulking by others. It is increasingly recognized that many emotional problems experienced by people later in life can be traced to their years of childhood. Early identification and alleviation, if not elimination, of emotional problems will go a long way in ensuring the healthy development of children into useful citizens.

Guidance is an integral part of the total educational programme. To be effective, it must be a continuous process from the child's first contact with school. Guidance at the elementary-school level is based on the concept of continuous development, emphasizing prevention of problems and promotion of good mental hygiene. The chief goal of guidance at this stage is to help provide a warm and friendly school-setting in which the pupils' adjustment and learning are enhanced.



## Guidance At the Secondary-School Level

Notes

The pupils enter the secondary school around 10+ years of age. Their physical and motor development is, by this time, generally complete. However, the other aspects, namely social, emotional, mental and moral, still need to develop. It is during these years that the pupils enter the crucial period of adolescence.

Besides, most of the pupils are at the pre-puberty stage and the physical development during this period is rapid and marked, this is known as the puberty spurt. This is also a period of emotional brittleness. Adolescence brings in its wake a host of problems that need to be met and resolved with understanding. Therefore, guidance of the pupil at this stage is of great importance. There are at least two other factors that need to be considered :

1. At the secondary-school stage the pupils have to make academic choices that ultimately determine their vocational future.
2. The pupil is becoming sexually mature.

Boys and girls tend to become self-conscious and inquisitive about each others' new dimensions. They become restless, agitated and distracted. They seek more freedom and independence and tend to resent interference from adults.

The high-school years coincide with early adolescence and post-puberty years. There is a greater need to help young boys and girls deal with the problems of growing up. They also tend to develop fads and fetishes, and if not suitably helped to overcome them, can become emotionally crippled. Although there is a tremendous all-round development, unfortunately only physical development is given attention. Adolescents have their own ideas, interests and emotions and are keen to express them and look forward to recognition and encouragement. The guidance counselor's relationship with high-school pupils must display warmth, understanding and friendliness by which a bond of confidence and trust can be built between him and the pupils.

Thus it is possible to inculcate in them the desirable attitudes, interests and goals. The guidance worker can help the pupil gain insight into his problems and help resolve them, which if neglected could assume tremendous proportions. Another important aspect is to help the pupil develop vocational consciousness, occupational interests and related goals. Most societies hold up academic achievement as an important goal. The guidance worker can help adolescents surmount serious frustrations by trying to relate their abilities and interests to academic pursuits.

Preventive guidance in secondary school, at the pre-puberty stage, reduces the need for remedial guidance later and improves the ability of pupils to make independent choices with regard to occupational, social, civic and other activities.

Society imposes on the adolescent the responsibility of having to choose a vocation to become a productive member of the society and prepare for marriage and family life. The tasks necessitate making important decisions for the future. Adolescence is the period of choice-making and guidance is the systematic effort to help improve the quality of choices made. If guidance is to play a part in increasing the individual's effectiveness, it must help them prepare themselves to take appropriate decisions at this time.

## Attitudes and Interests of School Students

During adolescence another dimension of important psychological change is the development of attitudes and interests. As young individuals, most pupils exhibit similar interests but during adolescence and later, there are changes in the mental and social characteristics, leading to different attitudes toward parents, school, teachers, peers and authorities.

Interests change rapidly and sometimes are not easy to understand. The conduct of young people is affected by all these changes that we have referred to. It is the responsibility of the school to help the

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young grow into disciplined, mature adults and exhibit a conduct that is approved by society at large. But this does not happen in a large number of cases, pointing to the fact that the guidance needs of students have either not been met or have been ignored altogether. At the end of the secondary school, the youth have the option to pursue academic careers or enter vocational schools or trade schools or start working as relatively unskilled workers. At this stage, they have not acquired any skills or proficiencies that can be traded. The society needs employable hands but when the young persons leave school without acquiring any specific skills, they have nothing to offer and only join the ranks of the unemployed. Unemployment is a very serious social problem and should not be left to be solved in an arbitrary fashion or on the streets. The school should give sufficient thought to the problems that are likely to arise and help solve them in a meaningful way. Some of the aims of Personal guidance are to help the pupil :

1. Choose the curriculum which suits his/her abilities, interests and aspirations or go to a school optimally.
2. Acquire efficient study habits and practices which would enable him/her to achieve the desirable levels of academic success.
3. Develop social interests and talents outside the academic fields since the demands of life are myriad and confusing.
4. Understand the purpose of education and the function of school in relation to his/her needs.
5. Develop his/her potentialities in areas of interest.
6. Develop vocational interests and an urge to work in the chosen vocation.
7. Enjoy his/her life at school through happy and rewarding interpersonal relationships with teachers and other pupils.



Task

How personal guidance is implemented at elementary school level?

Educational guidance should be a continuous process at school. Each pupil must be helped to adjust to the world of academic work and its demands by developing desirable curricular interests and worthy life goals, cultivating efficient work habits, developing sound study skills and practices, fostering desirable interpersonal relations, securing satisfactory mental health and acquiring a high sense of moral. Failure is a serious concern of guidance. Teachers often refer pupils with unsatisfactory academic grades to school counselors. But other pupils can also be significantly helped through guidance. Guidance is the most important means to help young people develop into normal and healthy individuals who are emotionally mature and who can make significant contribution to their community.

At the high-school level, pupils have to be given vocational guidance in order to choose appropriate occupations. All educational guidance implies vocational guidance. Occupational choices, like curricular choices, are often made at home by parents or other elders. Young men and women are hardly ever allowed to exercise their own will. The aim of educational guidance is to lead the individual pupil from a state of dependence to a state of independent choice-making and action (*Naya Mam Paratantrya Swatantryam*). The chosen occupations should be such that it suits the abilities of the individual or else he/she will not be able to perform efficiently. If it is above one's capacity, the performance will be poor and the individual may be under severe pressure and tension. And if the occupation is far below one's capacity, it will lead to boredom, disgruntlement and dissatisfaction. Again the result would be poor performance. An occupation must not only suit one's ability but must also be in tune with one's aptitudes and interests. Psychologists like Maslow, Super and others stress that an individual must find opportunities for self-actualization in one's occupation, which should help develop his/her self-image.

Thus, at school, the pupil must be helped to make appropriate vocational choices. Leisure-time activities also help develop appropriate attitudes and interests towards suitable occupational avenues besides providing recreation and opportunities to rejuvenate the mind. Every individual is a wholesome, unique personality and satisfaction in life for him/her would be holistic.

## Process of Personal Guidance Programme

The following steps are involved in a personal guidance programme.

- (1) **Collection of all the information or data:** First of all, the essential information or data concerning the individual, who needs personal or psychological guidance, should be collected. It may be concerned with his physical, intellectual, social and emotional development, academic or scholastic achievement; personality characteristics, interests and aptitudes, family and school background and other environmental conditions. Thus an adequate picture of the background and personality make-up of an individual should be drawn in the mind for the solution of the problems, faced by individual.
- (2) **Diagnosis of the causes of the problems:** Now the problem of the individual is analysed in the relations with the collected information. The causes lying within the individual or his environment are detected. For having a correct diagnosis, a personal interview or other techniques may also be adopted and more information if needed may also be acquired.
- (3) **Thinking about the Remedial Measures:** In view of the detected possible causes the remedial measures are chalked out. The Guidance worker now thinks about the personal guidance that may be provided for the individual in the line of his trouble.
- (4) **Rendering Personal Guidance:** By establishing proper rapport, the Guidance personnel makes the individual realise the main cause of his difficulty or troubles. Sometimes, on this basis, he is made to realise or even think about the possible change in his behavior or attitude. For this purpose so many valuable techniques like suggestion, initiation, sympathetic, affectionate advice, sublimation or catharsis, psychoanalysis or other psychological theory can be adopted. The sole purpose of such guidance is to help or assist the individual in getting rid of his difficulty either by modifying his behavior or bringing some changes in his environment.
- (5) **Follow-up Service:** After rendering personal guidance to an individual, it is essential to evaluate the progress, or outcome of such guidance through personal interview, contact or any other suitable technique. It is such follow up programme that helps in knowing the strength and weakness of the administered personal guidance. It may also suggest the need for further guidance to him or any alternation in the proposed guidance.

The knowledge about the above mentioned process of personal guidance is not only needed by the guidance personnel specially appointed in the school, but the headmaster and teachers also make themselves acquainted with it. Teachers with their unique position in the school, are able to develop close contacts with children and may be able to know the real cause of a trouble. With a little training, they learn the art of rendering personal guidance to their students.

Therefore our schools are acquired to play their due role in this direction. In every school, the head of the institution should try to organise a personal guidance programme with the active help of his staff and co-operation of the parent and state guidance services.

## **Self Assessment**

### *2. Fill in the blanks*

- (i) The purpose of ..... service is to provide the basis for the effective Counselling.
- (ii) aid the individual to make preparation as practicable to get a good start by entering that education and vocational advantageously.

Notes

- (iii)..... is concerned with aiding the individuals to make necessary or desirable readjustment after entering in their education and occupation.
- (iv) The ..... has the basic responsibility to develop fundamental skills in children.

**Summary**

- Personal guidance refers to the help given to an individual towards a better adjustment in the development of attitudes and behaviours in all areas of life. It assists the child to adjust well with physical and social environment and to solve all the emotional and psychological problems.
- When asked about pupil needs staff focused on the provision made at each school stage and guidance teachers' duties rather than directly on pupils' needs. Although staff identified the same sorts of needs or provision at the various school stages.
- The most fundamental pupil need identified was for individual attention and to have a consistent relationship with a teacher who knew them. Staff identified a range of needs at each school stage.
- On the whole, guidance provision in the project schools was based on a generalised model of pupil needs.
- *Guiding Backward Students:* After identifying the backward children, you should first decide one of the three possible ways for the education of backward children :
  - (i) Whether they should be given education in a regular class, or
  - (ii) They should be taught a separate class within the same school, or
- *Guiding Gifted Students:* The following steps may be followed while guiding the gifted children : Identify the gifted children on the basis of observation of their characteristics, interaction styles, quality of assignment and participation in project work.
- *Guiding Creative Students:* The teacher in the class and outside the class may encourage the spirit of enquiry in the student. Full freedom should be provided for coming out with new ideas. Psychological freedom and psychological safety are essential for creative expression.
- Some specific aims of the school guidance and counseling program include the following.

**To Provide for the Realization of Students' Potentialities; To Help Children with Developing Problems; To Contribute to the Development of the School's Curriculum; To Provide Teachers with Technical Assistance; To Contribute to the Mutual Adjustment of Students and the School.**

To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities.

- Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one-fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs.
- Students face a lot of problems both in school and at home. These problems cannot be solved effectively by untrained and unqualified persons. Schools are in a strategic position where appropriate guidance can be given in an organised and systematic manner. • The purpose to be achieved; • The functions to be served; • The allocation of responsibilities; • Methods of evaluation of the programme.
- Let us discuss each type of guidance services in brief.
  - (i) **Information services:** This service is concerned with aiding the individual to obtain needed information concerning education and occupation. For example information needed to choose a career for engineering.

- (ii) **Self-inventory services:** This type of service is concerned with aiding the individual to obtain equally needed information pertaining to their ability, aptitude, limitation and personality characteristics, their personal assets and liabilities.
- (iii) **Personal data collecting services :** The purpose of this service is to provide the basis for effective counseling.
- (iv) **Counselling services :** This service is concerned with helping the individuals to weigh and evaluate personal assets and liabilities in relation to the opportunity and requirements of education and occupations that interest them.
- (v) **Preparatory services :** This service is based on the assumption that choice of course and occupations have been reached, at least tentatively.
- The school has to take the responsibility of making the children feel at home and not become anxious and withdrawn. The other children in the school are strangers to the new entrant and it is up to the teachers to integrate the newcomers into the group. They need some kind of reassurance. Teaching of subject matter at this stage is not as important as promotion of social and emotional maturity in children.
  - Early guidance of the child helps him adjust to new situations and develop the ability to face problems and resolve them.
  - Many years of adjustment lie ahead of the child to grow and develop.
  - Going to school involves the important problem of 'readiness to learn'. This apart, two other equally important factors of vital concern for the school are social and emotional maturity.
  - Guidance in the elementary school can best be implemented if the developmental sequence of the children is understood. To state them simply, they are :
    1. Children are both similar and different
    2. Each individual child grows according to his own time schedule
    3. Growth takes time, it can be encouraged but never forced
  - The pupils enter the secondary school around 10+ years of age. Their physical and motor development is, by this time, generally complete. However, the other aspects, namely social, emotional, mental and moral, still need to develop. It is during these years that the pupils enter the crucial period of adolescence.
  - There are at least two other factors that need to be considered:
    1. At the secondary-school stage the pupils have to make academic choice that ultimately determines their vocational future.
    2. The pupil is becoming sexually mature.
  - During adolescence another dimension of important psychological change is the development of attitudes and interests. As young individuals, most pupils exhibit similar interests but during adolescence and later, there are changes in the mental and social characteristics, leading to different attitudes toward parents, school, teachers, peers and authorities.
  - Some of the aims of Personal Guidance are to help the pupil:
    1. Choose the curriculum which suits his/her abilities, interests and aspirations or go as optimally.
    2. Acquire efficient study habits and practices which would enable him/her to achieve the desirable levels of academic success.
    3. Develop social interests and talents outside the academic fields since the demands of life are myriad and confusing.

Notes

• The following steps are involved in a personal guidance programme.

- (1) **Collection of all the Information or Data:** First of all, the essential information or data concerning the individual, who needs personal or psychological guidance, should be collected.
- (2) **Diagnosis of the causes of the problems:** The causes lying within the individual or his environment are detected.
- (3) **Thinking about the Remedial Measures:** The Guidance worker now thinks about the personal guidance that may be provided for the individual in the light of his trouble.
- (4) **Rendering Personal Guidance:** By establishing proper rapport, the Guidance personnel makes the individual realize the main cause of his difficulty or troubles. Sometimes, on this basis, he is made to realise or even think about the possible change in his behavior or attitude.
- (5) **Follow-up Service:** After rendering personal guidance to an individual, it is essential to evaluate the progress, or outcome of such guidance through personal interview, contact or any other suitable technique.

### Keywords

**Personal** : Only connected with individual people.

**Guidance**

: Help or advice that is given to somebody by somebody with more experience.

**Elementary** : Most basic

**Preparatory** : Done in order to prepare for something

### Review Questions

1. What are the fundamental needs of students at elementary and secondary school level.
2. Explain the aims of personal guidance at school level.
3. Discuss the different guidance services.
4. How does personal guidance help students according to their attitudes and interests?
5. Write the different steps of personal guidance at school level.

### Answers: Self Assessment

1. (i) T (ii) F (iii) T (iv) F
2. (i) Personal data collecting (ii) Placement services (iii) Follow-up services (iv) Elementary school

### Further Readings



Books

1. Guidance & Counseling: S. Nageshwar Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schutz, Lawrence Erlbaum Associates.

## Unit10:Personal Guidance at College Level

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### Objectives

Afterreadingthisunitstudentswillbeableto:

- Explainthmeaningofpersonalguidanceatcollegelevel
- Discussthenatureofpersonalguidance
- Explainthepurposeofpersonalguidance
- Describetheneedofcareerinformationinpersonalguidanceatcollegelevel
- Explaintheorganizingpersonalguidanceatcollegelevel

### PersonalGuidanceat CollegeLevel:Meaning

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

Personalguidancemaybedefinedastheassistanceofferedtotheindividualtosolvethisemotional,social ethical andmoral as well as health problem. Thus personal guidance deals with all thoseproblems of life which are not covered under educational and vocational guidance.

### NatureofPersonalGuidance

Thenatureofpersonalguidanceatcollegelevelcanbeunderstoodbyyou,ifyoukeepinmindthatpersonalguidancedoesnotexcludesociallifeoftheindividual.Thefollowingaresomebasiconature of personal guidance.

- Itisconcernedwithsocialandcivilactivities.
- Itdealswithhealthandphysicalactivities.
- Ithelpsinworthyuseofleisuretime&characterbuildingactivities.



**Notes**

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

### **Purpose of Personal Guidance**

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



Notes

Personal guidance refers to the help given to an individual towards a better adjustment in the development of attitudes and behaviors in all areas of life.

### **Need of Occupational Information in Personal Guidance at College Level**

Need of Occupational Information in Personal Guidance Occupational Information is needed to

- (i) Make guidance informative - students need to know the jobs work processes, where the training institutions are situated the content of training, the avenues of employment after training, the average income, status of the work, future prospects etc. Without adequate and accurate realistic and work oriented information it is not possible for a worker to help the individual evaluate his abilities and aptitudes in terms of the requirements of a course or career.
- (ii) Help in educational and vocational planning—Realistic information about jobs and the trends can go a long way in helping in educational and vocational planning.
- (iii) Help revise the old courses and develop the new ones – An analysis of the long range occupational and industrial trends of present scenario.

### **Collecting Occupational Information**

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

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

### **Methods of Collecting Information**

Information may be collected through a variety of methods' one of the most popular methods is survey. It has three forms

- (i) Want Ads Survey
- (ii) Alumni follow up survey
- (iii) Community Survey

A want ad survey is one of the cheapest and the easiest methods of collecting information. It is a good method as it provides current information about many kinds of jobs.



- (i) In an alumni follow up survey the students of a college or university are contacted personally or by mail and are requested to provide information in the form of answers to specific questions asked. Through this method, information can be obtained about those occupations only in which the old students of a particular college or university are engaged.
- (ii) In a community survey, the employing agencies and the educational, training and professional institution existing in the community served by the institutions are contacted personally or through mail. The method provides the latest information regarding the requirement and trends.



#### Task What is wanted Survey?

### Self Assessment

1. State whether the following statements are 'True' or 'False':

- (i) A want and survey is one of the cheapest and the easiest method of collecting information about many kinds of job.
- (ii) In a community survey the employing agencies and the educational, training and professional institution existing in the community served by institutions are contacted by speed post.
- (iii) The students of a college or university are contacted personally or by mail in Alumni follow up survey

### Guidance at College Level

Guidance is both generalised and a specialised service. In such a programme, the total needs of the students need to be met by the total staff. One cannot assign the teaching learning relationship to the teacher, the guidance officer and the smooth functioning relationship to the head administrator. In fact, everybody who comes into contact with the student, contributes in one way or the other in his growth and development. Hence the importance of making guidance a cooperative responsibility of all the members of the staff - professionally and technically qualified guidance officers and Deans, and the not well-qualified but very important administrators, teachers, advisors, physical education instructors, doctors, librarians - in fact all those who come into contact with the student in some form or the other. Each one can contribute his share according to his capabilities and trainings.

#### The Role of Administrator

There is no doubt about the fact that the administrator occupies a key position in the guidance programme - whether it be the university or a college. The personal guidance can succeed only if it has the support and backing of the administrator. The administrator should assume proper leadership and be a source of inspiration to the personal guidance. He should give it the status of an important service.

The administrator needs to pay special attention to the following:

- (i) Provides suitable accommodation and facilities for the personal guidance service.
- (ii) Arranges times and schedule in such a manner that all students could benefit.
- (iii) If there is a part-time guidance officer, allow a relief of at least six periods in his teaching load so that at least the admission, orientation, student information and occupational information services are possible.
- (iv) Make adequate provision in the budget for carrying on the guidance programme, by considering a fit charge on the students' amalgamated fund.

Notes

(v) Evaluate the guidance programme in cooperation with staff to determine and promote its effectiveness and evolve measures to strengthen it still further.



*Did u know?* The Radhakrishnan report (1942) recommended the title of Dean of student welfare for a coordinating agent on Indian Colleges and university campuses.

### The Role of Dean

The Education Commission (1964-66) also recommended the appointment of a Dean of student welfare for the administration of complex and many-sided student welfare services. Since personal guidance is one of the important student welfare services. The Dean has to ensure its effectiveness. He can contribute his share to this programme in a number of ways:

- (i) Establish rapport with students through personal contacts, public address system, group meetings, written communication etc.
- (ii) Organise and administer services such as orientation for new students, financial aid to the needy, remedial services etc.
- (iii) Coordinate the various student activities so that every activity gets adequate time and finances.
- (iv) Keep a two-directional relationship with all students services and activities. The first is to encourage, support and coordinate, including representation of and to the vice-chancellors and principles in colleges. Secondly he must receive information from the directors of different services etc.
- (v) Assist the university in understanding the needs and problems of students, guiding the youth in rational behaviour and in giving positive guidance to their future plans and aspirations.
- (vi) Create confidence in the students so that they confide in him. He should be the main helper of the students.

### The Role Guidance Officer

The guidance officer is the nerve centre of the guidance programme—be it a university or a college. He should be a guided minded person with at least a year's full time Course in Guidance and Counseling from a University. He should have a well-balanced, amiable personality, a broad outlook, an understanding attitude, a genuine interest in helping students.

#### *The personal guidance officer has functions*

- (i) Arrange orientation programmes for the teachers to enlist their cooperation.
- (ii) Arrange orientation programme for freshers and also for those passing through the transition period.
- (iii) Prepare the up-to-date list of the resources in informational, referral and energy available to him and proper method for calling on each particular resource and classify and fill the information properly.
- (iv) Organise the guidance committee.
- (v) Display the information collected in an attractive way.
- (vi) Disseminate the information through educational and career talks, group discussion etc.
- (vii) Arrange talks by experts from different fields.
- (viii) Organise career days, career weeks, career conferences, parents' day etc.
- (ix) Educate students regarding proper study habits and assist them in their development.

- (x) Arrange individual discussions with students and their parents for giving the educational and vocational information.
- (xi) Arrange visits to places of work like Industries business establishments, offices, higher educational institutions etc.
- (xii) Personal guidance is a service to the individual students and indirectly the whole society.

### Self Assessment

#### 2. Fill in the blanks:

- (i) The ..... arranges times schedule in such a manner that all individual students could benefit in personal guidance programme.
- (ii) The ..... recommended the title of Dean of student welfare for coordinating agent on India colleges and university campuses.
- (iii) The ..... is the nerve centre of the guidance programme be it a university or a colleges. (iv) is needed to help in educational and vocational planning

### Summary

- Personal guidance assists the individual to adjust with psychological & social environment. It is to solve the emotional & psychological problems. Educational & vocational guidance also can be called personal guidance at college level.
- The nature of personal guidance at college level can be understood by you, if you keep in mind that personal guidance does not exclude social life of the individual. The following are some basic nature of personal guidance.
- It is concerned with social and civil activities.
- It deals with health and physical activities.
- It helps in worthy use of leisure time & character building activities.
- The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual development and adjustment. The purpose of personal guidance leads to different activities to be organised for example for physical development, play activities of children have to be properly organised, for emotional development children have to be provided with opportunities for self expression.
- Need of Occupational Information in Personal Guidance Occupational Information is needed to
  - (i) Make guidance informative - students need to know the jobs work processes, where the training institutions are situated, the content of training, the avenues of employment after training, the average income, status of the work, future prospects etc.
  - (ii) Help in educational and vocational planning — Realistic information about jobs and the trends can go a long way in helping in educational and vocational planning.
  - (iii) Help revise the old courses and develop the new ones – An analysis of the long range occupational and industrial trends of present scenario.
- The needs and background of the students will determine the type and amount of information collected. It should normally cover all those occupations which the students of a college or university have been entering in the previous years and are likely to enter in future. It should also cover information about the new openings which are rapidly coming up.

**Notes**

- Information may be collected through a variety of methods' one of the most popular methods is survey. It has three forms
  - (i) Want Ads Survey
  - (ii) Alumni follow up survey
  - (iii) Community Survey
- A want ad survey is one of the cheapest and the easiest methods of collecting information. It is a good method as it provides current information about many kinds of jobs.
  - (i) In an alumni follow up survey the students of a college or university are contacted personally or by mail and are requested to provide information in the form of answers to specific questions asked.
  - (ii) In a community survey, the employing agencies and the educational, training and professional institution existing in the community served by the institutions are contacted personally or through mail.
- Guidance is both generalised and a specialised service. In such a programme, the total need of the students need to be met by the total staff. One can not assign the teaching learning relationship to the teacher, the guidance officer and the smooth functioning relationship to the administrator.
- There is no doubt about the fact that the administrator occupies a key position in the guidance programme - whether it be the university or a college. The personal guidance can succeed only if it has the support and backing of the administrator.
- The administrator needs to pay special attention to the following:
  - (i) Provide suitable accommodation and facilities for the personal guidance service.
  - (ii) Arrange time schedule in such a manner that all students could benefit.
  - (iii) If there is a part time guidance officer, allow a relief of at least six periods in his teaching load so that at least the admission, orientation, student information and occupational information services are possible.
- The Education commission (1964-66) also recommended the appointment of a Dean of student welfare for the administration of complex and many sided student welfare services. Since personal guidance is one of the important student welfare services. The Dean has to ensure its effectiveness. He can contribute his share to this programme in a number of ways.
- The guidance officer is the nerve centre of the guidance programme - be it a university or a college. He should be a guided minded person with at least a year's full time Course in Guidance and Counseling from a University. He should have a well - balanced labile personality, a broad outlook, an understanding attitude a genuine interest in helping students.
- The personal guidance officer has functions: (i) Arrange orientation programmes for the teachers to enlist their cooperation; (ii) Arrange orientation programme for freshers and also for those passing through the transition period; (iii) Organise the guidance committee. (iv) Display the information collected in an attractive way; (v) Disseminate the information through educational and career talks, group discussions etc.

**Keywords**

- Administrator:** A person whose job is to manage and organize the institution or a company.
- Dean:** A person in a university who is in charge of a department of studies.
- Occupational:** Connected with a person's job or profession.

<b>Survey</b>	: An investigation of the opinions, behaviour etc of a particular group of people which is usually done by asking them questions.	<b>Notes</b>
<b>Alumni</b>	: The former male and female students of a school, college or university.	

### Review Questions

1. Explain the nature and purpose of personal guidance at college level.
2. Describe the role of administrator, Dean and guidance officer.
3. Why is there a need of occupational information in personal guidance.
4. Discuss the methods of collecting occupational information.

### **Answers: Self Assessment**

1. (i) T (ii) F (iii) T
2. (i) Administrator (ii) Radhakrishnan Report 1942,  
(iii) guidance officer (iv) occupational information

### Further Readings



#### *Books*

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

## Unit 11: Counseling: Concept, Need and Goals with Reference to India

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Concept of Counseling Need of Counseling in Human Problems

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Universities Present Status of Counseling in India

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### Objectives

After reading this unit students will be able to:

- Explain the Concept of Counseling
- Discuss the need of Counseling in human problems
- Explain the goals of Counseling
- Describe the role of government of India and universities
- Explain the present status of Counseling in India

### Introduction

Counseling is not a new institution in the Indian context. The first counselor was Lord Krishna himself and the Bhagavad Gita embodies the finest principles of counseling for people of all lands, all ages and of all times. The *Gita* or the *Song Celestial* explains how Arjuna, whose mind was in great conflict, was helped to overcome this conflict through an insight into himself. Arjuna's conflict was one of 'mine and thine', that is, between *Sva* and *Para*. The conflict was resolved through self-understanding or through self-realization. One has to act in accordance with his *Swadharma*. Man should act in accordance with the demands of his station and his duties in life. Self-realization, understood in the context of the *Gita*, is not the same as what we understand by the term in the Rogerian or existential sense. Man has to realize his inner nature, that is, his spirituality which reveals oneness with the ultimate. This helps to overcome the illusory distinction between the *Atma* and the *Paramatma*. In the pursuit of the higher spirit, man is concerned with freedom—freedom to obtain self-realization. In modern times the word 'freedom' is used in a different sense. Its connotation is limited to freedom of action, speech, religious faith as well as freedom to find the fullest expression for one's potential. In this sense of the term, we are immediately concerned with material existence and the physical world.

In the ancient world of the Orient, the pupil has the choice or freedom to seek his own *guru* (teacher). The *guru*, in his turn, was free to give the kind of education that he thought best suited the pupil and was free in the choice of the method of instruction. However, this *gurukula* system of education could not survive the onslaughts of repeated foreign invasions. It disappeared and was replaced by alien models of education. The element of freedom that was present in the ancient educational system came to be substituted by regimentation. Pupils had to learn from a fixed curriculum and teachers were bound to teach along the lines of this fixed curriculum. Thus freedom disappeared from the scene of Indian education. Indian society came to be much maligned by the *Varnashrama dharma*.

## **Concept of Counseling**

### **Definitions of Counseling**

We have already stated that counseling is the most important part of the Guidance Programme. We have also seen that the meaning of counseling in the professional sense differs from the popular understanding of the term. Now let us examine the meaning of counseling more closely. For this purpose we shall analyze the various definitions of counseling. It will help us clarify the concept.

Rogers (1952) describes counseling as "The process by which the structure of the self is relaxed in the safety of the client's relationship with the therapist and previously desired experiences are perceived and then integrated into an altered self".

According to Halm and Mclean (1955) "Counseling is a one to one relationship between an individual troubled by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties".

Smith (1955) defines "Counseling is a process in which the counselor assists the counseling to make interpretation of facts relating to a choice, plan or adjustments which he needs to make".

According to Steffler (1970) "Counseling is a learning-teaching process".

Gustad (1953) stated that "Counseling is a learning oriented process carried in a simple one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn how to put such understanding into effect in relation to more clearly perceived condition." In short, a helping profession involves specialized knowledge, trained skills and the desire to provide comfort to others.



*Notes*

Pepisky and Pepisky (1954) defined "Counseling as that interaction which occurs between two individuals called counselor and client, takes place in a professional setting and is initiated and maintained to facilitate changes in the behaviour of a client".

## **Need of Counseling in Human Problems**

Counseling aims at helping the clients understand and accept themselves "as they are", such that they are able to work towards realizing their potential. Often this requires modification of attitudes, outlook and behaviour. The nature of the counseling process depends on the setting or the situation. The counselor accepts his clients and has unconditional regard for their personality or self or self-worth. Naturally, counseling involves the feelings of clients. It is often because the

**Notes**

feelings run strong that the counseling function becomes a highly delicate and specialized function. In addition to the concern for the feelings of the clients, counseling has a cognitive dimension through which a behavioural change (conation) is sought to be achieved. The client is received without any reservations and he is helped to state his problems and explore the possible solutions. The counselor does not try to solve the client's problems or make choices that could reduce his emotional conflicts. Instead, through counseling, the client is helped to discover for himself his strengths and weaknesses. The self-understanding that is sought to be reached is often through the use of objective psychological instruments. It is generally recognized that an individual has the ability to resolve one's own problems. What is supposed to prevent the individual from making suitable choices is a lack of proper or adequate self-understanding and understanding of the environment. The counselor aims at making the client act independently in a mature and responsible manner and with full understanding of the consequences. This is what is meant by personality development. A child or an adolescent is not able to act independently. He is not prepared to face the consequences of his actions. Hence, he is considered immature. A mature person, on the other hand, is expected to function efficiently, make desirable adjustments when he has the necessary understanding of his capacities and liabilities as well as the environmental conditions—physical, social and cultural—in terms of which he has to act. Counseling aims at helping individuals reach a stage or state of self-autonomy through self-understanding, self-direction and self-motivation. Such an individual suffers from the minimum of inhibitions, conflicts and anxieties. He is a 'fully-functioning person'.

### **Counseling as a Helping Relationship**

Counseling is in its essence a 'helping relationship'. All of us seek to satisfy our personal needs. More often than not, in trying to gratify our needs, we find ourselves in conflicting situations in which our interests clash with those of others. But through the process of socialization in childhood, and later through education, we learn to moderate our desires such that there is no open clash. We may learn to suppress a few desires and inhibit other needs so long as our happiness is not endangered. In addition to humans suffering caused by physical handicaps and clash of interests, a major source of suffering is to be found in one's own personality. Often a sense of personal inadequacy and inferiority leads to lack of self-confidence, withdrawal and lack of desire for achievement. Even if the individual has the desire or motivation, he is hindered by subjective and environmental factors. The psychological conflicts, namely those of goals, values, interests and the like, cause an ebbing of human enthusiasm and zest for life. The counseling psychologist alleviates this suffering by establishing a helping relationship. In the words of Rogers, a helping relationship is one "in which one of the participants intends that there should come about, in one or both parties, more appreciation of, more expression of, more functional use of the latent inner resources of the individual". The commonly observed relationships such as those between the teacher and pupil, husband and wife, mother and child, counselor and counsellee, could all be considered helping relationships.

A helping relationship is characterized by certain essential features of the helping relationship:

1. Is meaningful because it is personal and intimate.
2. Is affective in nature involving mild to strong emotional relationships.
3. Involves the integrity of the helper and the helped and is sustained voluntarily.
4. Involves the mutual consent of the counselor and the counsellee either explicitly stated or implicitly to be inferred.
5. Takes place because the individual in need of help is aware of his own limitations and inadequacies.
6. Involves confidence reposed in the helper.



7. Is often achieved and maintained through communication and interaction; it involves give and take, that is, it is not a one-way process.
8. Involves a certain amount of 'structure'. The situation is either vaguely or clearly defined.
9. Is marked by the desire for change in the existing condition of the client, that is, it is concerned with the improvement of the client.

While most human relationships may involve the rendering or receiving of help, over the years, importance has come to be attached to providing help effectively and efficiently. In other words, helping has become professional in nature. According to McCully (1966), "a helping profession is defined as one which, based upon its specialized knowledge, applies an intellectual technique to the existential affairs of others toward the end of enabling them to cope more effectively with the dilemmas and paradoxes that characterize the human."

### **Psychological Counseling Centres Educational Institutions in**

**India** With each passing day, there has been an alarming rise in instances of students committing suicides. To make things worse, it is being noticed that even those students who study in the top league institutions such as IITs, IIMs are also resorting to such things. On the other hand, the pressure of exams and the anxiety stress caused around the time is leading to various complications. Due to all this, a new discussion is happening among the academic experts.

They are suggesting it is time for all the educational institutions across India to set up a psychological counseling centre. This should take care of the students who are going through any sort of emotional and mental trauma and get them out of their problem. While few colleges have already begun working on that, they are reporting that there is a sharp increase in students seeking counseling during the times of examinations.

However, the other side to that is, it is not just about the examinations. There are many instances where students go through broken relationships, issues at home, emotional pain due to loss of someone and the sheer pressure to perform due to parental pressure. The other key factor which is influencing the students in a negative way is the stiff competition. This has been driving the students to slog it out and even one mark is bringing a whole lot of difference to their career.

The experts say by having counseling centres, the students can be moulded to face life and challenges with more confidence. They can also be guided on how education must be treated as a tool to enhance knowledge and wisdom while opportunities will always follow. The experts also suggest there is a need to introduce special courses which can shape up professional counselors with educational background on human psychology.

### **Self Assessment**

1. Fill in the blanks:
  - (i) Counseling is.....
  - (ii) The nature of the counseling process depends on the.....
  - (iii) is the most important part of the Guidance programme
  - (iv) The..... is helped to discover for himself his strengths and weaknesses.

### **Goals of Counseling**

The counselor has the goal of understanding the behaviour, motivations and feelings of the counsellee. The counselor's goals are not limited to understanding his clients. He has different goals at different levels of functioning. The immediate goal, however, is to obtain relief for the client and the long-range goal is to make him a 'fully-functioning person'. Both the immediate and long-term goals are secured through what are known as mediate or process goals.

**Notes**

The goal of counseling is to help individuals overcome their immediate problems and also to equip them to meet future problems. Rapid social change brought about by industrialization and urbanization has led to several perplexing problems. The pace of this change is ever on the increase, thus making adjustment a continuous process of grappling with new situations. Counseling, to be meaningful, has to be specific for each client since it involves his unique problems and expectations. The goals of counseling may be described as immediate, long-range, and process goals. A statement of goals is not only important but also necessary, for it provides a sense of direction and purpose. Additionally, it is necessary for a meaningful evaluation of the usefulness of it. It is only in terms of the defined goal that it is possible to judge the meaningfulness or otherwise of any activity, including counseling. It establishes a congruency between what is demanded or sought and what is possible or practical.

Specific counseling goals are unique to each client and involve a consideration of the client's expectations as well as the environmental aspects. Apart from the specific goals there are, however, two categories of goals which are common to most counseling situations. These are identified as long-range and process goals. The latter have great significance. They shape the counsellee and counselors' inter-relations and behaviour. The process goals comprise facilitating procedures for enhancing the effectiveness of counseling. The long-range goals are those that reflect the counselor's philosophy of life and could be stated as:

1. To help the counsellee become self-actualizing.
2. To help the counsellee attain self-realization.
3. To help the counsellee become a fully-functioning person.

The immediate goals of counseling refer to the problems for which the client is seeking solutions, here and now. The client fails to utilize his capacities fully and efficiently and, therefore, is unable to function efficiently. The counsellee could be helped to gain fuller self-understanding through self-exploration and to appreciate his strengths and weaknesses. The counselor could provide necessary information but information, however exhaustive, may not be useful to the client unless he has an integrative understanding of himself *vis-à-vis* his personal resources and environmental constraints and resources.

The long-range and immediate goals are not unrelated. There is an inter-relation between, them as both depend on the process goals for their realization. The process goals are the basic Counseling dimensions which are essential conditions for counseling to take place. They comprise empathic understanding, warmth and friendliness which provide for inter-personal exploration which, in turn, helps the client in his self-exploration and self-understanding and eventually lead to the long-range goals, namely, self-actualization, self-realization and self-enhancement. The client may have certain inhibiting and self-destructive patterns of behaviour which are eliminated and overcome to enable the individual become a fully-functioning person.

Discussing the goals of counseling, Parloff (1961) distinguishes between immediate and ultimate goals. According to him, the former refers to the steps and stages in the counseling process which lead to the realization of the ultimate goals. Patterson (1970) suggests a third level of goals, namely, intermediate goals, in addition to mediating and ultimate goals. Ultimate goals refer to the broad and general long-term outcomes like positive mental health. For example, competence in driving, as a goal, cannot be viewed as an ultimate goal. Psychological effectiveness appears to be a related concept. When the goals of counseling are stated as 'self-actualization', 'self-realization', 'self-enhancement', etc., it is often difficult to find a meaningful and suitable criterion to evaluate the achievement or otherwise of the goals. These concepts appear to be meaningful as ultimate goals. Self-actualization and the like refer to the general goal of life. Since life is not static, self-actualization as a goal of life cannot be static—it is a continuous process.

Goldstein (1939) states that an organism is governed by a tendency to actualize as much as possible its individual capacities, its nature in the world. In the words of Rogers (1951), "the

organism has one basic tendency and striving to actualize, maintain and enhance the experiencing organism". *Snygg and Combs (1959)* refer to the enhancement of the self as the "all inclusive human need which motivates all behaviour at all times and in all places". The concept of self-actualization is a universal need and, therefore, may be looked upon as an ultimate good because it is the goal of life. *May (1967)* states that the goal of therapy (counseling is interpreted as a form of therapy throughout this book) is to help the patient to actualize his potentialities. According to *Byrne (1963)*, the ultimate goal derives substance from the conceptions of universal man and the nature of life. Intermediate goals are explained by the reasons for seeking a counselor's help, and immediate goals as those that refer to the present intentions of the counsellee.

A major criticism levelled is that goals such as 'self-actualization', 'actualizing potentialities', etc., are too general and amorphous and hence not useful in actual practice. *Krumboltz (1966)* holds that an operational definition of terms would be a more useful approach. He suggests that a general concept could be reduced to specific, objective and measurable variables. Ultimate goals, owing to their very broad and general nature, cannot be evaluated as immediate or mediate goals.

Mediate goals (*Parloff, 1967*) may be considered as specific steps contributing to the realization of general goals. Behaviourists place much emphasis on mediate goals. These comprise the reduction of anxiety, feeling of hostility, undesirable habits, etc., on the negative side; and the increase of pleasure, acquisition of adaptive habits, understanding of self, etc., on the positive side. The immediate goal of counseling is to motivate a potential counsellee to make an appointment with a counselor and go through the counseling process till the mediate goals are realized. It is through the realization of mediate goals that the ultimate goals of 'self-understanding', 'self-realization' and 'self-actualization' can be reached. The process of self-exploration is perhaps a kind of immediate goal which sets the counseling process in motion.

According to *Rogers (1951)*, an important outcome of counseling is that the client feels less anxious about the possibility of achieving his goals. *Rogers (1954)* further holds

that counseling produces a change in personality organization and behaviour, both of which are relatively permanent. Areas in which change is considered desirable are relations with other individuals, academic achievement, job satisfaction, etc. Desirable change may be understood as the bringing about of more positive responses to frustrating situations through adopting different attitudes towards other people as well as towards oneself.

Some of the major goals of counseling generally accepted by counselors are given below.

### **Achievement of Positive Mental Health**

The need for mental health cannot be over-emphasized. It is identified as an important goal of counseling by some individuals who claim that when one reaches or secures positive mental health, one learns to adjust and responds more positively to people and situations. Others hold that prevention of emotional tensions, anxieties, indecision and such other problems is also an important goal of counseling. They hold the view that counseling should lead to positive feelings of warmth and of being liked. *Kell and Mueller (1962)* hold that the "promotion and development of feelings of being liked, sharing with, and receiving and giving interaction rewards from other human beings is the legitimate goal of counseling".

### **Resolution of Problems**

Another goal of counseling is the resolving of the problem brought to the counselor. This, in essence, is an outcome of the former goal and implies positive mental health. In behavioural terms three categories of behavioural goals can be identified, namely, altering maladaptive behaviour, learning the decision-making process and preventing problems (*Krumboltz, 1966*). *Wolpe (1958)* feels that the goal of counseling is to relieve the suffering and disability of the clients.

Notes

### **Improving Personal Effectiveness**

Yet another goal of counseling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioural change(s). Blocher (1966) defines an effective person as one who is able to commit himself to projects, investing time and energy and willing to take appropriate economic, psychological and physical risks. He is seen as having the competence to reorganize, define and solve problems. He is seen as reasonably consistent outside and within his typical roles situation. He is seen as being able to think in different and original, that is, creative ways. Finally, he is able to control impulses and produce appropriate responses to frustration, hostility and ambiguity.

### **Counseling to Help Change**

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

### **Decision-Making as a Goal of Counseling**

Some counselors hold the view that counseling should enable the counsellee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that "the primary objective of counseling is that of stimulating the individuals to evaluate, make, accept and act upon his choice". Counseling is to help individuals learn as to what is needed in choice making, by which is meant that the individual should learn to make

decisions independently. It has been stressed more than once that it is not for the counselor to make decisions for his clients. If it were so, it would cease to be counseling. Decisions are always the counsellees' own, and they are responsible for themselves. In other words, the counsellee should know how and why they made the concerned decisions. In the process of decision-making, information may be required and the counselor should provide it or help obtain it. The information may have to be clarified, sorted out and analysed. The counselor should help in this such that the counsellee is able to make responsible decisions. Tyler (1961) also defines the goal of counseling as decision-making. The counselor has to help the counsellee utilize the resources—*intra-personal and environmental*—available and make decisions based on them to cope with life situations.

Sometimes the counsellees have goals which are vague and their implications are not fully appreciated. It is perhaps one of the primary functions of a counselor to help clarify a counsellee's goal. This is possible because of the counselor's background, professional training and rich experience. Often, underlying the seemingly confusing multiplicity of goals there is a common factor. Some of the goals reflect the subjective expectations of the counselors themselves. The different goals elucidated by counselors give the counsellees the choice of making free, informed and responsible decisions, being fully conscious of their own strengths, weaknesses, assets and liabilities.

### **Modification of Behaviour as a Goal**

Behaviourally-oriented counselors stress the need for modification of behaviour, for example, removal of undesirable behaviour or action or reduction of an irritating symptom such that the individual attains satisfaction and effectiveness. Growth-oriented counselors stress on the development of potentialities within the individual. Existentially-

oriented counselors stress self-enhancement and self-fulfilment. Obviously the latter cannot be realized without first

securing the former, namely, symptom removal or reduction as a necessary pre-condition for personal effectiveness.

Notes

## **Self Assessment**

2. State whether the following statements are 'True' or 'False':

- (i) The goal of counselling is to help individual overcome their immediate problems.
- (ii) Ultimate goals are broad and general long term outcomes like positive mental health.
- (iii) Self actualization as a goal of life can be static and it is a continuous process.

## **The Role of Government of India and Universities**

In 1954 the Government of India set up the Central Bureau of Educational and Vocational Guidance. Central Government came forward with programmes of financial assistance to various States either to start or to expand their existing guidance bureaux. By 1955, 11 State bureaux were established and there was a steady growth in various other States as well (Gorkal, 1962).

The M.S. University, Baroda, set up counselling services and appointed a fulltime counselor in 1958 with the assistance of the University Grants Commission. The Centre did creditable work and it branched off into test developing work which must have seriously affected the counseling work proper. The Centre also offered a two-year part-time course for school teachers, where classes were held on Saturdays and Sundays. However, such part-time arrangements could not do much in professionally equipping the teachers for guidance work in any significant manner.

During the period of the Second and Third Five-Year Plans there was a tremendous growth in the guidance movement in India resulting in the opening of new universities and hundred of training colleges to meet the demand for trained teachers for these several thousand secondary schools which came to be opened in consonance with the Directive Principles of Universal Education namely, Article 45 of the Constitution. The guidance bureaux came to be attached to the State Directorates of Education.

The end of the Second World War in 1945 brought in its wake serious problems of rehabilitating the retrenched defence personnel. To render assistance to these ex-defence personnel (ex-servicemen) the Government of India established employment exchanges. These have grown and become knit into the National Employment Services Organization under the Directorate General of Employment and Training, Government of India. Vocational guidance sections were attached to employment exchanges with the implementation of the recommendations of the Shiva Rao Committee. The Government of India gave generous assistance to State Governments to set up Directorates of Employment and Training. In due course, vocational guidance cells were created in most of the Directorates of Employment and Training at the State Government levels.

## **Present Status of Counseling in India**

The kind of agencies which render vocational guidance can be classified under three heads:

1. Governmental agencies, including Central and State : The Vocational Guidance Unit of the Ministry of Labour and Employment, Government of India, and the Directorate of Employment and Training at the State headquarters fall under this category. The service rendered by the governmental agencies is largely limited to giving employment information to prospective job seekers. The guidance cell has Vocational Guidance Officers (VGOs) who are expected to periodically visit schools to give career talks and to arrange career conferences for the benefit of the students.
2. The second category of agencies may be broadly classified as private number of voluntary organizations on the lines of the Parsi Panchayat, Bombay, have come to be established to

Notes

provide vocational guidance. The Vocational Guidance Society at Calcutta, the United Christian Mission of North India at Jullundur, the Gujarat Society at Baroda and the like, in addition to the Rotary Club, the YMCA and the YWCA are making a significant contribution to the guidance movement.

3. The third category includes university and college-run agencies. The guidance bureaux at St. Xavier's College in Bombay, and M.S. University, Baroda, were the earliest agencies rendering guidance and counseling. In recent times guidance services as well as counseling have come to be offered by the departments of psychology of several universities. An important example of this type of service is the one run by the Department of Psychology, S. V. University, Tirupati.

The functions of the guidance bureau vary with the type of bureaux. The functions are well defined in the well established bureaux like the Bureau of Psychology, Allahabad. This bureau provides educational and vocational guidance based on psychometric data. The Institute of Vocational Guidance of the Government of Maharashtra has done meritorious service of collecting and disseminating occupational information. Several career pamphlets and brochures have been brought out for the use of school-leaving pupils. The Central Vocational Guidance Bureau and the Ministry of Labour, Training and Employment, have brought out and are still bringing out career pamphlets to cover most of the occupations. In addition, the Ministry of Labour, Training and Employment, published the *Employment News*, a fortnightly. The Ministry has published the *National Classification of Occupations (NCO)* on the lines of the *Dictionary of Occupational Titles (DOT)* of the USA.

At the governmental level, the operation of the guidance programmes is assigned to the State Directorates of Education. The State Bureaux are set up under the State Directorates of Education and they are guided and assisted by the Central Bureau, the National Council of Educational Research and Training (NCERT), New Delhi. The NCERT runs a one-year diploma course for the guidance workers. The State bureaux have also been conducting short-term training courses in guidance for career masters.

A lukewarm attitude towards counseling still exists in India and may be attributed to the fact that it is a foreign concept. A number of factors together are responsible for the apathy and indifference on the part of the administration and the community and complacency on the part of the teachers who believe that counseling is irrelevant in the existing educational pattern.

Counseling, it is thus seen, has not yet come of age in India. There is sufficient amount of conceptual confusion regarding the terms 'guidance' and 'counseling'. During the 1970s other areas of guidance and counseling have been organized. The Family Planning Association of India (FPAI) offers counseling for family welfare at its Bombay and New Delhi centres. A number of private counseling centres have sprung up in recent times in metropolitan cities like Bombay and New Delhi. This brings us face-to-face with the all important question regarding the professional requirements of counselors.

The work at the counseling centre was more in the nature of a student personnel services centre with a dean of student welfare. The experiment was not a success and the centre was closed down in 1966.

St. Xavier's College, Bombay, has provided counseling service to its students since 1955 and the counseling was done by pastors in the beginning. But from 1960, it has tended to become psychologically oriented. The college has a full-time counselor. The college provides training facilities for school counselors at St. Xavier's Institute of Education.

The Wilson College of Bombay set up a counseling centre for its students in 1963 with a counselor. The Delhi University planned to organize a counseling centre in 1965 with the assistance of the University Grants Commission (UGC). The Department of Psychology took the initiative and started the centre which had a lecturer of psychology in charge. At the Annamalai University



also, counseling services were set up during 1965-66 with the help of a Fulbright Professor. But this did not succeed as the administration could not decide whether the counseling centres should be placed in the Department of Education, or Psychology or Philosophy. The SNDT Women's University, Bombay, has appointed a dean of students and they are providing student personnel services on a modest scale.

The overall picture of counseling in India is dismal as far as organized work and provision of professional services are concerned. Much of what passes for counseling is of a doubtful nature since few qualified personnel are available. The University of Baroda, St. Xavier's College, Bombay, and others such institutions claim to have offered courses for the training of counselors.



*Did u know?*

In 1961, the Allahabad University started a counseling centre for its students with the assistance of the United States Educational Foundation in India (USEFI). The reason for its failure, perhaps, was due to its dependence on professors from American universities, research scholars and students who were brought to India on the Fulbright Educational Programme.

The most important reason why the status of counseling in India is unenviable is the lack of employment opportunities. Counseling is presumably done by teachers drawn from different disciplines who do not have the knowledge, understanding, enthusiasm, responsibility or commitment to render counseling. What usually passes as counseling service is a kind of student service started by a few colleges whose principals and a few staff members perhaps have participated in student services seminars organized in India and USA under the auspices of USEFI.

It is essential to recognize that student personnel services are not the same as counseling. Counseling is psychotherapeutic assistance requiring academic preparation, professional training and supervised internship. A few enterprising teachers who call themselves counselors have been found to be staffing most of the guidance and counseling centres. As of present, there is no legislation for the certification of counselors and guidance workers in India.

However, it is heartening to note that this scene is fast changing, with the several departments of psychology at different universities coming of age. Some of them have been specializing in counseling and offering postgraduate courses in the field.

It could be said that counseling has overcome the early teething troubles and is making steady progress. This could be gleaned from the status of the professional bodies and the curricular offerings alluded to above.

Two professional bodies in the field are the All India Vocational Guidance Association started in 1954 and the National Vocational and Educational Guidance Association started in 1967. The former body has not been active since 1967-68. The latter organization is more homogeneous and its membership is open to individuals with a master's degree in psychology or education. This body is reported to have an active membership of 60 life members and 300 ordinary members.



*Task*

What is the present status of counseling in India?

## Self Assessment

3. Multiple Choice Questions:- Choose the correct option.

- (i) The NCERT runs a ..... diploma course for the guidance workers.  
 (a) One year (b) Two year (c) Three year (d) Four year

**Notes**

- (ii) Bureau of Psychology. .... provides education and vocational guidance based on psychometric data
- (a) Mumbai                      (b) Allahabad                      (c) New Delhi                      (d) Nasik
- (iii) The family planning association of India (FPAI) offers counseling for family welfare at its .....
- (a) Calcutta and Chennai                      (b) Bhubneshwar and Nasik
- (c) Bombay and New Delhi                      (d) Trivandrum and Tamil Nadu

### Summary

- "Counseling is a learning oriented process carried in a simple one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn how to put such understanding into effect in relation to more clearly perceived, condition."
- Counseling aims at helping the clients understand and accept themselves "as they are", such that they are able to work towards realizing their potential. Often this requires modification of attitudes, outlook and behaviour. The nature of the counseling process depends on the setting or the situation.
- Counseling is in its essence a 'helping relationship'. All of us seek to satisfy our personal needs.
- But through the process of socialization in childhood, and later through education, we learn to moderate our desires such that there is no open clash. We may learn to suppress a few desires and inhibit other needs so long as our happiness is not endangered.
- The counseling psychologist alleviates this suffering by establishing a helping relationship. In the words of Rogers.
- Psychological Counseling Centres Educational Institutions in India: The pressure of exams and the anxiety stress caused around that time is leading to various complications. Due to all this, a new discussion is happening among the academic experts.
- They are suggesting it is time for all the educational institutions across India to set up a psychological counseling centre. This should take care of the students who are going through any sort of emotional and mental trauma and get them out of their problem. While few colleges have already begun working on that, they are reporting that there is a sharp increase in students seeking counseling during the times of examinations.
- The experts say by having counseling centres, the students can be moulded to face life and challenges with more confidence.
- The counselor has the goal of understanding the behaviour, motivations and feelings of the counsellee. The counselor's goals are not limited to understanding his clients.
- The goal of counseling is to help individual overcome their immediate problems and also to equip them to meet future problems. Rapid social change brought about by industrialization and urbanization has led to several perplexing problems.
- A statement of goals is not only important but also necessary, for it provides a sense of direction and purpose. Additionally, it is necessary for a meaningful evaluation of the usefulness of it. It is only in terms of the defined goals that it is possible to judge the meaningfulness or otherwise of any activity, including counseling.
- The process goals comprise facilitating procedures for enhancing the effectiveness of counseling. The long-range goals are those that reflect the counselor's philosophy of life and could be stated as :



- (i) To help the counsellee become self-actualizing.
  - (ii) To help the counsellee attain self-realization.
  - (iii) To help the counsellee become a fully-functioning person.
- The immediate goals of counseling refer to the problems for which the client is seeking solutions, here and now.
  - The long-range and immediate goals are not unrelated. There is an inter-relation between them as both depend on the process goals for their realization. The process goals are the basic Counseling dimensions which are essential conditions for counseling to take place.
  - A major criticism levelled is that goals such as 'self-actualization', 'actualizing potentialities', etc., are too general and amorphous and hence not useful in actual practice.
  - Mediate goals (Parloff, 1967) may be considered as specific steps contributing to the realization of general goals. Behaviourists place much emphasis on mediate goals. These comprise the reduction of anxiety, feeling of hostility, undesirable habits, etc., on the negative side; and the increase of pleasure, acquisition of adaptive habits, understanding of self, etc., on the positive side.
  - The need for mental health cannot be over-emphasized. It is identified as an important goal of counseling by some individuals who claim that when one reaches or secures positive mental health, one learns to adjust and responds more positively to people and situations.
  - *Resolution of Problems:* Another goal of counseling is the resolving of the problem brought to the counselor. This, in essence, is an outcome of the former goal and implies positive mental health.
  - Goal of counseling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioural change(s).
  - The other goal is that counseling should increase the effectiveness of the individual responses evolved by the environment. Tiedeman (1964) holds that the goal of counseling is to focus on the mechanism of change and that the counsellee should be helped in the process of 'becoming'—the change which pervades the period of adolescence through early adulthood during which the individual is assisted to actualize his potential.
  - Some counselors hold the view that counseling should enable the counsellee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that "the primary objective of counseling is that of stimulating the individual to evaluate, make, accept and act upon his choice".
  - Behaviourally-oriented counselors stress the need for modification of behaviour, for example, removal of undesirable behaviour or action or reduction of an irritating symptom such that the individual attains satisfaction and effectiveness.
  - In 1954 the Government of India set up the Central Bureau of Educational and Vocational Guidance. Central Government came forward with programmes of financial assistance to various States either to start or to expand their existing guidance bureaux.
  - During the period of the Second and Third Five-Year Plans there was a tremendous growth in the guidance movement in India resulting in the opening of new universities and hundred so for training colleges to meet the demand for trained teachers for these several thousand secondary schools which came to be opened in consonance with the Directive Principles of Universal Education namely.
  - The kind of agencies which render vocational guidance can be classified under three heads:
    - (i) Governmental agencies, including Central and State: The Vocational Guidance Unit of the Ministry of Labour and Employment, Government of India, and the Directorate of Employment and Training at the State headquarters fall under this category.

**Notes**

- (ii) The second category of agencies may be broadly classified as private number of voluntary organizations on the lines of the Parsi Panchayat, Bombay, have come to be established to provide vocational guidance. The Vocational Guidance Society at Calcutta, the United Christian Mission of North India at Jullundur.
- (iii) The third category includes university and college-run agencies. The guidance bureaux at St. Xavier's college in Bombay, and M.S. University, Baroda, were the earliest agencies rendering guidance and counseling. In recent times guidance services as well as counseling have come to be offered by the departments of psychology of several universities.
- The functions of the guidance bureau vary with the type of bureaux. The functions are well defined in the well established bureaux like the Bureau of Psychology, Allahabad. This bureau provides educational and vocational guidance based on psychometric data.

**Keywords**

- Counseling** : Professional advice about a problem
- Psychology** : The scientific study of mind
- Resolution** : The act of solving or settling a problem, dispute etc.
- Modification** : The act or process of changing something in order to improve it.

**Review Questions**

1. Give the definition of Counseling.
2. Describe the need of Counseling in different human problems.
3. Explain Counseling as helping relationship.
4. Discuss different Counseling goals.
5. How does counseling help in achieving positive mental health?

**Answers: Self Assessment**

1. (i) teaching learning process  
(ii) situation  
(iii) Counseling (iv) client
2. (i) T (ii) T (iii) F
3. (i) a (ii) b (iii) c

**Further Readings**



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

# Unit12:Counseling:Principles and Counseling Process

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## Objectives

Afterreadingthisunitstudentswillbeableto:

- DescribetheprinciplesofCounseling
- DiscusstheCounselingprocess
- Describethestagesincounselingprocess
- ExplainthefactorsusedinCounseling

## Introduction

**The Counseling Process:**Counseling, as a process, has been defined variously by authors and professors for nearly fifty years. While no single definition has stood the test of time, most contain some reference to difference in role of the student (who is to be assisted or helped) and the counselor (who is more experienced, frequently older, and has as his function to help). Also, mention is generally made of the objective or goal in terms of improved adjustment, higher functioning, and greater happiness. Finally, focus is usually placed upon the process involved, the learning that occurs, and the assistance that is given.

Four basic assumptions must be accepted if Counseling is to be successful. First, it is assumed that the student is willing to participate in the process. He may have a concern, a wonderment about the world around him, or curiosity about what he is experiencing. While the process may be unfamiliar to him and he may display resistance at moments, counseling will not be successful unless he participates fully.

Second, the counselor must possess appropriate training, experience, and personal attitudes to function effectively.

Notes

### Principles of Counseling

Counseling is based on a number of principles. These principles are:

1. Counseling is a process. It is necessary for the counselor to understand that counseling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
2. Counseling is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students. As we have already discussed in the school situation Counseling is more developmental and preventive than remedial in nature.
3. Counseling is based on certain fundamental assumptions.
  - (a) every individual in this world is capable of taking responsibilities for him/herself.
  - (b) every individual has a right to choose his/her own path, based on the principles of democracy.
4. Counselor does not deprive the right of self-choice but simply facilitates choice. The counselor should give due respect to the individual and accept him/her as he/she is.
5. Counseling is not advice giving
6. Counseling is not thinking for the client, but thinking with the client. Counseling is for enabling the client to do judicious thinking.
7. Counseling is not problem solving. The counselors simply assist the person to find solution on his/her own.
8. Counseling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
9. The counselor should determine individual differences and provide for them.
10. The counselor has to prepare the client to be open to criticism including self-criticism.
11. The counselor acts as a facilitator or catalyst only. He creates an atmosphere which is permissive and non-threatening, through his warm and accepting relationship with the client which helps the client to explore himself/herself and understand himself/herself better.

### Counseling Process

The term 'counseling process' implies continuous change or changes that take place or rather which should take place in the client in promoting personality changes in a desired direction. The kind of change that the counseling process aims at is briefly: (1) awareness on the part of the client, (2) behavioural change in a desired direction through which the client can achieve his goals, and (3) understanding his potentialities, limitations and how to utilize them best in achieving his goals.

The counseling process, by and large, is the same for all problems and for all individuals. However, certain important differences need to be clarified. In vocational and educational counseling the major emphasis is on collecting factual information and helping the client understand this information in a proper perspective. In such situations the emotional problems, though present, are not the main concern of the counselor. In educational and vocational counseling the decision-making and planning model occupies the counselor's attention such that he tries to help rational problem-solving processes, clarify self-concepts, values, etc. In this context counselors are often concerned with the appropriate choice of educational goals or careers. The educational or vocational counseling usually proceeds in a stepwise manner starting with (1) establishing a relationship, (2) stating the problem, (3) elaborating and

explaining the issues, (4) exploring the relevant psychological aspects of the counsellee's background, (5) structuring the nature of the process, (6) collecting the needed data from tests, case material, personal documents, etc., (7) interpreting the test data and individual appraisal, (8) discussing the data in the light of occupational and/or educational choices of the client, (9) discussing alternate approaches or plans and trying out the plan(s), and (10) reassessing and, if necessary, altering the plan(s).

In the counseling of personal problems, the psychotherapeutic model assumes a somewhat different character. In this, information and planning in logical terms do not play that central a role. The model is, by and large, unique for each counseling situation and this uniqueness emerges partly from the uniqueness of the individual's attitudes, interests, problems, etc., and also from the uniqueness of the counselor's experiences, skills, etc. The general outline of the counseling model is (1) realizing that there is a complaint, problem or symptom (often people do not realize this), (2) feeling the need for help in resolving the problem, (3) seeking help and establishing the relationship (client-counselor relationship), (4) expressing feelings, clarifying and elaborating them as related to the problem(s), (5) exploring feelings and personal resources, (6) being aware of the desirable direction of change, (7) working through feelings and inducing the desirable change by means of interpretation and reinforcement, (8) developing insights, (9) planning action, and (10) implementing the action.

The above two models have much in common though they differ significantly with regard to certain important elements. The former lays stress on the cognitive aspects while the latter lays stress on the affective aspects.

### **Readiness**

Clients broadly fall under two broad categories, the first consisting of those who seek assistance voluntarily and the second comprises those referred. Whatever the case, the counseling presupposes a desire on the part of the counsellee, that makes the client come for assistance. This desire is referred to as 'readiness'.

### **CounterWill**

Often people experience difficulty in asking for help and accepting it as well. Because in some cases, they are reluctant to face the consequences of change and for some receiving help means an admission of inadequacy of failure. Some feel that they need no assistance or cannot be helped at all. This negative feeling that holds back one from seeking help is referred to as 'counterwill'.

### **CaseHistory**

This is a term very often used in this field. A case history can be defined as a systematic collection of facts about the client's present and past life. However, the focus of attention varies with the theoretical orientation of the counselor like a psychoanalytically oriented counselor looking for relevant childhood experiences, etc.

### **SelfAssessment**

1. Fill in the blanks:

- (i) A ..... is a systematic collection of facts about the client's present and past life.
- (ii) is for enabling the client to do judicious thinking. (iii) acts as a facilitator or catalyst in the counseling process.

## **Stages in Counseling Process**

**Stage I:** The first stage is the awareness of need for help. Most individuals go about their day-to-day lives without much awareness of their situation and they appear to be none the worse for it. Inwardly they may be experiencing suffering, yet they may not seek help. Some individuals experience their problems either because of their severity or because someone close draws attention to the problems. Such individuals are potential clients. They seek psychological assistance because of feelings of distress. They lack the necessary competence and information to deal with them on their own.

**Stage II:** The second important stage in counseling consists of the development of relationship. This can be viewed as a bridge connecting the counsellee's personality with that of the counselor's, penetrating through the other defenses. The development of an emotionally warm and understanding relationship is the first step in the counseling relationship. It is characterized by mutual liking, trust and respect. The counselor should be aware of the defense strategies likely to be exploited by the

## Notes

client. Usually the defense strategies fall under two basic kinds of manipulative devices: (1) the client may take a helpless attitude and get the counselor to do what he wants him to do, and (2) the counselor may arouse sympathy and attention and avoid unpleasant tasks. By adopting either of these devices the client successfully wards off the Counseling relationship. He prevents it from breaking through his outer defenses. If, however, the counselor succeeds in establishing this bridge then he can establish optimal rapport which is sustained through the entire counseling process.

**Stage III:** The third step in counseling is to aid the expression of feelings and clarification of problems. In psychoanalytic terminology this is similar to 'catharsis'. In a sense, it is a ventilation of feelings and the client experiences a feeling of relief consequent to the release of tension. There is an awareness of relief from emotional stress obtained through the communication of problems. A client may often obtain a certain amount of courage in trying this technique with other feelings as well. In this process, previously tied up emotions are released and can be used constructively. But this process has certain limitations. The client may obtain a false sense of the resolution of conflict—ventilating his feelings may relieve him of tension and he may very well mistake it for a state of resolution of tension.



*Did u know?*

The expression of feelings not only helps in the release of emotional tensions, but can also help in clarifying problems. It is in this sense that the expression of feelings is of momentous value in the counseling process.

**Stage IV:** The next stage comprises the exploration of deeper feelings. We have said in the preceding section that the client may mistake ventilation of feelings for resolution of feelings. It is necessary that the counselor should not be content with a superficial view of the client's feelings. If therapeutic help is the objective, the counselor must try to explore the deeper feelings and conflicting situation which have not only to be brought to the surface but also satisfactorily resolved without damaging the individual's personality. This step, therefore, involves analysis.

**Stage V:** The preceding stage logically leads to the next stage, comprising the integration process. A proper appreciation of the feelings and underlying polarities can help diffuse emotional tension and the counselor can help the client see each feeling in its proper perspective without either unduly exhibiting fear or withdrawal or showing lack of concern. This stage, therefore, consists of working in close harmony with the client with due understanding regard and sympathy for the client's innermost feelings. In the course of such a process the counselor is able to synthesize and integrate counsellee potentialities, needs and aspirations and direct them towards appropriate goals.

**Stage VI:** The next stage, though not spelt out very clearly, is concerned with the time perspective. Clients usually are confused about their time perspective. They are not able to see the present as logically arising from the past or the present affecting the future. Naturally they appear baffled as they are unable to explain to themselves the 'how' and 'why' of things and usually come to grief.

**Stage VII:** This stage is one of developing the awareness of the counsellee. A number of counselors and psychotherapists stress the importance of helping the client gain insight into himself as well as insight into the world around him. This term, 'insight', is usually used synonymously with awareness. psychoanalytic therapy, for instance, aims at providing insight into one's conflicts, repressions and inhibitions and when once these are seen in their true perspective, they cease to be painful. London (1964) is not quite in favour of this view, namely, that symptoms disappear with self-knowledge, that is, when insight or awareness is obtained. He favours the behavioural approach which stresses the importance of action. However, there is no gain in saying the fact that the developing of awareness is of prime importance. Ellis (1962) uses the terms intellectual and emotional insights. An intellectual insight, that is, a rational understanding, is a prelude or necessary condition for emotional insight. For instance, a person experiences acute fear at the sight of a supposed snake. When he realizes that the object is not a snake but only a rope (intellectual insight) he sees the meaninglessness of his fear. In the psychotherapeutic process the importance of awareness cannot be over-emphasized. There is another sense in which awareness is used. It can refer to the awareness of goals—the direction in which the self strives to reach out or move forward.



Notes

The last stage in counseling is generally the most crucial one in which the client is encouraged to make use of the psychotherapeutic or counseling benefits he may have gained to adjust himself to the world of realities.

**Stage VIII:** Therefore this stage is the actual test to determine the success of counseling. If the client is not able to adapt himself to his surroundings then we can infer that he has not gained much from counseling. On the other hand, if the client is able to do so then we know that the counseling has been successful. This stage marks the termination of counseling.

## Factors used in Counseling

**Beginning of counseling session (introduction) :** As the patient enters the room, greet the person, call the person by name, welcome the client and make him/her comfortable. Introduce yourself if meeting for the first time and tell the person the purpose of the meeting (to understand the health problem and its best management). Encourage the counselee to talk about themselves.

- I. Active attending or Listening :** It is most important point in counseling because the details provided by the client are based on it. Active listening means listening carefully and paying attention to verbal as well as non verbal signals.

Provide in-depth information to relieve fears and worries of the client. Similarly, counselor's words, expression and posture/gesture (verbal/nonverbal communication) indicate that attention is being paid to what is being said. By demonstrating an attending behaviour we enhance the client's self-

respect, establish a safe atmosphere and facilitate free expression of thought by the counselee.

Active listening includes reflection of feelings, questioning, paraphrasing and clarification.

Similarly, actions of the counselee communicate many unexpressed feelings. Some of these nonverbal activities are counselee entering the room, **Voice quality, Breathing, Eyes, Facial expressions, Leg movement & Body posture.**

- **Reflection of content and Feeling :** People respond differently to their illness. They may express their feelings as fear, anger, anxiety or sadness about disease. E.g. depression may be expressed as short temper, irritable behaviour, less interest in daily routine, inability to sleep, loss of weight and feeling of worthlessness and anxiety. Do not try to stop, let the person express their feelings, do not stop patient/family members from crying. Do not take anger personally and try to stay calm.

The counselor must recognize such feelings in a direct, unemotional way. The focus is kept on the emotions of the client and his/her subjective experiences in coping with the situation.

Counselor reflects the contents and feeling of the other persons by responding back to the client and communicating a message through empathy, questioning or paraphrasing that convey that counselor is listening and trying to understand counselee's circumstances.

- **Questioning:** Always try to use questions and establish communications so that both the problem and the solutions are clear. Ask questions in order to clarify the situation and make client aware of all the dimensions of the problem and help the clients to understand the core issue underlying his/her fears or concerns. Do not ask too many closed questions (closed questions are those questions that can be answered by one word like yes/no). Ask open questions to make communication easier, encourage further discussion and facilitate building of trust and warmth in the relationships.

Use questions containing why with caution as it may easily sound judgmental. If you need to use 'why', use it in the middle of a sentence and not in the beginning of a sentence.



Notes

- **Paraphrasing and clarification :** Paraphrasing is repetition of the jest of client's feelings by the counselor in their own words. For example, "You seem to be saying that you are afraid that your family is not going to take care of you". The clients might then agree with the interpretation. If not, the counselor can seek clarification by saying "will you please explain it with more details?" Utilizing this technique, the counselor attempts to give feedback to the client; the essence or content of what the client has just said and clarifies understanding of the client's world. Clarification helps the client to come to understand themselves better. When you ask the client to explain something in more details or in a different way; by doing this clients not only explore their own feelings further, but will also feel that you are trying hard to understand their situation. In the process, counselors also tell the client about the scientific facts not known to them.
- II. **Interpretation :** Often people avoid focusing on the real problem and talk around the issue. Interpretation goes beyond what is explicitly expressed by the feelings and implied meanings of the client's statement. Even clients are unaware of this. Counselor *redefines* the problem from a different point of view to bring out more clarity to the problem and make client aware to the core problem. The counselor also helps client to establish what is relevant, emphasising the important points – for example, "Of all the things you talked about today, it seems to me you are most concerned about."
- III. **Repeating:** At times of stress and crisis, clients are in a state of denial or feeling overwhelmed. They may not always understand everything they are told. As a counselor, do not hesitate and repeat salient points of the discussion, statements of support or necessary facts. It ensures that the clients clearly understand the problem and requisite action. Client would usually convey that they understand and accept the information.
- IV. **Summarizing:** Many people who are stunned by news of the disease may respond by talking quickly and trying to provide more details or ask more questions; than counselor can absorb or comprehend. It is then helpful for the counselor to interrupt at times and summarize what has been said. This is like paraphrasing and helps to ensure that each understands the other correctly. Summarizing towards the end of the Counseling provides guidance and direction to both counselor and counselee; to deal with practical matters of the problem and decide plan of action. A summary resembles a combination of reflection of feeling and paraphrasing over a longer period of time. At the end of each session, the counselor should summarize the salient points of the discussion, highlight decisions which have been made and need to be acted on.
- V. **Confrontation:** Many times clients are so much preoccupied with their fear that cannot see the connection between their behaviour and the responses of the others. Confrontation involves a direct examination of incongruities and discrepancies in the client's thinking, feeling and/or behaviour. The counselor tells the client that how their thoughts affect their action and behaviour, which in turn affect the behaviour of others towards them. E.g. Because of fear of discrimination, people withdraw themselves and do not speak to friends and relatives. Friends and relatives in turn also respond by not talking to them. Establishment of strong relationship and rapport is essential before commenting on such issues. It is a highly intrusive skill hence timing is very important and advice on confrontation must be delivered in an atmosphere of warmth, care and concern.
- VI. **Respecting:** As a counselor, try to appreciate that people see their problems in unique personal ways determined by culture, social class and personality. Respect client's views and beliefs and build on them. Show respect, for instance, by asking a client to explain different aspects of the culture or personal beliefs that are strange to you; for example, "you feel strongly about this. I don't know about it. Tell me more about it".
- VII. **Structuring or Prioritization:** Structuring means helping the client to see relationship between facts and feelings. It helps clients to determine the important aspects of their concern that needs immediate attention and other less important aspects that can be put off until later. It is essential part of planning and probably one of the most critical skills in counseling.



**VIII. Deciding Plan of action :** Based on the scientific knowledge and, socio-economic aspect of the client, help the client to explore all the possible solution for the prioritised aspect and choose the most relevant option for action. Encourage client to take their own decision and act accordingly.

**IX. Concluding a counseling session:** While ending the session summarize the salient points and decision taken, congratulate client for their efforts, wish them luck and fix next visit.



Task What is 'paraphrasing'?

## Self Assessment

1. State whether the following statements are 'true' or 'false'.

- (i) Counseling is only advice giving service.
- (ii) The Counselor assists the person to find solution on his/her own.
- (iii) The Counseling process implies Continuous change or changes that take place in the client in promoting personality changes in a desired direction.
- (iv) The first stage of Counseling process is development of relationship.
- (v) The expression of feelings not only helps in the release of emotional tensions but also help in clarifying problems.
- (vi) In the psychotherapeutic process the importance of awareness cannot be overemphasized.
- (vii) Active listening means listening carefully and paying attention to verbal as well as non verbal signals.

## Summary

- Counseling is based on a number of principles. These principles are:
  - (i) Counseling is a process. It is necessary for the counselor to understand that counseling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
  - (ii) Counseling is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students.
  - (iii) Counseling is based on certain fundamental assumptions.
    - (a) every individual in this world is capable of taking responsibilities for him/herself.
    - (b) every individual has a right to choose his/her own path, based on the principles of democracy.
- Counselor does not deprive the right of self-choice but simply facilitates choice. The counselor should give due respect to the individual and accept him/her as he/she is.
- Counseling is not advice giving.
- The term 'counseling process' implies continuous change or changes that take place or rather which should take place in the client in promoting personality changes in a desired direction. The kind of change that the counseling process aims at is briefly: (1) awareness on the part of the client, (2) behavioural change in a desired direction through which the client can achieve his goals, and (3) understanding his potentialities, limitations and how to utilize them best in achieving his goals.
- Counseling the decision-making and planning model occupies the counselor's attention such that he tries to help rational problem-solving processes, clarify self-concepts, values, etc.

Notes

- In the counseling of personal problems the psychotherapeutic model assumes a somewhat different character. In this, information and planning in logical terms do not play that central a role.
- **Readiness:** Clients broadly fall under two broad categories, the first consisting of those whose seeks assistance voluntarily and the second comprises those referred.
- **Counter Will:** Often people experience difficulty in asking for help and accepting it as well. Because in some cases, they are reluctant to face the consequences of change and for some receiving help means an admission of inadequacy or failure.
- **Case History:** This is a term very often used in this field. A case history can be defined as a systematic collection of facts about the client present and past life. However, the focus of attention varies with the theoretical orientations of the counselor like a psychoanalytically oriented counselor looking for relevant childhood experiences, etc.
- **Stage I:** The first stage is the awareness of need for help. Most individuals go about their day-to-day lives without much awareness of their situation and they appear to be none the worse for it.
- **Stage II:** The second important stage in counseling consists of the development of relationship. This can be viewed as a bridge connecting the counsellee's personality with that of the counselor's, penetrating through the other defenses. The development of an emotionally warm and understanding relationship is the first step in the Counseling relationship.
- **Stage III:** The third step in counseling is to aid the expression of feelings and clarification of problems. In psychoanalytic terminology this is similar to 'catharsis'. In a sense, it is a ventilation of feelings and the client experiences a feeling of relief consequent to the release of tension. There is an awareness of relief from emotional stress obtained through the communication of problems.
- **Stage IV:** The next stage comprises the exploration of deeper feelings. We have said in the preceding section that the client may mistake ventilation of feelings for resolution of feelings. It is necessary that the counselor should not be content with a superficial view of the client's feelings.
- **Stage V:** The preceding stage logically leads to the next stage, comprising the integration process. A proper appreciation of the feelings and underlying polarities can help diffuse emotional tension and the counselor can help the client see each feeling in its proper perspective without either unduly exhibiting fear or withdrawal or showing lack of concern.
- **Stage VI:** The next stage, though not spelt out very clearly, is concerned with the time perspective. Clients usually are confused about their time perspective. They are not able to see the present as logically arising from the past or the present affecting the future.
- **Stage VII:** This stage is one of developing the awareness of the counsellee. A number of counselors and psychotherapists stress the importance of helping the client gain insight into himself as well as insight into the world around him. This term, 'insight', is usually used synonymously with awareness.
- Therefore this stage is the actual test to determine the success of counseling. If the client is not able to adapt himself to his surroundings then we can infer that he has not gained much from counseling.
- **Beginning of counseling session (introduction):** As the patient enters the room, greet the person, call the person by name, welcome the client and make him/her comfortable.
- **Active attending or Listening :** It is most important point in counseling because the details provided by the client are based on it. Active listening means listening carefully and paying attention to verbal as well as non verbal signals.
- Some of these nonverbal activities are counsellee entering the room, **Voice quality, Breathing, Eyes, Facial expressions, Leg movement & Body posture.**
- **Questioning :** Always try to use questions and establish communications so that both the problem and the solutions are clear. Ask questions in order to clarify the situation and make

client aware of all the dimensions of the problem and help the clients to understand the core issue underlying his/her fears or concerns.

Notes

- **Interpretation**  
: Often people avoid focusing on the real problem and talk around the issue. Interpretation goes beyond what is explicitly expressed by the feelings and implied meanings of the client's statement. Even client is unaware of this. Counselor *redefines*.
- **Summarizing**: Many people who are stunned by news of the disease may respond by talking quickly and trying to provide more details or ask more questions; than counselor can absorb or comprehend. It is then helpful for the counselor to interrupt at times and summarize what has been said.
- **Confrontation** : Many a time's clients are so much preoccupied with their fears that cannot see the connection between their behaviour and the responses of the others. Confrontation involves a direct examination of incongruities and discrepancies in the client's thinking, feeling and/or behaviour. The counselor tells the client that how their thoughts affect their action and behaviour.
- **Respecting** : As a counselor, try to appreciate that people see their problems in unique personal ways determined by culture, social class and personality. Respect client's views and beliefs and build on them.

## Keywords

### Readiness

: The state of being of being ready or prepared for something  
**Psychoanalysis**: A method of treating some body who is mentally ill by asking them to talk about past experiences and feelings in order to find explanations for their present problem

**Interpretation**: The particular way in which something is understood or explained.

## Review Questions

1. Give the principles of Counseling process.
2. Explain the term "Case history".
3. What are the different stages of Counseling process?
4. Explain the term "Questioning in Counseling".
5. Write a note on—  
 (a) Interpretation                      (b) Repeating                      (c) Summarizing.

## Answers: Self Assessment

1. (i) Case history                      (ii) Counseling                      (iii) Counselor
2. (i) F                      (ii) T                      (iii) T                      (iv) F  
 (v) T                      (vi) T                      (vii) T

## Further Readings



Books

1. Guidance & Counseling: S. Nageshwar Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schutz, Lawrence Erlbaum Associates.

## Unit 13: Types of Counseling: Directive Counseling

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Objectives Introduction

n

Directive Approach: Concept Process of Directive Approach Steps of Effective Counseling Assumptions of Directive Counseling Advantages of Directive Counseling Summary

Keywords Review Questions

Further Readings

### Objectives

After reading this unit students will be able to:

- Explain the Concept of Directive approach
- Discuss the process of Directive approach
- Explain the steps of effective Counseling
- Describe the assumptions of Directive Counseling
- Explain advantages of Directive Counseling

### Introduction

In keeping with complexity of human nature and the varying attempts to explain it as lucidly and succinctly as possible, several theories of human behaviour have been proposed.

Each theory seeks to integrate its postulates consistently with the specified hypotheses constructed. The theory is then verified in terms of experimental findings or observational data. Further, a theory is integrated in what is known as a meaningful framework. Within this framework it predicts new relations and outcomes and seeks to obtain solutions to the anticipated problems. Most of the criteria of a good theory have been stated with great care by scientists. A theory is considered acceptable if it meets the criteria, the most important being precision, clarity and comprehensiveness i.e., it should include within its scope as many facts or phenomena

as possible, provide for empirical verifiability and stimulate research. The usefulness of a theory is considerably enhanced if it defines its terms operationally. This would help develop suitable procedures for testing the derived propositions. Some theories impose serious limitations on the verifiability of their predictions owing to lack of operationally defined propositions and concepts.

Different approaches to counseling are based on the varying conceptions of human personality structure and dynamics, and are subject to the limitations to which the personality theories are prone. The term 'approach' is used in preference to 'theory' as no single theory has yet been able to encompass all the aspects of counseling.

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

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

### Directive Approach: Concept

The authoritarian point of view is largely associated with the work of Sigmund Freud. According to the (Directive psychoanalytic theory) the client is ignorant and unaware of the reasons for his difficulties or suffering which are deeply embedded in the unconscious. The client is, therefore, helpless and it is the therapist who has to play the role of interpreting the material for him/her. The psychological difficulties, according to psychoanalysis, are explained as phenomena that are strictly psychologically determined. This principle is known as psychological determinism.

### Process of Directive Approach

As the name itself implies this approach envisages a more active role for the counselor. The counselor employs varying degrees of direction to help the counselee to reach sound solutions. Also, through his own specialised knowledge and experience in scientific diagnosis and interpretation of data, counselees are helped to reach earlier solutions for their problems.

According to Frederick Thorne, the proponent of this approach, the need for direction by the counselor is inversely proportional to the individual counselee's potentialities for self-regulation. Though the basic responsibility for reaching the solution is primarily with the counselor as the counseling proceeds. Counselees are encouraged more and more to take up increased responsibility for self-direction. This approach presupposes a more personalised relation with the counselee where the counselor strives to identify psychologically with the counselee so that he can be understood better.

### Counseling Steps

Directive counseling involves six stages. They are as follows:

- (a) **Analysis:** This involves collecting from various sources the data needed for an adequate understanding of the client. This includes administration of psychological tests, etc. However, such testing and form filling should not come between the counselor and counselee and its importance should be limited to the extent that it gives a better idea about the counselee.
- (b) **Synthesis:** This refers to summarising and organising the data so obtained, as to reveal the assets, liabilities, adjustments and maladjustments of the counselee. This includes the data obtained through psychological testing also.
- (c) **Diagnosis:** This stage is concerned with formulating conclusions regarding the nature and the course of the problem exhibited by the student. Drawing conclusions from the results of psychological testing, administration of questionnaires etc. are done here.
- (d) **Prognosis:** This refers to predicting the future course of development of the counselee's problem in the light of conclusions as made earlier.

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**(e) Counseling:** This is the most important and time-consuming step in the whole process. This is where the expertise of the counselor is needed most. It is a highly personalised teaching and learning process. It may be direct teaching through explicit explanations, assistance in searching for relevant aptitudes, interests, etc. that illuminate the counselee's problems and so on. Sometimes the counselor listens in a friendly/encouraging way. It may also involve practice sessions where with the warm support of the counselor the counselee acts out the way he/she should. Thus he/she becomes his/her own teacher to the extent his/her capabilities and circumstances permits. Success thus achieved reinforces and retains those successful behaviours which in turn establish an adjusted way of life.

Thus counseling involves (a) assisting the student in self-appraisal, i.e. identifying his/her interests, motives and capabilities (b) helping him/her to plan a course of action which utilizes the capabilities and potentialities so identified and (c) finally in establishing an adaptive lifestyle.



*Did u know?*

To help the counselee appraise him/her-self, two types of data are needed - self-perceived data and from external appraisal.

It evaluates expressions of the client. According to this view, point to the counseling interview. In this, the counselor asks a series of standardized questions. Each carries a short answer. The counselor does not allow the development of expression and feelings. He leads as an expert, evaluates and gives suggestion vice.



*Notes*

Directive Counselor-centered counseling revolves around the counselor. He tries to lit good relations to the friendship and assistance. In this, the counselor is active and he express his ideas and attitudes independently.

### 13.3. Steps of Effective Counseling

There are six steps of effective counseling:

- (1) Identify the problem. Make sure that you really know the problem. Analyze the forces influencing the behaviour. Determine which of these forces you have control over and which of them the employee has control over. Determine if the force has to be modified, eliminated, or enforced.
- (2) Plan, coordinate, and organize the session. Determine the best time to conduct the session.
- (3) Conduct the session using sincerity, compassion, and kindness. This does not mean you cannot be firm or in control.
- (4) During the session, determine what the employee believes causes the counterproductive behaviour and what will be required to change it.
- (5) Try to maintain a sense of timing as to when to use directive or non-directive counseling. (See below for definitions).
- (6) Using all the facts, make a decision and/or a plan of action to correct the problem. If more counseling is needed, set a firm date and time for the next session.



Task

What is the "synthesis" is directive approach?

### Assumptions of Directive Counseling

According to Willy, the following can be the basic assumptions of directive counseling:

- (a) **Competency in giving Advice:** The counselor possesses the best training experience and information. He is more competent to provide an advice to problem.
- (b) **Counseling as an intellectual process:** A client's intellectual is not destroyed as a result of mal-adjustment. Hence counseling is primarily an intellectual process. It stresses upon the intellectual aspect of a person instead of emotional aspects of the personality.
- (c) **Counseling objectives as problem solving situation:** The counselor does not possess the capability for solving the problem always.
- (d) **Client's incapability of solving the process:** The counselor does not possess the capability for solving the problem always.

### Advantages of Directive Counseling

- (1) This method is useful from the time-consuming view-point. It saves time.
- (2) In this type of counseling, there is more focus on the problem and the person.
- (3) The counselor can look the client directly.
- (4) Counseling focuses more on the intellectual aspect of the person than emotional aspect of the personality.
- (5) In this process, the counselor becomes readily available to help which makes the client very happy.

Limitations of Directive Counseling:

- (1) In this process the client is more dependent. He is also less able to solve new problems of adjustment.
- (2) As the client is never independent of the counselor, it is not an efficient best guidance.
- (3) Unless a person does not develop some attitude through experiences, he cannot make any decision himself.
- (4) The counselor fails in serving the client to commit the mistakes in future.

### Self Assessment

1. Multiple Choice Questions: Choose the correct option:

- (i) Directive approach of Counseling is also called as \_\_\_\_\_.
  - (a) Psychoanalytic theory
  - (b) Psychological theory
  - (c) Client centered theory
  - (d) Eclectic theory
- (ii) Directive Counseling involves \_\_\_\_\_ stage.
  - (a) 4
  - (b) 5
  - (c) 6
  - (d) 7
- (iii) The most important and time-consuming step is \_\_\_\_\_.
  - (a) Diagnosis
  - (b) Counseling
  - (c) Synthesis
  - (d) Analysis

Notes

- (iv) \_\_\_\_\_ plays the role of interpreting the material for client in directive approach.
- (a) Parents (b) Doctor (c) Teacher (d) Therapist
- (v) \_\_\_\_\_ is concerned with formulating conclusions regarding the nature and the course of the problem exhibited by the student.
- (a) Diagnosis (b) Prognosis (c) Synthesis (d) Analysis

### Summary

- According to the (Directive psychoanalytic theory) the client is ignorant and unaware of the reasons for his difficulties or suffering which are deeply embedded in the unconscious. The client is, therefore, helpless and it is the therapist who has to play the role of interpreting the material for him/her.
- The counselor employs varying degrees of direction to help the counselee to reach sound solutions.
- According to Frederick Thorne, the proponent of this approach, the need for direction by the counselor is inversely proportional to the individual counselee's potentialities for self-regulation. Though the basic responsibility for reaching the solution is primarily with the counselor as the counseling proceeds.
- **Counseling Steps:** Directive counseling involves six stages. They are as follows:
  - (a) **Analysis:** This involves collecting from various sources the data needed for an adequate understanding of the client. This includes administration of psychological tests, etc.
  - (b) **Synthesis:** This refers to summarising and organising the data so obtained, as to reveal the assets, liabilities, adjustments and maladjustments of the counselee.
  - (c) **Diagnosis:**  
This stage is concerned with formulating conclusions regarding the nature and the course of the problem exhibited by the student.
  - (d) **Prognosis:** This refers to predicting the future course of development of the counselee's problem in the light of conclusions as made earlier.
  - (e) **Counseling:** This is the most important and time-consuming step in the whole process.
- There are six steps of effective counseling:
  - (i) Identify the problem. Make sure that you really know the problem. Analyze the forces influencing the behaviour. Determine which of these forces you have control over and which of the forces the employee has control over. Determine if the force has to be modified, eliminated, or enforced.
  - (ii) Plan, coordinate, and organize the session. Determine the best time to conduct the session.
  - (iii) Conduct the session using sincerity, compassion, and kindness. This does not mean you cannot be firm or in control.
- **According to Willy, the following can be the basic assumptions of directive counseling:**
  - (a) Competency in giving Advice
  - (b) Counseling as an intellectual process
  - (c) Counseling objectives as problem-solving situation
  - (d) Client's incapability of solving the process
- **Advantages of Directive Counseling**
  - (i) This method is useful from the time-consuming view-point. It saves time.
  - (ii) In this type of counseling, there is more focus on the problem and the person.



- (iii) The counselor can look the client directly.
- Limitations of Directive Counseling:
  - (i) In this process the client is more dependent. He is also less able to solve new problems of adjustment.
  - (ii) As the client is never independent of the counselor, it is not an efficient best guidance.
  - (iii) Unless a person does not develop some attitude through experiences, he cannot make any decision himself.

### Keywords

- Directive** : Giving instruction.  
**Analysis** : The detailed study or examination of something in order to understand more about it.  
**Diagnosis** : Connected with identifying something, especially an illness.  
**Prognosis** : An opinion, based on medical experiences, of the likely development of a disease.

### Review Questions

1. Describe the Directive (psychoanalytic theory) approach of Counseling.
2. Explain the different steps of directive approach.
3. What are the advantages of Directive Counseling?
4. Give the limitations of directive Counseling.

### **Answers: Self Assessment**

1. (i) (a) (ii) (c) (iii) (c) (iv) (d) (v) (a)

### Further Readings



#### *Books*

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit 14: Types of Counseling: No Directive Counseling

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### Objectives

After reading this unit, students will be able to:

- Explain about concept of non-directive counseling.
- Explain the characteristics of non-directive counseling.
- Describe the central hypotheses of non-directive counseling.
- Discuss about the non-directive counseling techniques.
- Describe the Roger's theory postulates.

### Introduction

In contrast to psychoanalysis, Carl Rogers, client-centred approach to counseling is more directly related to the field of psychological counseling. He is acclaimed to be the initiator of the movement, but as we have seen, some of his ideas were implicit in the Adlerian approach. The Rogerian system emerged as a set of procedures in counseling from his intimate clinical observation.



*Did u know?*

Rogers did not present his approach as a systematic therapy until 1947 when he presented it in his Presidential address to the American Psychological Association. The approach caught the attention of psychologists because it was related to psychology more than to medicine.

The course of treatment proposed was relatively brief compared to that of psychoanalysis. The major concepts of client-centered theory thus do not arise from psychopathology. Its aim was not to cure sick people but to help people live more satisfying and creative lives. Rogers was influenced

to a considerable extent by the phenomenological psychology popular during that period. He is also counted as one of the important protagonists of the humanistic approach popularly known as the 'third force' in psychology.



Notes

Client-centered therapy, that is, the practical application of humanistic psychology made a great impact on the academic scene.

## Non-Directive Counseling: Concept

According to Rogers, in any kind or type of psychotherapy the underlying basis theme is the helping relationship. In all human interactions, such as mother-child, teacher-pupil, therapist-client, etc., the helping relationship is fundamental. This relationship is one in which the counselor seeks to bring about a better appreciation and a clearer expression of the client's latent inner resources. Thus the helping relationship is intended to facilitate the growth of the person receiving help. Such a growth in individuals is aimed at improving their functioning and/or accelerating their maturity. This is usually called psychological growth or psychological maturity. Counseling aims at bringing about psychological growth or maturity in the client. The helping relationship is also generally a one-to-one relationship. It could also be in some specific cases an individual-group relationship.

In this approach, the counselor provides an atmosphere in which the client can fully explore his/her own thoughts and feelings freely without any fear or pressure. This by making the counselee understand his/her potentialities the counselor acts as a catalytic agent. Here the source of data is the client him/herself and the responsibility for change rests with the counselee rather than the counselor. The counselor should not be as passive as trying to keep out clients' way nor should be as active as shifting the focus from client to counselor.

## Characteristics of Non-Directive Counseling

1. It is meaningful to the persons involved - it implies mutual self-commitment.
2. It has a marked tone of feeling, that is, the individuals who are involved experience certain emotional states.
3. It implies integrity - the persons involved are intellectually and emotionally honest with each other.
4. It can exist by mutual consent only, that is, there is no compulsion. No person can be compelled to be helpful and similarly no person can be compelled to receive help.
5. It comes into existence or becomes necessary when one is in need of some kind of help which another can reasonably provide. For instance, an individual may need information, advice or assistance in a particular situation while another individual has the necessary knowledge and capacity to provide him owing to his experience, position or situation.
6. It involves communication and interaction. This may involve non-verbal behaviour, such as facial expressions, gestures and the like and also direct verbal communication.
7. It is often structured, that is, it is not vague and amorphous. The helping individuals know what sort of help he could possibly provide and the individual receiving help knows what kind of help he is in need of.
8. It is sustained through mutual cooperation and collaboration. If a certain kind of help is provided which is not useful the receiver will indicate the same, and the helping person will naturally modify his approach.

**Notes**

9. The helping person must have a sense of security. An insecure person obviously cannot be of much help to the individual who is in need of help.

10. The goal or object of the helping relationship is to change the client positively.

A helping relationship is essentially an attitude which exudes a feeling of acceptance and a democratic value of life. It implies that the helping relationship does not in any way make a person feel superior to the one he helps. It also implies that the helping individual does not impose his values upon the person being helped.

Such an approach is called the client-centred approach. Understood in this sense, the client-centred therapy is patently American. It has grown out of the American democratic way of life and the American values of freedom, individual responsibility, personal accountability and the right to choose for oneself what one deems appropriate. With this background of the American democratic tradition, the client-centered therapy evolved more as a reaction to the existing model of therapy which tended to underplay the client, his ability and his potentiality for a positive life. Rogers (1942), by this contention, does not subscribe to the view that biological urges and trappings determine all our activities.

However, sometimes the term 'client-centred' is somewhat misleading. All therapies - the orthodox psychoanalytic and the more recent approaches - are basically client-centered. The goal of all therapy is to help the client. So the object of every system of therapy is the betterment and well-being of the client. It is not as if the other therapists are disinterested in the well-being of clients. Rogers uses the term 'client-centred therapy' to emphasize the role the client has to play. In psychoanalytic therapy, for example, the client has a passive role. The therapist is at the centre of the stage. It is he who directs the course of the therapy, interprets the client's communications and terminates the sessions. In the context of the client-centred therapy, the therapist is not supposed to play the 'big brother' role.

### **Self Assessment**

1. State whether the following statements are 'true' or 'false'.

- (i) The basic theme of psychotherapy is helping relationship.
- (ii) The counselor provides an atmosphere in which the client can fully explore his/her own thoughts and feeling freely.
- (iii) Nondirective counseling is also called counselor-centered approach.
- (iv) Nondirective counseling communication and interaction is not necessary.

### **Central Hypothesis of Non-Directive Counseling**

Carl Rogers, the chief proponent of the client-centred approach, has formulated a central hypothesis as follows:

- (a) The individual has within him/herself capacity latent if not evident to understand those aspects of him/herself and of his/her life which are causing him/her dissatisfaction, anxiety or pain and the capacity and the tendency to reorganise him/herself and his/her relationship to life in the direction of self-actualization and maturity in such a way as to bring a greater degree of internal comfort.
- (b) This capacity will be realised when the therapist can create a psychological climate characterised by genuine acceptance of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications of the client and a continuing attempt to convey this empathetic understanding to the client.

- (c) It is further hypothesized that in such an acceptant understanding and non-threatening atmosphere the client will reorganise him/herself.
- (d) This adjusted way of life as achieved in the therapeutic relation with the counselor will be generalized to real life situations as a whole.

Notes

Thus the whole idea of the theory is that the clients are capable of correcting misperceptions or incongruencies between self and experience, in the accepting environments of a counseling situation. If the counselor possess some personal qualities like congruency (counselor being a genuine and integrated person), unconditional positive regard (non evaluative attitude of the counselor whereby client's thoughts feelings or behaviour are accepted without judging them as good or bad) and empathy (counselor's ability to know the client's world as he/she does and to convey this understanding).

However, this theory underestimates the need for the counselor to be an expert in behaviour dynamics, problem solving techniques or developmental processes, etc. Moreover, Rogers rejects the use of diagnosis testing and other such techniques saying that they hinder the client's natural growth. Instead he/she stresses listening, paraphrasing, reflecting client's comments rather than interpreting direct questioning, etc.

## Non-Directive Counseling Techniques

Non-directive counseling involves active listening by the therapist.

Self-acceptance is the key concept of non-directive counseling. Also known as client-centred therapy and developed by Carl Rogers, this therapeutic method uses multiple, in-session techniques to assist clients. Though not commonly in use today, this counseling option ideally enabled patients to understand their behaviours while accepting their individuality.

### **Listening**

Listening by the therapist proves essential in non-directive counseling. Rather than being an active participant in therapy, the therapist's main job is to listen to the patient. After allowing the patient to guide the direction of therapy, the therapist states what the client has disclosed, thus creating a situation where the patient reflects upon past behaviours and choices.

### **Accepting**

Unconditional positive regard -- a vital aspect of non-directive therapy -- enables patients to feel safe, secure and accepted regardless of the things they have done. The counselor does not judge patients by past mistakes. With unconditional positive regard, patients ideally can try new things and make mistakes without fear of rejection, allowing them the opportunity to self-actualize, or achieve their potential.

### **Respecting and Understanding**

Respecting the patient is essential in psychotherapy. The counselor not only respects the privacy of the patient, but also the patient's integrity, personal beliefs and morals. Showing respect and understanding allows the patient to feel accepted by and trust the counselor. The counselor must also respect the experiences and choices of the patient, even if they're not in agreement. Due to the individualized nature of non-directive therapy, the counselor must be open-minded and willing to work outside of the box when necessary.

### **Responding**

The way in which the counselor responds to the patient plays a direct role in the healing process. The counselor, using feedback and restating the ideas of the patient, forces the patient to acknowledge ineffective

or inappropriate behaviours and thought patterns. If the counselor responds to the patient in an unsupportive way, therapy will most likely be unsuccessful. The therapist's role is to continuously direct the attention the topics back onto the patient rather than responding to irrelevant questioning.

### Roger's Theory Postulates about Non-Directive Counseling

Rogers postulated his theory of personality in a series of 19 propositions in his book, *Client-Centered Therapy* (1951), which may be summarized as :

1. The individual exists in a constantly changing world of his own experience of which he is the centre.
2. The individual's private world of experience (the internal frame of reference) can only be known in any genuine and complete sense to the individual himself. Hence, the individual is the best source of information about himself. The individual reacts to the field as it is perceived by him. The reality for the individual is his own perceptual field. A knowledge of the stimulus alone is not enough to predict the response. It is necessary to know how the individual perceives the stimulus which explains why individuals react differently to the same stimulus.
3. The individual reacts as a whole to the phenomenal field. The significance of this is that the organism is always a total organized system and change in any part could affect the whole.
4. The individual has the basic tendency to actualize, maintain and enhance himself. This is called the undifferentiated ongoing tendency which is the basis for self-actualization.
5. Behaviour is fundamentally goal-directed and it is the expression of the individual who strives to satisfy the needs as they are perceived.
6. Feelings and emotions accompany goal-directed behaviour and facilitate the expression of it. Feelings and emotions are significant for the maintenance and enhancement of the organism. Thus emotions are not disruptive (as commonly believed) but are useful and beneficial. They have survival value for the organism.
7. The best way of understanding the significance of any behaviour is from the internal frame of reference of the individual himself.
8. The self is differentiated from the total phenomenal field.
9. The differentiation of the self is the result of interaction between the individual and the environment. It is through this interaction that a consistent conceptual pattern of perceptions, which is organized but fluid, emerges. It serves to discriminate 'I' or 'me' from the values attached to the self which may have been taken from others and perceived as if they are experienced directly. This is introjection of values.
10. The values attached to experiences and self-structure taken from others may be perceived in a distorted fashion. Conflict arises when the introjected values are in disagreement with the genuine or true values. The self, in this instance, will become a 'house divided'. The individual will feel as if he does not really know what he wants. A soundly structured self is one in which there is no distortion of experience.



Task

Why is listing technique most important in non-directive counselling?

### Self Assessment

2. Fill in the blanks:

- (i) Non-directive approach is also called..... (ii)  
proposed the client-centered approach.

- (iii) The whole idea of the approach is that the ..... are capable of correcting misperceptions between self and experience.
- (iv) is the key concept of nondirective counseling.
- (v) The ..... uses feedback and restating the ideas of the patient, for the patient to acknowledge ineffective and thought patterns.

Notes

## Summary

- According to Rogers, in any kind or type of psychotherapy the underlying basis theme is the helping relationship. In all human interactions, such as mother-child, teacher-pupil, therapist-client, etc., the helping relationship is fundamental. This relationship is one in which the counselor seeks to bring about a better appreciation and a clearer expression of the client's latent inner resources.
- It is meaningful to the persons involved - it implies mutual self-commitment.
- It has a marked tone of feeling, that is, the individuals who are involved experience certain emotional states.
- It implies integrity - the persons involved are intellectually and emotionally honest with each other.
- It can exist by mutual consent only, that is, there is no compulsion. No person can be compelled to be helpful and similarly no person can be compelled to receive help.
- It is often structured, that is, it is not vague and amorphous. The helping individuals know what sort of help he could possibly provide and the individual receiving help knows what kind of help he is in need of.
- Carl Rogers, the chief proponent of the client-centred approach has formulated a central hypothesis as follows :
  - (a) The individual has within him/herself capacity latent if not evident to understand those aspects of him.
  - (b) This capacity will be realised when the therapist can create a psychological climate characterised by genuine acceptance of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications.
- Non-directive counseling involves active listening by the therapist. This counseling option ideally enabled patients to understand their behaviours while accepting their individuality.
- **Listening:** Listening by the therapist proves essential in nondirective counseling. Rather than being an active participant in therapy, the therapist's main job is to listen to the patient.
- **Accepting:** Unconditional positive regard -- a vital aspect of nondirective therapy -- enables patients to feel safe, secure and accepted regardless of the things they have done. The counselor does not judge patients by past mistakes.
- **Respecting and Understanding:** Respecting the patient is essential in the psychotherapy. The counselor not only respects the privacy of the patient, but also the patient's integrity, personal beliefs and morals. Showing respect and understanding allows the patient to feel accepted by and trust the counselor.
- **Responding L:** The way in which the counselor responds to the patient plays a direct role in the healing process. The counselor, using feedback and restating the ideas of the patient, for the patient to acknowledge ineffective or inappropriate behaviors and thought patterns.
- Rogers postulated his theory of personality in a series of 19 propositions in his book, *Client-Centered Therapy* (1951), which may be summarized as :

**Notes**

1. The individual exists in a constantly changing world of his own experience of which he is the centre.
2. The individual's private world of experience (the internal frame of reference) can only be known in any genuine and complete sense to the individual himself.
3. The individual reacts as a whole to the phenomenal field. The significance of this is that organism is always a total organized system and change in any part could affect the whole.
4. The individual has the basic tendency to actualize, maintain and enhance himself. This is called the undifferentiated ongoing tendency which is the basis for self-actualization.
5. Behaviour is fundamentally goal-directed and it is the expression of the individual who strives to satisfy the needs as they are perceived.
6. Feelings and emotions accompany goal-directed behaviour and facilitate the expression of it.
7. The best way of understanding the significance of any behaviour is from the internal frame of reference of the individual himself.
8. The self is differentiated from the total phenomenal field.

### Keywords

**Non Directive**

- Approach** : Away of dealing with somebody or something or a way of doing or thinking about something such as a problem or a task
- Hypothesis** : An idea or explanation of something that is based on a few known facts but that has not yet been
- Responding** : Proved to be true or correct.

### Review Questions

1. What is non-directive approach of counselling? Explain its characteristics.
2. Explain the central hypothesis of non-directive counseling.
3. What are the non-directive counseling techniques?
4. Give the Rager's theory postulates.

**Answers: Self Assessment**

1. (i) T                      (ii) T                      (iii) F                      (iv) F
2. (i) Client centered therapy                      (ii) Carl Rogers  
(iii) Clients                      (iv) Self acceptance  
(v) Counsellor

### Further Readings



**Books**

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schutz, Lawrence Erlbaum Associates.



# Unit15:Types of Counseling:Eclectic Counseling

Notes

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CharacteristicsofEclecticCounseling

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KeywordsReviewQuestionsFurtherReadings

## Objectives

Afterreadingthisunitstudentswillbeableto:

- ExplaintheconceptofEclecticCounseling
- DiscusstheassumptionsofEclecticCounseling
- ExplainthecharacteristicsofEclecticCounseling
- DescribethestepsinEclecticCounseling
- DiscussthetherapeuticimplicationsofEclecticCounseling

## Introduction

EclecticCounselingisagenericserviceofstudent'spersonalworkhavingawiderangeofactivitiesandincludesfacultyadvising,counselinginpsychologicalclinics,mentalhygieneandotherspecializedtypesofcounseling.Itisabodyoftechniqueswhichhelpsyoungindividualstogrowupnormallythroughguidedlearning.Counselinghasprovedtobeveryyusefulforthedevelopmentofan individual student.Collegesand Universities, industries and business establishments arebecoming increasingly interested incounseling and its potential for improving interpersonalrelationships."Counseling is adynamic andpurposeful relationship between the people in whichprocedures vary with the nature of the student'sneeds,butinwhichthereisalwaysmutualparticipationbythecounselorandthestudentwiththefocus on self-classification and self-determinationbythestudent."Wewilldiscussaboutelecticcounselingbaseshis/hercounselingonconcepts taken from various available viewpoints. He/she owes on specific theoreticalallegiance.Instead, incorporates thoseprocedures and techniques whichhe/she believes to be mosteffective inthe case of that particular counselee, without anyprejudice or biastoany particular schoolof thought.

### Concept of Eclectic Counseling

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

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

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



*Did u know?*

In eclectic counseling an attempt is made to adjust the technique to the requirements of the situation and the individual.

### Assumptions of Eclectic Counseling

- (1) In general, passive methods should be used whenever possible.
- (2) Active methods may be used with specific indications.
- (3) In the early stages when the client is telling his story, passive techniques are usually the method of choice. This permits emotional release.
- (4) Until simple methods have failed, complicated methods should not be attempted.
- (5) All counseling should be client centered.
- (6) Every client should be given an opportunity to solve his problems indirectly. Inability of the client to progress through therapy using passive methods alone is an indication for utilizing more directive methods.
- (7) Directive methods are usually indicated in situational maladjustment where a solution cannot be achieved without co-operation from other persons.



*Notes*

According to an important protagonist of the eclectic point of view, Thorne (1950), eclecticism is the most practicable and apt approach to counseling. He points to the fact that there are wide personality differences and no single theory of personality can justifiably encompass all phenomena.

### Characteristic of Eclectic Counseling

- (1) In this, objective and coordinating methods are used.
- (2) In the beginning of counseling, client-active methods are used and the counselor remains passive.
- (3) In this, more importance is assigned to the job efficiency and treatment.

- (4) In this, the principle of low expenditure is emphasized.
- (5) In such counseling, for the use of all the methods and techniques, the professional efficiency and skill of the counselor are must.
- (6) Keeping in mind the need of the client, it is decided whether directive method or non-directive methods should be used.
- (7) Making an opportunity available to the client is insisted so that they may find themselves the solution of the problem.

### Steps in Eclectic Counseling

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

- (1) Diagnosis of the cause.
- (2) Analysis of the problem.
- (3) Preparation of a tentative plan for modifying factors.
- (4) Securing effective conditions for counseling.
- (5) Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.
- (6) Proper handling of any related problems which may contribute to adjustment.

### Disadvantages of Eclectic Counseling

- (1) Some people are of the view that eclectic counseling is vague, opportunistic and superficial.
- (2) Both directive and non-directive counseling cannot be mixed together.
- (3) In this, the question arises how much freedom should be given to the client? For this there is no definite rule.
- (4) The problem with an eclectic orientation is that counselor softens more harm than good if they have little or no understanding about what is helping the client.

### Therapeutic Implications of Eclectic Counseling

1. All psychopathological or disturbed conditions are examples of disorders of integrations and the goal of all methods of psychological counseling is to strengthen and improve the quality of the integrative process, thus fostering higher levels of self-actualizations.  
The specific goal of all therapeutic counseling is to alter the existing psychological state. The counselor's focus is, therefore, the person in the present situation: "The psychological state of the person running the business of his life in the world".
2. The therapist has to assess whether the client has the necessary resources to take on the responsibilities of his life.
3. If the therapist is satisfied, he gives the client the responsibility of taking on some routine tasks to start with.
4. Therapy involves the training and re-education of the client in acquiring the controls necessary for self-regulation.



Task

What is the process of eclectic counseling?

## Notes

Thorne prefers the term 'psychological case handling' to 'psychotherapy' for the reason that the effectiveness of the psychotherapeutic method has so far not been convincingly demonstrated. The former term is broader and more comprehensive and includes all activities not necessarily confined to psychotherapy alone.

### Self Assessment

Fill in the blanks:

- (i) \_\_\_\_\_ counseling represents a middle status between the two extremes directive and non-directive approaches.
- (ii) In eclectic counseling \_\_\_\_\_ and coordinating methods are used.
- (iii) In the beginning of counseling, \_\_\_\_\_ are used and the counselor remains passive.
- (iv) The more importance is assigned to the \_\_\_\_\_ and treatment in eclectic counseling.

### Summary

- Eclectic counseling is defined as the synthesis and combination of directive and non-directive counseling. It represents a middle status between the two extremes represented by the 'non-directive' technique on one hand and the 'directive' technique on the other. In eclectic counseling, the counselor is neither too active as in the directive counseling nor too passive as in the non-directive counseling. He just follows the middle path between these two.
- **Assumption of Eclectic Counseling:** (1) In general, passive methods should be used whenever possible; (2) Active methods may be used with specific indications; (3) In the early stages when the client is telling his story, passive techniques are usually the methods of choice. This permits emotional release; (4) Until simple methods have failed, complicated methods should not be attempted; (5) All counseling should be client-centered.
- **Characteristic of Eclectic Counseling:** (1) In this, objective and coordinating methods are used; (2) In the beginning of counseling, client-active methods are used and the counselor remains passive; (3) In this, more importance is assigned to the job efficiency and treatment; (4) In this, the principle of low expenditure is emphasized.
- **Steps in Eclectic Counseling:** The leading exponent of the Eclectic counseling Thorne, suggested the following in the process:
  - (i) Diagnosis of the cause.
  - (ii) Analysis of the problem.
  - (iii) Preparation of a tentative plan for modifying factors.
  - (iv) Securing effective conditions for counseling.
  - (v) Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.
- **Disadvantages of Eclectic Counseling:** (1) Some people are of the view that eclectic counseling is vague, opportunistic and superficial; (2) Both directive and non-directive counseling cannot be mixed together; (3) In this, the question arises how much freedom should be given to the client? For this there is no definite rule; (4) The problem with an eclectic orientation is that counselors often do more harm than good if they have little or no understanding about what is helping the client.
- **Therapeutic Implications of Eclectic Counseling:** 1. All psychopathological or disturbed conditions are examples of disorders of integrations and the goal of all methods of psychological counseling is to strengthen and improve the quality of the integrative process, thus fostering higher levels of self-actualizations; 2. The therapist has to assess whether the client has the

necessary resources to take on the responsibilities of his life; 3. If the therapist is satisfied, he gives the client the responsibility of taking on some routine tasks to start with; 4. Therapy involves the training and re-education of the client in acquiring the controls necessary for self-regulation.

Notes

### Keywords

- Eclectic** : not following one style or set of ideas but choosing from or using a wide variety.
- Techniques**: A particular way of doing something especially one in which you have to learn special skills
- Synthesis** : The act of combining separate ideas, beliefs, styles etc.
- Assumption**: A belief or feeling that something is true or that something will happen.

### Review Questions

1. What is eclectic counselling?
2. Give the steps of eclectic counseling.
3. What are the characteristics of eclectic counseling?
4. Give the disadvantage of eclectic counseling.

### Answers: Self Assessment

- (i) Eclectic (ii) Objective  
(iii) Client active methods (iv) Job efficiency

### Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit 16: Interview Process in Counseling

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### Objectives

After reading this unit students will be able to:

- Explain the meaning of interview in Counseling
- Discuss the steps within the interview process
- Discuss the relationship between Counselor-Counselee
- Explain the interviewing techniques in counseling
- Discuss the relationship techniques and sharing experience

### Introduction

In a counseling interview, the counselee, after having been put at ease, is encouraged to talk freely. The counselor assumes the attitude of an interested, sympathetic and friendly listener. He neither evaluates nor judges the counselee's statements. Thus the essential characteristic of a counseling interview consists in its being non-judgemental and non-evaluative. The counselor empathizes with the counselee's emotional needs. He makes the counselee aware of being unconditionally accepted. This particular aspect does not concern the other types of interviews. The counselor is concerned equally with what the counselee tries to express but fails to communicate. The counselor is basically concerned with the clarification, interpretation and understanding of the counselee's feelings, ideas and longings. In this process, there is no place for any anxiety or stress being put on the counselee.

### Meaning of Interview

An interview is a face-to-face technique of obtaining information for a variety of purposes. It is well known as a hiring (selection) technique. It is also employed as a technique of research (market research, consumer research, etc.). The counseling interview differs from the above in that its goal is significantly different and information getting is not its major interest. What is of crucial importance is that it is therapeutic in its goal.

Every interview, whether employed for research or for counseling, must satisfy certain basic requisites, one of which is that there should be no element of conflict with the interviewee. The interviewer must establish rapport by securing the trust and confidence of the interviewee. It is from this stage that the counseling interview parts company with the other types of interviews.

The counseling interview is unique in that it is a therapeutic device along with being an information obtaining device.

According to Garrett (1942), the interviewer should ask himself for seek answer to the following six questions:

1. How do I view the association of ideas contained within the interview?
2. What shifts in conversation occur which might be meaningful?
3. What content and affect are present in the client's opening and closing statements?
4. What recurrent references are present?
5. Do inconsistencies and gaps occur which might be of particular significance?
6. Does a reconsideration of the session indicate an unconscious effort to conceal or hide that which is of concern to the counselee?

## Steps within the Interview Process

It is a common practice with counselors to review the counseling session and such a review reveals several interesting features of the counseling interview. For instance, the interview may appear disjointed and repetitive but careful observation reveals a pattern of consistency. The various ideas expressed by the client suggest an underlying theme or consciousness, though superficially, for all practical purposes, they could appear to be no more than a conglomerate of ideas gotten together by free-association. From the apparent confusion, the counselor can discern the conflicts or problems or complexes that are encountered by the client. This is a very important psychoanalytic technique of therapy. The association of ideas, therefore, may bring to the fore the counselee's feelings which he may not be disposed to express otherwise.



Notes

In verbal communication the counselor should also notice the rapid or the halting way in which the client speaks, the gaps in the speech and differences in tone and voice, which could provide a wealth of information.

## Opening and Closing Remarks

These remarks of the client may apparently mean nothing. However, the counselor may obtain a significant insight when reviewing these opening or closing remarks. For instance, they may suggest reluctance on the part of the client or they may indicate his sincerity.

## Recurrent Reference

When a client refers to a particular idea or experience in the course of the counseling interview several times, it may be of special significance.

## Inconsistencies and Gaps

Some of them may appear self-contradictory but inconsistencies and gaps could suggest resistance or traumatic experience which the client unwillingly discloses in the conversation. During the interview the counselor may not realize the significance of such material.

## Review

In review, however, the counselor is more likely to appreciate the concealed meaning of the client's statements or inconsistencies or gaps in his conversation.

## Notes



*Did u know?*

Non-verbal communication includes gestures like body movements, smiling, blushing, weeping and other postural movements. Scratching the head, resting the face on the hand, crossing the arms across the chest, cracking the knuckles, fiddling with the fingers, rubbing the thumb with the finger, closing the nostrils or placing the index finger on the nostril, biting the index finger, biting the lip, holding the chin, playing with such things as a key chain, ring, pencil and the like are also some of the common devices generally employed by individuals in their non-verbal communications.

### Relationship Between Counselor and Counselee

The success of the counseling interview largely depends on the nature of the relationship between the counselor and the counselee, the latter's readiness to communicate and his real desire to improve. The essence of the counseling interview lies in securing an effective relationship which reflects permissiveness (tolerance and indulgence), kindness and warmth. This relationship, if established, aids in reaching a therapeutic relationship, leading to a resolution of the counselee's problems so that he/she is able to bring about greater personal balance, more frustration-tolerance, and better integration of his personality. This means the counselee has less anxiety, less unrealistic behaviour and can resolve a number of his or her conflicts.

The counseling relationship differs from other kinds of relationships like those existing between parents and children, between friends, between teachers and students, and so on. Some

of the relationships may exhibit indifference and apathy. But most of the relationships above exhibit affection and social bonds. Counseling relationship, while being open and accepting, is essentially an objective relationship such that "under ideal conditions the counselor accepts everything the counselee says as an experience that can occur in human beings without taking responsibility for it or without evaluating it".

The crux of the problem lies in establishing an effective counseling relationship. Counsellors as individuals bring into the situation their own needs, values, anxieties and conflicts. Some of them have other roles to play such as those of a teacher, parent, or supervisor outside the counseling situation. Naturally, they will introject the attitudes of the concerned roles. They may interpret counselee's symptoms as impulsive, obstinate and irrational. They may have rigid expectations concerning how people should conduct themselves and these could come in the way of establishing a good relationship which is characterized as an unconditional acceptance. Individuals as teachers and supervisors accept or praise pupils or others so long as they conform to the norms expected of them. Such acceptance is called conditional acceptance. This is not expected of a counselor in a counseling situation. What is expected of him is his unconditional acceptance of the client, that is, the counselor does not prescribe or demand compliance to his expectations. For example, the parent accepts his child and showers concern and affection, notwithstanding the fact that the child has committed an error or misbehaved. For the parent, he/she is his/her child, and this relationship does not end because of the misdeeds or mistakes committed by the child. The parent's affection is unconditional. This does not preclude the fact that a parent may experience unhappiness and misery owing to his/her child's behaviour.

### Self Assessment

1. Fill in the blanks:

- (i) An ..... is a facet of a facet technique of obtaining information for a variety of purposes.
- (ii) The success of the counseling interview largely depends on the nature of the relationship between the ..... and .....



- (iii) Interview is ..... technique of therapy.
- (iv) The Counselor's effort to make every clear to the Counselor regarding what may take place in the counseling situation is called .....
- (v) The goal of the counselor is to bring about the desirable change in the ..... behaviour.
- (vi) In counseling ..... is of paramount importance.
- (vii) provides necessary psychological climate for the counseling interview.

## Interviewing Techniques in Counseling

Counseling techniques concern the specific procedures and skills employed by the counselor in securing his counseling goals or objectives. There could be variations in the techniques employed by different counselors, which could be either owing to subjective factors, such as responsibility, leading and planning statements of the counselor or to the specific nature of the counsellee's problem, or to both. However, there is always a danger of becoming too technique-conscious in one's approach. This kind of rigid technique-oriented approach sometimes makes the counselor's position look ridiculous in his blind adherence to thumb-rules or fixed formulae. Similar techniques cannot be applied to all clients. There is a subjective element involved in the choice of a specific technique by the counselor. Usually counselors develop varying styles based on their appreciation of the counsellee's needs. The different techniques, at any time, are in the constant process of empirical validation. We will discuss some of the well known techniques which have been experimentally validated.

The foremost issue concerns the basic nature of the approach, namely, the client-centered approach or the non-directive approach, the directive approach, the authoritarian approach and the eclectic approach. The nature of direction in a specific approach is concerned with the amount of lead taken by the counselor, the involvement of the client and other such basic matters. For instance, the authoritarian approach assumes that the client is ignorant and helpless in the matter confronting him as it is determined by unconscious forces and that it is for the counselor to take the responsibility of helping to solve the client's problem. The non-directive approach, on the other hand, assumes a more or less diametrically opposite position. It holds that the counselor is ignorant about the counsellee's personality and therefore, does not know anything about the client's problem. It is for the client, therefore, to solve or resolve his problems by his active participation. The counselor helps the client by providing a conducive atmosphere exuding warmth and friendliness devoid of tension and stress. The directive approach assumes that individuals have different degrees of knowledge about themselves as well as their environment. They fail to solve their problems or make necessary choices leading to the resolution of their problems as a result of lack of sufficient information or ignorance about certain critical issues. The counselor, therefore, has to give objective and dependable information to the client regarding his assets and liabilities as well as information about the situation in all its aspects. The eclectic approach would not like to identify itself with any particular theoretical point of view. The eclectic counselor believes that he should have freedom to choose the approach that suits his client. Thus, the importance of the different approaches assumed depends on the manner in which a counselor has to deal with his client.

While it could be said that a technique without a proper theory and philosophy would be blind, we could with equal force and conviction say that mere theory and philosophy without application would be sterile; therefore, we cannot divorce a technique from its theoretical moorings. Counseling techniques may be seen as the individual innovations of the counselors to suit each counseling situation. Some of the innovations have stood the test of time and have come to be accepted as dependable techniques.

Speaking of techniques, we could identify the individual character of each of them from the time the counsellee makes his first contact. This is a crucial stage and the importance of the 'opening technique' cannot be overemphasized. How does the counselor make his first move? In other words, how does he establish a feeling of trust? There could be different techniques of securing the trust of the client but it would be futile to try to explain or describe them as they grow out of the counselor's

**Notes**

experiences and become important skills. For example, some counselors go out to receive their clients when they arrive. Others warmly greet them and yet others just smile at them. All the three approaches may be good and successful in securing rapport and a feeling of trust. Some clients may react warmly to the counselor's reception, others may not be very much concerned with it. The next question is that of breaking the ice. What kind of topics should be talked about? Would it be better to plunge into the counseling session straight away or would it help to have a brief conversation on a non-affective item such that the client feels comfortable and gets a sort of breathing time to put himself at ease?

**Structuring the Counseling Relationship**

The counselee arrives with several feelings, attitudes and expectations. He is often nervous and wonders what is going to happen. It is essential that the counselor makes it very clear to the counselee regarding what may take place in the counseling situation. This is called 'structuring'. Much has been written about this. Sometimes counselors are said to use an unstructured situation. But the problem is quite ticklish or sensitive in that there can be nothing like an unstructured relationship. We could speak of minimal structuring as contrasted with structuring the situation.

What does one mean by structuring? For most counselors, structuring concerns the nature of the counseling relationship and indicates the limits, roles, goals and the like. In short, structuring concerns the practical mechanics of the counseling relationship. If it dispels many initial misconceptions about counseling. This kind of initial understanding, according to some counselors, could be of great value to the clients. It is good if the client has some understanding and grasp of the matter. What does he expect from the counseling relationship? What would be his responsibilities and commitments? What is the amount of time that would be available to him? What fees, if any, does he have to pay? and the like. When a client does not know anything about such matters, he is obviously going to feel uncomfortable and anxious.

Structuring has other important goals. Most clients have faulty notions about counseling. Some clients ask the counselor to psychoanalyse them. Others may want the counselor to give a few tests and interpret the results. While the counselor may do what the client expects him to do, if found necessary, it does not mean that the counselor will always have to do what the client asks for. Thus structuring the interview dispels some of the misconceptions. It also provides the counselee with the necessary orientation to the counseling situation. Usually in referral cases clients tend to become truculent or assume a cynical attitude because they labour under a misconception that the counselor is part of the establishment and that the counselor is only an agency to justify the action of the management. This is frequently the situation with clients referred to by industrial management or by school or college authorities. Structuring helps to reduce anxiety in the clients. There is yet another category of clients who are convinced about the wastefulness of this process and believe that it is not going to be of much consequence to them. Such clients tend to respond at the superficial level and may not actively participate in the counseling relationship. Structuring in this situation may help save much of the time of the counselor as well as that of the client.

Most importantly, structuring thus helps clients obtain a certain amount of orientation to the counseling situation.

**Degree of Lead**

This second technique or style of functioning concerns the degree of lead to be taken by the counselor. Since a lot of material is written on this issue, we shall attempt to give a very brief description of the different leads. Robinson (1950) has used the term 'lead' to connote, "a team like working together in which the counselor's remarks seem to the client to state the next point he is ready to accept". Lead refers to the kind of communication, verbal or otherwise, made by the counselor which helps, invites, directs or prods the client towards making a response. For example, the counselor may use silence as a lead. The counselor's role in this context would be one of receiving. The counselor may merely restate what the client has said. In this the counselor's role is one of acceptance. The counselor

may employ another lead—the reflection of feelings. He may say, “you feel like.” Here the counselor’s role is one of making the counselee understand. The counselor may explore. This is suggested by “yes, go on” or “tell me more about it”, etc. The counselor’s role here is one of searching. Counsellors, therefore, employ different leads and play different roles designed to elicit feeling or facilitate understanding or action. In the latter two contexts, namely, understanding and action, the counselor may summarize the client’s expressions, attempt a tentative analysis and interpret the client’s expressions and feelings. He may resort to direct questioning to investigate a wider area or delve into the client’s feelings. Usually the counselor provides reassurance, support and encouragement to help build the confidence of the client. To ensure action the counselor may, in addition to assurance, employ techniques such as suggestion, persuasion, urging and even cajoling. What kind of technique the counselor should use, and with what type of client, cannot be explained as a matter of formulae or thumb rules. Much depends on the counselor’s intuitive judgement born out of his experience and the situation on hand. In some specific situations, the counselor may give advice in addition to information to facilitate acceptance. This should not, however, be mistaken for the type or kind of advice given by parents, teachers, friends, neighbours and well-wishers. In essence, the advice given by a counselor on closer examination would be found to be no advice at all. Usually, it takes the form of the question, “What do you think you would do?” as an answer to the client’s question, “What do you think I should do?”

### Silence

Silence perhaps is the most difficult technique to master for most counselors who are teachers. More often than not, they are prone to think client-silence as synonymous with counselor failure. Naturally they feel embarrassed and get annoyed with the situation. However, silence is a time honoured technique employed by pastoral (clergy) counselors. There are certain qualitative differences in this mode of response. For instance, there could be a pause in the conversation. This pause could extend into an uncomfortable silence. The counselor may view this as a refusal on the part of the client to communicate.

As has been mentioned, the counselor may also employ silence as a technique. He may use it deliberately for organizational purposes or to terminate the counseling session.

### Relationship Techniques

The goal of the counselor is to bring about the desirable change in the client’s behaviour. The behaviour exhibited by the client as a result of counseling is the proof of his acceptance and action as influenced by the techniques designed by the counselor.

Rogers (1942) stresses the importance of relationship techniques, the first among which is the reflection of feeling. The client usually talks about his feelings in an unconcerned way as if his feelings are something apart from himself. This method serves as a defense mechanism. The counselor, by trying to make the client reflect on his own feelings, directs the attention of the client to himself. He makes the client see that the feelings are part of the subjective self, and when once understood and appreciated, they cease to be bothersome. But this is very difficult to accomplish. It is not only intangible but also very subtle. The counselor, according to Rogers (1951), attempts to mirror the client’s attitudes and feelings for his improved self-understanding. The word ‘mirror’ is very important in this context. Notwithstanding the fact that several mirrors distort, sometimes grotesquely, the counselor is supposed to be like a neutral surface reflecting the client’s feelings back to him such that he is able to gain a better understanding of himself. There is a real danger of misunderstanding this issue. When we say understanding feelings, usually it is understood as intellectualizing feelings, or in other words, the de-affecting of affections. By reflection of feeling and self-understanding is meant a better appreciation, identification and expression of feeling and not the negation of it. The expression of feelings is actually encouraged by the reflection technique. As feelings are the source of most problems, clients have a marked tendency to disown and distrust

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their own feelings. The technique of reflecting feelings is aimed at reversing this process. The client is assisted to trust his feelings and thereby derive his strength, not by denying a part of himself, but by mastering himself.

This second relationship between the counselor and the client is the conveying of experience through both verbal and non-verbal means. Clients' verbal or non-verbal behaviour conveys feelings. The counselor, on his part, may also communicate by reflecting his experience, employing the same means. There could be concordance or harmony between what is said verbally and what is communicated non-verbally. Often what is said verbally may not be reflected in the non-verbal gestures. This common experience with human beings has often led to the perplexing picture of discordant reflections of experience. What is said verbally may not be really communicated through the non-verbal channels of communication of gestures, tone, voice, posture and the like. It, therefore, becomes necessary for the counselor to acquire the skills and perfect them such that he is sensitive to the non-verbal communication employed by the client to reflect experience.

## Sharing of Experience

The relationship between the counselor and the client is central to the therapeutic process. This relationship may be conceived as a continuum with personal responsiveness and reflection of feeling at one end and sharing of experience at the other end. At a somewhat central position lies reflection of experience. Sharing of experience consists in expressing his own feelings, ideas and experiences by the counselor with a view to helping the client experience his own feelings in a more expressive fashion. Sharing of experience corresponds to modelling in the behaviour therapy. In this the counselor, by expressing his feelings, lets the client emulate him. Thus sharing of experience involves the counselor's willingness to share with the client his own personal feelings.

Reflection of feeling, reflection of experience and sharing of experience together contribute to the actualization of therapy and are very much identified with the Rogerian therapy. Reflection of feeling involves the identification of the feelings expressed by clients: It is very often difficult to identify the feelings expressed by clients. Reid and Snyder (1947) have found appreciable variation among counselors in their identification of clients' feelings. Feelings fall under three broad categories, namely, positive, ambivalent and negative. Positive feelings are ego-constructive and help in the process of self-actualization. Negative feelings, in contrast, are ego-destructive.

Ambivalent feelings usually are conflicting feelings expressed at the same time toward the same subject. They correspond to the love-hate relationship. Ambivalent feelings are of particular importance from the point of view of counseling because they help the counselor identify the apparent contradictions and reflect them to the client. Ambivalent feelings could become a source of great interpersonal tension. One of the goals of counseling is to make the client realize the apparent contradictions in his feelings.

Reflection of feeling, reflection of experience and sharing of experience have been described above as significant devices in counseling. However, reflection of feelings or sharing of experience are perhaps the toughest and most challenging of the counselor's skills. Some of the difficulties of reflecting are explained below.

## Stereotype

This is a type of mannerism that individuals employ and a counselor could innocently acquire a mannerism of his own in using the same phrase, such as "you feel" or "I see". These kinds of stereotyped expressions may not help to arouse the feelings of the clients. They may, on the contrary, make the client more rigid.

## Timing

Timing has a unique place, in the order of things. When something is done at the appropriate time it yields optimal results. However, it is not always easy to judge the proper timing. In counseling this is of paramount importance. When the counselor should or should not act, that is, when a

certain, action is appropriate or not, is of great importance in determining the course and success of the counseling process.

Notes

### Selection of Feelings

The client may express several feelings of varying importance. The counselor exercises his subjective judgment in choosing to reflect one feeling rather than another. In this way, the counselor actually is directing the client along certain channels which he deems important. In this sense the non-directive approach, on closer examination, is actually a directive approach. Often this subtle but important point is missed and the Rogerian approach is emphatically declared as a non-directive approach *par excellence*.

### Content

The material expressed by the client could be of different degrees of significance from the point of view of the counselor. A wrong approach would be to reflect content, that is, to repeat the words or the substance of what the client has expressed. The counselor blindly or mechanically states what has been said by the client. Reflecting content is of little value in counseling. Often it may be detrimental to the counseling process. The counselor should primarily be concerned with feeling but not with content. If the counselor were to be so concerned, he would be missing the essence of the communication.

### Depth

This connotes the obvious experience of our day-to-day life. We experience some feelings deeply while many feelings may be experienced superficially. In other words, some of our feelings could be shallow and others deep. A counselor could, by attending to the shallow feelings, be wasting his time and energy. At the same time it cannot be gainsaid that the counselor should not reflect too deeply. Either extreme may prove counter-productive.

### Meaning

Perhaps this is one of the common ways of secondary elaboration indulged in by all of us frequently. When something is said we either read too much meaning into it or do the reverse. This is the common concern of all our communication techniques. For example, if someone says that he saw a tiger, the listener may report that the speaker said that he saw a big tiger. Much of this addition or omission is unintentional and may also be quite harmless. But there are occasions when a slight addition or omission could change the whole complexion of a communication. A counselor should guard against committing this common error. A counselor is not supposed to add or detract any meaning, however trivial, in any circumstance.

### Language

The importance of language is easily appreciated. It is through language that the nuances of feelings are expressed. A counselor is expected to be careful in the choice of his words. He cannot afford to be careless with the most important tool of communication, namely, language. In the same way, he is expected to follow the client's language as carefully as possible.

### Thinking

The reflection of feeling or experience could vary in timing. The counselor may employ immediate reflection or may use the technique of summary reflection. The difference is that in immediate reflection the counselor deals with one feeling at a time. It also means that he identifies the feeling as it is expressed and immediately reflects it, in which process he may interrupt the client's flow of expression. In summary reflection the counselor may reflect a number of feelings at one time and he may not interrupt the client until he finds a logical or appropriate pause. But he may miss out a few feelings in the process owing to memory lapses. The last kind of reflection is called terminal reflection and it comprises a summarizing process usually conducted at the time to the termination of the counseling relationship.

## Notes

The foregoing account will have indicated the importance of reflection as a counseling technique. However, nothing has been said regarding the effectiveness or the conditions which affect the effectiveness of reflection. First of all, it needs to be understood that reflection helps the individual (client) to feel understood. People often experience this feeling of being misunderstood and yearn for proper understanding. Through reflection, the feeling of being misunderstood is dispelled. The effectiveness of reflection consists in not being misunderstood. Reflection helps to break the neurotic cycle which is commonly experienced by clients. This is expressed in statements, such as "he will not understand me and, therefore, there is no purpose in trying to understand him". This vicious cycle of reasoning is broken by the reflection technique. It was explained that the reflection of feeling helps in self-understanding. The effectiveness of reflection consists in helping the client understand that feelings determine his behaviour. Reflection, therefore, has a clarifying or simplifying function. It helps the client to evaluate his feelings when once he is able to appreciate their significance in contributing to self-understanding. This logically leads to the power of choice that reflection gives the client. Reflection on several of his feelings will help him in knowing the significance of each one of them. Thus the client is able to choose what would best serve his purpose. Finally, reflection helps clarify a client's motives. Often clients are tempted to say, "I feel" or "I feel like". Seldom does he say, "I feel like this because". This power of reasoning leads to the core (underlying) motive or experience.

## Acceptance

The second relationship technique is acceptance. Rogers (1951) places great importance on the unconditional acceptance of the client by the counselor. The other approaches of counseling have not made this one of the basic issues. Acceptance is based on the belief that the client has dignity and worth. It is also based on such important assumptions as the right to make decisions and to be responsible for one's own actions and hence for one's life.

Acceptance provides the necessary psychological climate for the counseling interview. It helps the clients get involved in the counseling process and thus minimizes the possibility of the adoption of defensive attitudes through rationalizations, denials, explanations, etc.

Acceptance implies neither approval nor a patronizing attitude. The client should not be under the misconception that his expressions will be approved or disapproved by the counselor depending on whether he is accepted or not. Again, acceptance is not a neutral attitude. It is positive

in its response. Acceptance is not to sympathize with the client or tolerate him. The counselor has to communicate to the client the sense or feeling of acceptance, such that he experiences the warmth and friendliness of the situation. Brammer and Shostrom (1968) state that there are three major observable elements through which acceptance can be expressed by the counselor: (1) facial expression conveying the genuine interest of the counselor, (2) tone of voice and its inflections, and (3) distance and posture of the counselor. Actions, such as yawning, frequent movement of the hands and legs, changes in the posture and other similar cues have negative significance and communicate a lack of acceptance.

## Special Relationship Problems

While the counselor may use and apply his chosen technique with all the wisdom and skill at his command, it is often found that certain psychological phenomena aid or limit his efforts. More often than not, counselors are baffled when they encounter such situations which usually hinder the process of counseling. The phenomena, namely, transference, counter-transference and resistance have been identified as special relationship problems. The phenomena have been recognized to be of central importance in the psycho-analytic technique. It is recognized that counseling cannot ignore the special relationship problems and they are considered to be as valid to counseling as they are to psychoanalysis.

In psychoanalytical thinking, transference is a process by which the client's attitudes, formerly expressed toward one person (usually the parent of the opposite sex), are transferred or projected to the counselor. Transference, for the existential therapists, does not mean the same as it does for



a psychoanalyst. The existentialist does not believe that transference implies the transfer of a client's feelings for his family members to the therapist. The neurotic is one who has not grown beyond the restricted forms of experience characteristic of a child in most affective areas of development. Hence, in later years he perceives others or the therapist in the same manner as he perceived his father or mother as a child. The problem of transference for the neurotic client is primarily one of relationship to events in the present and his perception of the present situation in terms of his past experience.

### Transference

Transference could be positive or negative in nature. Positive transference involves the expression of feelings of affection or dependency, and negative transference the expression of feelings of hostility and aggression toward the counselor. A counselee may react to the counselor as he would react to his parent. Sometimes the affective reaction could be a negative one in which the counselee may feel (erroneously of course) that the counselor has contempt or anger for him. The counselee sometimes shows positive affective reactions, such as adoration, and the counselee is often unconscious of his reactions towards the counselor.

Wood (1951), discussing transference in client-centered therapy and psychoanalysis, gives the following illustration : During the second interview his client observed "...it seemed to me that as we were talking along, that you, not only as a counselor but you as an individual were getting sort of excited about this thing too, just as I was. And that, well, at times, you were no longer a counselor to me, but you were just another person that I was talking over this problem with". During the fourth interview the client observed, "as a matter of fact, a peculiar thing, I had to admit it (laughs) is that, except in the last two interviews, I don't believe I've been much concerned with your reflections. You probably realize I have been moving pretty fast and somewhat running up middle of your spine at times without, uh, knowing it, desiring to go ahead. A sort of manic euphoria (laughs). But I guess I have done enough to you today".

In therapeutic use, the counselor does not view transference as a problem, but as a situation in which the client gives the therapist valuable information on how he perceives his world. Thus, the transference relationship is a rich source of interpersonal data. Rogers (1942) believes that the feelings of transference develop when the client perceives that the 'other' person (counselor) understands him better than he understands himself. Initially, that is, before transference there is no relationship between the client and the counselor which involves transference. After the initial contact and development of relationship which widens eventually to provide a situation for the appearance of transference, the client's identification with the counselor becomes stronger, leading to transference. When transference is resolved the client withdraws his projections, culminating the therapy.

### Therapeutic Function of Transference

Strong transferences towards the counselor are often complicated. But transference of a less intense nature serves to build the relationship by allowing the client to express distorted feelings without the usual counter-defensive responses. Transference promotes the client's confidence in the counselor through his handling of the transference feelings. Such feelings help to amplify the client's emotional involvement with the problem and enable him to continue the counseling relationship. Transference further helps the client become aware of the origin of his feelings in his present life situation through interpretation. The transferred feelings along with maladaptive behaviour tend to disappear when insight is gained and more satisfying and mature relationships with people are established.

The counselor should not fit himself into the client's projections so as to satisfy the client's neurotic needs. If the counselor does this, there is a possibility that the projections will be perpetuated by being reinforced.

### Counter-transference

Counter-transference is the projection of the counselor's feelings toward the client. In this the counselor is reacting in a similar fashion as the client transferring his feelings. Counter-transference, therefore, refers to the emotional reactions and projections of the counselor to the client. This could

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be a serious handicap to the client's transference in the counseling process. The counselee by his behaviour may remind the counselor of some past experience and he (counselor) may react to the counselee affectively which may be either positive or negative. The counselor may view the counselee as an impulsive, head-strong and selfish individual. This is an instance of counter-transference. Compulsive advice-giving is a surreptitious and subtle form of counter-transference. Counselors tend to easily take an "if I were you" approach even in the counseling relationships. A common counter-transference feeling is the idea that the counselee must somehow like the counselor and be pleased with him.

What are the sources of counter-transference?

1. The counselor's unresolved personal problems may be one source and they indicate the need for counseling the counselor.
2. Situational pressures coinciding with the counselor's problems may aggravate his latent feelings.
3. Counter-transference may emanate while the client is communicating his feelings to the counselor.

If the counselor tends to be overly sympathetic it could be because of the underlying need for sympathy and attention on his part. The counselor's value-structure could be a veritable source of counter-transference. The very nature of the counseling relationship puts the counselor in a position to influence the client. This happens notwithstanding the counselor's objective, non-judgemental and permissive (indulgent) attitude. It is often difficult for the counselor to avoid conveying the feeling that there regard emotional maturity, for example, as an important goal of counseling. Usually the counselor conveys his values to the client. Professionally speaking, there is no question of conveying personal values in the counseling process, even if they are to facilitate counseling.

### **Resolving Counter-transference Feelings**

After an awareness of the feelings of counter-transference the first step consists of the counselor asking himself, "Why is it so? The counselor must accept the fact that he has varied feelings about the client and that they will change somewhat by the counseling experience. The counselor must be aware that this anxiety could arise from insecurity in the counseling role.

Every counselor who feels uneasy about this response to a client should admit the possibility that this comment is a form of his own projections. All that may be necessary is to admit this possibility frankly and attempt to change. Though there is no objective evidence to indicate that it is useful to discuss counter-transference feelings with the client it is found to be a mild, reassuring and interpretative reference, helpful in allaying anxiety. The counselor can use his own awareness of himself as reflected through the therapeutic process to enhance his own growth and resolve his difficulties. Counter-transference can sometimes be handled easily by asking the client to discuss the problems in group therapy situations.

### **Resistance**

The term 'resistance' was used by Freud (1903) to indicate the unconscious opposition in bringing material from the domain of the id into the ego. Resistance is explained as one of the protective functions of the ego. According to Bordin (1968), "Resistance is the reflection of the patient's inability to deal directly, realistically and constructively with his impulses as they appear during the process

therapy."

In the counseling situation one of the principal realities of building and maintaining an effective counseling relationship must concern itself with the phenomenon of resistance. Resistance could be understood as a special defensive form of transference. It could be a product of the outer defense system protecting the client from situational threats or of the inner defense system guarding the client from his unconscious impulses. The existentialists view resistance as a tendency of the client to renounce his unique and original potentiality which is inalienable. According to existentialists, resistance



is exhibited as social conformity.

Notes



Task

What does acceptance provide in counseling interviews?

## Self Assessment

2. State whether the following statements are 'true' or 'false'.

- (i) Silence is the easiest technique to master for most counselors.
- (ii) Rogers stressed the importance of relationship techniques in 1980
- (iii) Stereotype is a type of mannerism.
- (iv) The relationship between the counselor and the client is central to the therapeutic process.

## Summary

- An interview is a face-to-face technique of obtaining information for a variety of purposes. It is well known as a hiring (selection) technique. It is also employed as a technique of research (market research, consumer research, etc.). The counseling interview differs from the above in that its goals are significantly different and information getting is not its major interest.
- It is a common practice with counselors to review the counseling session and such a review reveals several interesting features of the counseling interview.
- **Opening and Closing Remarks:** These remarks of the client may apparently mean nothing. However, the counselor may obtain a significant insight when reviewing these opening or closing remarks. For instance, they may suggest reluctance on the part of the client or they may indicate his sincerity.
- **Recurrent** **Reference:**  
When a client refers to a particular idea or experience in the course of the counseling interview several times, it may be of special significance.
- **Inconsistencies and Gaps:** Some of them may appear self-contradictory but inconsistencies and gaps could suggest resistance or traumatic experience which the client unwittingly discloses in the conversation. During the interview the counselor may not realize the significance of such material.
- **Review:**  
In review, however, the counselor is more likely to appreciate the concealed meaning of the client's statements or inconsistencies or gaps in his conversation.
- The success of the counseling interview largely depends on the nature of the relationship between the counselor and the counselee, the latter's readiness to communicate and his real desire to improve. The essence of the counseling interview lies in securing an effective relationship which reflects permissiveness (tolerance and indulgence), kindness and warmth.
- The counseling relationship differs from other kinds of relationships like those existing between parents and children, between friends, between teachers and students, and so on.
- Counseling techniques concern the specific procedures and skills employed by the counselor in securing his counseling goals or objectives. There could be variations in the techniques employed by different counselors, which could be either owing to subjective factors, such as responsibility, leading and planning statements of the counselor or to the specific nature of the counselee's problem, or to both. However, there is always a danger of becoming too technique-conscious in one's approach. This kind of rigid technique-oriented approach.
- The counselee arrives with several feelings, attitudes and expectations. He is often nervous and wonders what is going to happen. It is essential that the counselor makes it very clear to the counselee regarding what may take place in the counseling situation. This is called 'structuring'.
- Structuring has other important goals. Most clients have faulty notions about counseling. Some clients ask the counselor to psychoanalyse them. Others may want the counselor to give a few

**Notes**

tests and interpret the results. While the counselor may do what the client expects him to do, if found necessary, it does not mean that the counselor will always have to do what the client asks for. Thus structuring the interview dispels some of the misconceptions. It also provides the counselee with the necessary orientation to the counseling situation.

- Silence perhaps is the most difficult technique to master for most counselors who are teachers. More often than not, they are prone to think client-silence is synonymous with counselor failure. Naturally they feel embarrassed and get annoyed with this situation.
- The goal of the counselor is to bring about the desirable change in the client's behaviour. The behaviour exhibited by the client as a result of counseling is the proof of his acceptance and action as influenced by the techniques designed by the counselor.
- This method serves as a defense mechanism. The counselor, by trying to make the client reflect on his own feelings, directs the attention of the client to himself. He makes the client see that the feelings are part of the subjective self, and when once understood and appreciated, they cease to be bothersome.
- The second relationship between the counselor and the client is the conveying of experience through both verbal and non-verbal means. Clients' verbal or non-verbal behaviour conveys feelings. The counselor, on his part, may also communicate by reflecting his experience, employing the same means.
- The relationship between the counselor and the client is central to the therapeutic process. This relationship may be conceived as a continuum with personal responsiveness and reflection of feeling at one end and sharing of experience at the other end.
- Negative feelings, in contrast, are ego-destructive. Ambivalent feelings usually are conflicting feelings expressed at the same time towards the same subject. They correspond to the love-hate relationship.
- **Stereotype:** This is a type of mannerism that individuals employ and a counselor could innocently acquire a mannerism of his own in using the same phrase, such as "you feel" or "I see". These kinds of stereotyped expressions may not help to arouse the feelings of the clients. They may, on the contrary, make the client more rigid.
- **Timing:** Timing has a unique place, in the order of things. When something is done at the appropriate time it yields optimal results. However, it is not always easy to judge the proper timing. In counseling this is of paramount importance.
- **Selection of Feelings:** The client may express several feelings of varying importance. The counselor exercises his subjective judgement in choosing to reflect one feeling rather than another. In this way, the counselor actually is directing the client along certain channels which he deems important.
- **Content:** The material expressed by the client could be of different degrees of significance from the point of view of the counselor.
- **Depth:** This connotes the obvious experience of our day-to-day life. We experience some feelings deeply while many feelings may be experienced superficially.
- **Meaning:** Perhaps this is one of the common ways of secondary elaboration indulged in by all of us frequently.
- **Language:** The importance of language is easily appreciated. It is through language that the nuances of feelings are expressed.
- **Thinking:** The reflection of feeling or experience could vary in timing. The counselor may employ immediate reflection or may use the technique of summary reflection.
- The second relationship technique is acceptance. Rogers (1951) places great importance on the unconditional acceptance of the client by the counselor. The other approaches of counseling have not made this one of the basic issues. Acceptance is based on the belief that the client has dignity and worth.

- **Special Relationship Problems:** While the counselor may use and apply his/her technique with all the wisdom and skill at his command, it is often found that certain psychological phenomena aid or limit his efforts.
- **Counter-transference:** Counter-transference is the projection of the counselor's feelings toward the client. In this the counselor is reacting in a similar fashion as the client transferring his feelings. Counter-transference, therefore, refers to the emotional reactions and projections of the counselor to the client.

## Keywords

- Interview** : A formal meeting at which somebody is asked questions to see if they are suitable for a particular job or for a course of study at college
- Inconsistencies:** If two statements set, are inconsistent, they cannot both be true because they give the facts in a different way.
- Stereotype** : A fixed idea or image that many people have of a particular type of person or thing but which is often not true is reality
- Transference** : The process of moving something from one place, person or use to another.

## Review Questions

1. What do you mean by interview. Give the steps of interviews.
2. Explain the interviewing techniques in counselling.
3. What are relationship techniques?
4. Explain the sharing of experience.

## Answers: Self Assessment

1. (i) Interview (ii) Counselor, Counselee Client (iii) psychoanalytical (iv) structuring (v) ent (vi) timing (vii) acceptance
2. (i) F (ii) F (iii) T (iv) T

## Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit 17: Counseling Services: Individual Counseling

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Objective Introduction

n

Concept of Individual Counseling Need of Individual Counseling Nature of Individual Counseling Problems Formal Individual Counseling Advantages of Individual Counseling Disadvantages of Individual Counseling Summary

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Further Readings

### Objectives

After reading this unit students will be able to:

- Discuss the concept of individual counseling.
- Discuss the need of individual counseling.
- Explain the nature of individual counseling problems.
- Discuss formal individual counseling.
- Explain the advantages and disadvantages of individual counseling.

### Introduction

*Individual counselling* focuses on such issues as depression (including postpartum depression), anxiety, panic disorders, family-of-origin issues, communication issues that prevent effective relationships, stress management, substance abuse recovery, loss, meaning-of-life issues, forgiveness issues, grieving, emotional issues, sexual assault, abuse, effects of family violence, transitional issues, anger management, coping, and more.

Individual Counseling is the component of guidance aimed at helping an individual to plan, to do or to adjust according to his particular needs. All guidance activities aim at human welfare and for this close relationship between the counselor and counselee is a must. In other words, guidance or counselling refers to help given to an individual towards a better adjustment in the development of attitude and behaviour in all areas of life.

### Concept of Individual Counseling

The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.

Man could become an automation. He could be made to behave in a preconceived way—as did many persons under the Hitler regime. But the potential for good is also there, not because someone can pre-conceive that good but because certain conditions can make men capable of exercising choice and assuming responsibility.

Rogers values man in a process of becoming—of achieving worth and dignity through the development of potentialities, of becoming so self-actualized that he reacts creatively to new and changing challenges. The counselor accepting these values, deals with the counselee as a unique individual and engages in a genuine relationship of caring. He accepts the individual in his various moods and is so emphatic that these see the world through the counselee's eyes.

Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema. To these latter counseling may be a matter of giving information or instruction. Much vocational counseling falls into this category.

Super has taken cognizance of the many concepts of counseling and suggests the possibility of the emergence of a field of applied individual psychology or consulting psychology. In this Super envisions the practitioners consulting with people in a variety of situations as they deal with a variety of adjustment problems.

Counseling is perceived as a form of teaching; but, let it be clear that teaching is not synonymous with counseling. It is a developmental process. Presumably in counseling, as is the case with a sportsman's guide and the hunter, the counselor knows more about the goals and conditions than does the counselee. This does not mean that he knows more about the person being guided than does the person himself.

Therefore the counselor must not be too sure of the next step. He must be willing to change his hypotheses and how to interrupt, when to intervene, and in what ways to influence as the counseling sessions progress and provide better mutual understanding. The counselor, like the master teacher, is involved not just in a teaching situation but in a teaching-learning process. The counselor must be aware of the assumptions he is making in each situation at every moment. One must be able to confront danger if he is to counsel.

Counseling deals with a variety of problems, a variety of techniques, a variety of degrees of difficulty, and has a variety of outcomes—including both failure and success.

## Need of Individual Counseling

Following situations are more serious, requiring individual counseling by skilled counselor.

An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience. Very few problems are confined to one area. An individual's attitude towards situations requiring decisions and his ability to meet them usually are the result of many factors.

The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment. Similarly, a boy or girl or a man or woman who has developed an objective, relatively unbiased attitude toward himself in his relation to others probably will be able to exercise self-control.

Home and school guidance, however, has not yet been successful in developing these desirable qualities in all individuals. Even those who believe they possess a fair amount of emotional stability sometimes come to grips with that proverbial "last straw."

The purpose to be served by counseling is directly related to the age, interests, and experiences of the counselee. Moreover, one of the responsibilities of the counselor in individual counseling

**Notes**

situations to help the individual discover the fundamental causes of his problem. The difficulty may stem from his experiences in the home or the school, on the job, or in his social relationships or recreational activities.

### **Home Experiences**

It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children and elicit consequent punishment from a work-weary mother when his misdeeds are reported to her. These are but a few of the many problems situations that are likely to arise in the home even when the father and mother try to be good parents.

The effect on a child or a young adolescent of real or fancied home difficulties may be such that it necessitates individually-received assistance from a counselor. In some instance, the situation lends itself to help that can be given by a member of the school guidance staff. If inner resentments and conflicts become too serious, the situation may require clinical or psychiatric attention.

During later adolescence and adulthood, matters dealing with plans for establishing a home of one's own become extremely important. Choosing a mate, marrying, selecting and furnishing a home, budgeting the home finances, and rearing children give rise to questions that may cause the young person considerable concern. The older adult also needs help toward the solution of problems of marital adjustment and parent-child relationships.

### **School Experiences**

During his elementary-school years, the child usually can be helped to meet his problems of adjustment in group situations through the efforts of an alert and guidance-minded teacher.

It usually is best not to place too much emphasis on the personal difficulties of the child by subjecting him to individual counselling situations that will seem to set him apart from his school mates.

A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group. Such situations need individual attention.

Secondary-school pupils and college students may require individually received help in planning their courses or in adjusting to them. An individual may have academic difficulties or his attendance record may be unsatisfactory. Personality differences between a student and an instructor often caused difficulties. Ineffective study habits or too little time for or lack of interest in home study will interfere with school success.

The questions often asked by young people about their school experiences indicate their concern over matters that may must be able to relate easily with the student, assist him in establishing objectives and goals, and employ any ethical means that will assist the student to change or learn behaviours necessary to cope with his environment and work toward the objectives they mutually have established.

Third, an appropriate environment is necessary. Depending upon the nature of the interview, this environment must provide assurance of confidentiality, a mood of contemplation, and/or adequate information resources.

Finally, as the term is used in school settings, counselling must provide a relationship that allows for meeting both immediate and long-term needs. The counselor must be available at moments when the student needs him for specific assistance.

Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations we react to remarks of self-doubt or anxiety by attempting to "close down" the display of emotion. We may interject mirth, change topics, give words of comfort, or suggest that things really couldn't be as they seemed.

Counselors do quite the opposite. Rather than "close down" the student, the counselor will focus upon the central concern of the student and help him to *open up*. When a test-anxious student suggests that he will fail, the conversationalist reassures, "I can't imagine you failing. You've always done so well." The counselor, however, probes, "You're certain you'll fail. Why?"

The counselor must be mindful of limits in time and his ability to assist the student. Assisting the student to *open up* carries with it the obligation, on the part of the counselor, to have the time and skill to follow through and terminate the interview successfully.

During the course of practice, counselors find themselves operating at various points along our dimensions. The nature of the relationship of the student's awareness may determine, in part, the counselor's behaviour. However, the counselor's basic philosophy concerning human development and the translation of this philosophy into a theoretical approach to counselling also influences his behaviour.

### Self Assessment

1. State whether the following statements are 'true' or 'false'.

- (i) Individual Counseling's major purpose is the changing of one's view of himself, others and the physical milieu.
- (ii) Secondary school pupils and college students may require individually received help in planning their courses and jobs in adjusting them.
- (iii) There is no need of counsellor in individual counselling.

### Nature of Individual Counseling Problems

There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist. They have been told that there is a danger of doing the person harm, although the specific danger and harm have not been delineated.

The term carries no implication of the seriousness of the problem. It would seem, therefore, that Arbuckle's emphasis on psychotherapy as a semantic problem is justified. It is the belief of the author that when one undertakes to guide people in their educational and vocational careers and choices is influencing and intervening in behavioural, attitudinal, and social aspects of the counselee's life and personality quite as much as if the counselling were quite frankly being called psychotherapy.

The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem. It is a simple matter to demonstrate that very frequently a specific problem of vocational choice is an excuse the counselee uses to deal with a general problem of dislike of parents, distrust of teachers, and fear of one's peers.

It must also be admitted that a version to psychotherapy on the part of the counselor is an indication that he lacks the skill and knowledge that will give him sufficient self-assurance to function in a situation lacking the comfort of discernable structure. The final fact is that making a vocational choice often does call for an examination and evaluation of personal problems.



## Notes

Differentiating psychotherapy from school counselling is more easily done on paper or in an academic discussion than it is in an active counsellor-counselee relationship. Knowing when to refer is not the province of an outsider. The counsellor must know his own strengths—and weaknesses. Experience in work with clinic teams and with psychiatric consultants will improve the comfort of making the difficult decisions but the difficult decisions will still persist.

We have previously stated that the counselor's skills define his role. Those who are inadequately prepared must necessarily seek comfort in those conceptualizations which limit the range of their counselling activities. Those who are well prepared in theory and laboratory experience find it difficult to limit their work to an information-giving role similar to that of a classroom teacher. Their perception of the bearing which the counselee's attitudes, prior conditionings, and personal self-defeating behaviours have on all decision-making makes it difficult to avoid their assumption of psychotherapeutic roles.

## Formal Individual Counseling

### Clinical Procedures

The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.

#### *Method of Approach*

Clinical procedures involve the following activities:

- (1) Recognizing the presence of an apparently serious adjustment difficulty,
- (2) Gathering extensive data on the client and recording them in the form of a case history,
- (3) Interpreting and evaluating the data in relation to observed symptoms,
- (4) Recommending appropriate treatment,
- (5) Applying therapies, and
- (6) Following up the case for the purpose of determining the kind and extent of adjustment effected.

The client is referred to the psychiatrist or the clinic when it is believed by the person or institution making the referral that his maladjustment is such as to require expert care. It is usually the responsibility then of a social worker to accumulate relevant data on the immediate situation and background history.

The reliability of the materials included in the case history depends, honesty of the reports on the part of parents, teachers or other persons who are interviewed concerning the client; the validity of the tests that have been administered to the client; the degree of co-operation by the client, and the objectivity of the social worker who is constructing the case history.

If the study is being made by a clinical staff, the psychiatrist, pediatrician or physician, psychologist, and social worker hold staff meetings at which the findings are discussed. Expert interpretation and evaluation of available data is extremely important. Usually it is found necessary to supplement data resulting from the administration of tests, scales, and inventories with the utilization of evaluating techniques peculiarly suited to clinical purposes.

**Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular coordination, mental capacity, learning achievement, and personal qualities. One of the most valuable techniques of evaluation for clinical purposes is the *projective method* mentioned earlier, through the utilization of which one may gain insight into the individual's unconscious or fantasy life. The Rorschach method of ink-blot interpretation and thematic apperception tests are widely used by clinicians. Another approach to the study of young children



is that of *play therapy*, in which children are supposed to give vent to their unconscious desires, animosities, and conflicts as they play with “doll families” and other toys. In their behaviour with these objects they express their attitude toward the adult or situation which appears to be the cause of their difficulties.

**Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.

A ‘case’ should not be closed when the individual has been led to gain insight into his difficulties, as a result of which he starts on an improved course of action. He needs help during his adjusting process, and he should continue to have the services of the clinical staff and any others who have participated in the remedial procedures until his adjustment is satisfactory to himself and his counselors. Unfortunately, clinical treatment often ceases too soon, leaving an individual who is still mentally half-sick to continue unaided in his struggle toward complete adjustment.

## Interview Procedures

### *Personal Qualities of the Interviewer*

The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.

It is important that the interviewer possess those desirable personality qualities stressed in this book as requisite for dealing with people in any guidance situation. No matter what the purpose of the interview may be, the teacher, the school counselor, the employer, or the staff member of a guidance clinic should give evidence of being an understanding and personally well-adjusted human being. In adjustment interviews, especially, possessing these qualities is imperative.

According to practically all state requirements for school counselor certification some teaching experience is needed. The reason for this is easily understood. Before a person can undertake the responsibility of counselling an individual pupil wisely, he needs the experience of working with individuals in classroom groups.

The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or a ‘kidding’ approach that is supposed to set the counselee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that thoughts and feelings can be expressed freely, without fear of recrimination.

At the same time, the individual must respect the counselor's judgment and be secure in the knowledge that whatever his problem may be, its serious import to him will be recognized by the counselor and will receive thoughtful consideration as the two work together toward a satisfactory solution of it.

For a counselling situation to be effective, good rapport between the participants is necessary. This relationship can be achieved as the counselor helps to relieve counselee tensions by a friendly smile or a casual comment in a light vein. The display on the part of a counselor of a kind of “hail-fellow-well-met” attitude is likely to repel rather than to win the confidence of the individual seeking help.

**Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.

Although the counselor follows the student's progress and may have several brief chats in the corridor or at a athletic event, their next meeting

starts the process all over again. Quite likely, the objectives established for the first interview or interviews will bear no relationship to those established at a later date. The school counselor, therefore, must be particularly skilled at initial interviewing. Basic procedures are presented and commented upon.

## Notes

1. **Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place. The counselor may need to review background data concerning the student or read notes made after the last meetings. He may know of some materials or information sources that he could have readily available. The student, if he is aware of the purposes of counselling, should consider, how he can best use the time available. As described earlier in the chapter, the counselor uses his skill in communication to draw upon what the student wants, what he is attempting to say, and what he considers of current primary importance.
2. **Developing opening structure:** The student needs to know who the counselor is, what he is able to do, and what he expects of the student. This should be done briefly and simply. Experienced counselors know how to communicate quickly and effectively.
3. **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling. These stem from his professional value system and the way he conceptualizes human development. They are manifested in the ways that he can effectively behave and communicate with students.



*Did u know?* During the opening minutes of the interview, the counselor and student need to establish objectives or goals toward which they can work in the time available. The objectives are not of a fixed nature and may be revised as the interview develops.

A objective must be attainable and realistic in order to be a goal worth pursuing. The student who suggests, "I'd just like to be everyone," will need assistance from the counselor in making the objective realistic. "I wish I had two friends who cared" would be a goal toward which they might work. Counseling without process objectives on the part of the counselor and student objectives in terms that are meaningful to him is a futile endeavour.

4. **Building the relationship:** As the interview progresses, the counselor must continue to build upon the relationship that has been established. His honesty, expression of interest, humanness, and perceptiveness will allow the student to realize that the counselor is fully committed to assisting him. At times, however, the novice counselor needs to remember to let a little of himself out. A warm smile, a touch on the hand, an odour of understanding, any act of caring that is shown will help the student to invest a little more of himself and be more honest in his communication.
5. **Helping the student to talk :** The counselor may perceive that the student is reluctant to discuss some concerns or some aspects of concerns even though a sound, trusting relationship has been developed. When this occurs, the counselor may need to give particular assistance to get communication going.  
  
The threatening nature of the concern probably prohibits approaching it frontally. The counselor must therefore rely upon spontaneity and sensitivity in (a) assisting the student to express his feelings, (b) understanding why the student is experiencing difficulty, and (c) helping the student to recognise feelings of which he is unaware or has difficulty accepting. The counselor's own relaxed and reassuring manner will convey more than the words he uses.
6. **Terminating the interview:** The counselor must use his skill in developing closing, as well as opening, structure. He initiates this phase of the interview by pausing longer between responses, focusing more upon cognitive than affective aspects of the student's concern, and not encouraging further exploration of subtleties or tension-producing areas. His sensitivity assists him in determining when the focus might be changed to the summary and plans for subsequent meetings.

This may be initiated by his suggestion that “our time is all but up.” The counselor asks the student to summarize those aspects of the interview that were most meaningful and assists him, as necessary, in reviewing the objective and whether or not it was achieved. Plans for the future must then be made.

Will there be another interview? When? Where? Or should there be a referral? Should tests be taken? Information sources tapped? When counselor and student have reached an understanding concerning how they might handle matters such as these, the counselor stands up (an excellent way to prevent a re-opening of concerns) and sees the client to the outer office.

7. **Planning the follow-up** : After each interview the counselor should make some brief notes as a check upon his own faulty memory and in order to keep a running record of what has transpired through the series of interviews.

These can be reviewed briefly before the next formal contact with the student. Even though no immediate contact is planned with the student, a note can be made to see the student briefly, after a week or a month to learn whether the established objectives have been reached and whether the counselor can be of future assistance.

This informal, individual follow-up can be structured to give the counselor some evidence of whether or not he was effective. A more comprehensive, mass follow-up is conducted separately as a guidance service to study groups such as all seniors, all recent graduates, or all students now in technical schools.



#### Notes

Regardless of the approach utilized in a particular counselling interview, there are certain general considerations to which attention should be directed. The interviewer should try to put himself in the other person's place and listen to what he has to say without bias or prejudice. Suggestions made or questions asked by the counselor should be given in a friendly manner aimed at setting the counsellee at ease and winning his confidence.

Without seeming to hurry the interview, the interviewer should keep the conversation focused on the problem at hand, avoiding consideration of extraneous matters. Finally the counsellee should leave the interview with the feeling that he has been helped by his counselor and that he can return for further counselling.

A question often asked is whether or not the interviewer should take notes during the interview. For the purpose of evaluating the interview or in preparation for an ensuing interview, on-the-spot notes are better than attempts at recall after the interview. However, an emotionally disturbed individual may react unfavorably to seeing the counselor jot down what is being said. The counselor can make it a practice to allow the interviewee to see what he writes and to explain its purpose.

Usually this procedure encourages co-operation on the part of the counsellee. A code may be used for any point which should not come to the individual's attention. Recording an interview has value either if the counsellee is unaware that it is being done or if he knows about it and approves. Otherwise, the presence of the recording equipment may inhibit free expression on the part of the counsellee.

The success of an interview depends on whether or not the counsellee (1) believes that he has been helped, (2) is willing to return for another interview, and (3) exhibits an improved ability to meet and solve similar problems in the future. Whether the interviewer plays a relatively active or passive role, he can benefit from practicing the following “Do’s” and “Don’t’s” that are included in a handbook for the teachers, counselors, and principals of the Canton, Ohio, Public Schools.

## Advantages of Individual Counseling

- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session together in order to gather information that can better facilitate future work.

Notes

- Even when addiction or anger counselling will follow, most family counselors will want to see each partner (and sometimes each family member) for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- The individual can learn how one person making changes can help to create changes in the couple or family system.
- When partners or other family members refuse to attend counselling the individual will be able to learn some useful skills for relating those absent members.
- When the individual is currently having or has engaged in non-disclosed infidelity, it is useful to spend some individual time with the counselor before couples relationship counselling.
- And other advantages. Describe the concern/issue as clearly as possible when you first contact the counselor.

### Disadvantages of Individual Counseling

- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- Working with a professional counselor can help couples re-discover the reasons they wanted to be with their partner, realize the strengths that still exist, and decide to work on repairing their relationship. This is far more difficult to accomplish through individual counselling.
- And Other disadvantages. Describe the concern/issue as clearly as possible when you first contact the counselor.



Task What is initial interview procedure?

### Self Assessment

#### 2. Fill in the blanks

- The ..... is best counselling technique for the treatment of emotional disturbance which are serious in nature.
- The Approach to the study of young children is ..... in which children are supposed to give vent to their unconscious desires.
- is useful for identified problems such as those originating in family of origin for grief and loss.
- After each interview the Counsellor should make some ..... in order to keep a running record of what has transpired through the series of interviews.

### Summary

- The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.

- Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema.
- Following situations are more serious, requiring individual counselling by skilled counselor.
- An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience.
- The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment.
- **Home experiences:** It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and to deny him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children.
- During his elementary-school years, the child usually can be helped to meet his problems of adjusting to group situations through the efforts of an alert and guidance-minded teacher.
- A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group.
- Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations were actors remark of self-doubt or anxiety by attempting to "close down" the display of emotion.
- There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist.
- The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem.
- **(A) Clinical Procedures:** The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.
  - **Method of Approach:** Clinical procedures involve the following activities:
    - (i) Recognizing the presence of an apparently serious adjustment difficulty,
    - (ii) Gathering extensive data on the client and recording them in the form of a case history,
    - (iii) Interpreting and evaluating the data in relation to observed symptoms,
    - (iv) Recommending appropriate treatment,
    - (v) Applying therapies, and
    - (vi) Following up the case for the purpose of determining the kind and extent of adjustment effected.

Notes

- **Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular co-ordination, mental capacity, learning achievement, and personal qualities.
- **Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.
- **Personal Qualities of the Interviewer:** The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.
- The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or 'kidding' approach that is supposed to set the counsellee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that his thoughts and feelings can be expressed freely, without fear of recrimination.
- **Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.
- **Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place.
- **Developing opening structure :** The student needs to know who The counselor is, what he is able to do, and what he expects of the student.
- **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling.
- **Advantages of Individual Counseling**
- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- People often do not understand that relationships, including couples relationships, go through stages, and when the 'honeymoon stage' passes, they often may feel that their relationship is not salvageable.

### Keywords

**Individual**

: Connected with one person

**elling**

: Professional advice about a person

**Psychiatrist**

: A doctor who studies and treats mental illnesses

### Review Questions

1. What is individual Counseling? Explain.
2. How do home and School experiences affect the individual?

3. What is the nature of counseling problems?
4. Explain different clinical procedures

Notes

### Answers: Self Assessment

1. (i) T (ii) T (iii) F
2. (i) Clinical approach (ii) play therapy (iii) individual counseling  
(iv) brief notes

### Further Readings



*Books*

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## **Unit 18: Individual inventory service**

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Objective Introduction

n

Concept of Individual Counseling Need of Individual Counseling Nature of Individual Counseling Problems Formal Individual Counseling Advantages of Individual Counseling Disadvantages of Individual Counseling Summary

Keywords Review Questions

Further Readings

### **Objectives**

After reading this unit students will be able to:

- Discuss the concept of individual counseling.
- Discuss the need of individual counseling.
- Explain the nature of individual counseling problems.
- Discuss formal individual counseling.
- Explain the advantages and disadvantages of individual counseling.

### **Introduction**

*Individual counselling* focuses on such issues as depression (including postpartum depression), anxiety, panic disorders, family-of-origin issues, communication issues that prevent effective relationships, stress management, substance abuse, recovery, loss, meaning-of-life issues, forgiveness issues, grieving, emotional issues, sexual assault, abuse, effects of family violence, transitional issues, anger management, coping, and more.

Individual Counseling is the component of guidance aimed at helping an individual to plan, to do or to adjust according to his particular needs. All guidance activities aim at human welfare and for this close relationship between the counselor and counselee is a must. In other words, guidance or counselling refers to help given to an individual towards a better adjustment in the development of attitude and behaviour in all areas of life.

### **Concept of Individual Counseling**

The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.



Man could become an automation. He could be made to behave in a preconceived way—as did many persons under the Hitler regime. But the potential for good is also there, not because someone can pre-  
conceive that good but because certain conditions can make men capable of exercising choice and assuming responsibility.

Rogers values man in a process of becoming—of achieving worth and dignity through the development of potentialities, of becoming so self-actualized that he reacts creatively to new and changing challenges. The counselor accepting these values, deals with the counselee as a unique individual and engages in a genuine relationship of caring. He accepts the individual in his various moods and is so emphatic that these see the world through the counselee's eyes.

Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema. To these latter counseling may be a matter of giving information or instruction. Much vocational counseling falls into this category.

Super has taken cognizance of the many concepts of counseling and suggests the possibility of the emergence of a field of applied individual psychology or consulting psychology. In this Super envisions the practitioners consulting with people in a variety of situations as they deal with a variety of adjustment problems.

Counseling is perceived as a form of teaching; but, let it be clear that teaching is not synonymous with counseling. It is a developmental process. Presumably in counseling, as is the case with a sportsman's guide and the hunter, the counselor knows more about the goals and conditions than does the counselee. This does not mean that he knows more about the person being guided than does the person himself.

Therefore the counselor must not be too sure of the next step. He must be willing to change his hypotheses and how to interrupt, when to intervene, and in what ways to influence as the counseling sessions progress and provide better mutual understanding. The counselor, like the master teacher, is involved not just in a teaching situation but in a teaching-learning process. The counselor must be aware of the assumptions he is making in each situation at every moment. One must be able to confront danger if he is to counsel.

Counseling deals with a variety of problems, a variety of techniques, a variety of degrees of difficulty, and has a variety of outcomes—including both failure and success.

## Need of Individual Counseling

Following situations are more serious, requiring individual counseling by skilled counselor.

An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience. Very few problems are confined to one area. An individual's attitude towards situations requiring decisions and his ability to meet them usually are the result of many factors.

The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment. Similarly, a boy or girl or a man or woman who has developed an objective, relatively unbiased attitude toward himself in his relation to others probably will be able to exercise self-control.

Home and school guidance, however, has not yet been successful in developing these desirable qualities in all individuals. Even those who believe they possess a fair amount of emotional stability sometimes come to grips with that proverbial "last straw."

The purpose to be served by counseling is directly related to the age, interests, and experiences of the counselee. Moreover, one of the responsibilities of the counselor in individual counseling

**Notes**

situations to help the individual discover the fundamental causes of his problem. The difficulty may stem from his experiences in the home or the school, on the job, or in his social relationships or recreational activities.

### **Home Experiences**

It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children and elicit consequent punishment from a work-weary mother when his misdeeds are reported to her. These are but a few of the many problems situations that are likely to arise in the home even when the father and mother try to be good parents.

The effect on a child or a young adolescent of real or fancied home difficulties may be such that it necessitates individually-received assistance from a counselor. In some instance, the situation lends itself to help that can be given by a member of the school guidance staff. If inner resentments and conflicts become too serious, the situation may require clinical or psychiatric attention.

During later adolescence and adulthood, matters dealing with plans for establishing a home of one's own become extremely important. Choosing a mate, marrying, selecting and furnishing a home, budgeting the home finances, and rearing children give rise to questions that may cause the young person considerable concern. The older adult also needs help toward the solution of problems of marital adjustment and parent-child relationships.

### **School Experiences**

During his elementary-school years, the child usually can be helped to meet his problems of adjustment in group situations through the efforts of an alert and guidance-minded teacher.

It usually is best not to place too much emphasis on the personal difficulties of the child by subjecting him to individual counselling situations that will seem to set him apart from his school mates.

A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group. Such situations need individual attention.

Secondary-school pupils and college students may require individually received help in planning their courses or in adjusting to them. An individual may have academic difficulties or his attendance record may be unsatisfactory. Personality differences between a student and an instructor often caused difficulties. Ineffective study habits or too little time for or lack of interest in home study will interfere with school success.

The questions often asked by young people about their school experiences indicate their concern over matters that may must be able to relate easily with the student, assist him in establishing objectives and goals, and employ any ethical means that will assist the student to change or learn behaviours necessary to cope with his environment and work toward the objectives they mutually have established.

Third, an appropriate environment is necessary. Depending upon the nature of the interview, this environment must provide assurance of confidentiality, a mood of contemplation, and/or adequate information resources.

Finally, as the term is used in school settings, counselling must provide a relationship that allows for meeting both immediate and long-term needs. The counselor must be available at moments when the student needs him for specific assistance.

Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations we react to remarks of self-doubt or anxiety by attempting to "close down" the display of emotion. We may interject mirth, change topics, give words of comfort, or suggest that things really couldn't be as they seemed.

Counselors do quite the opposite. Rather than "close down" the student, the counselor will focus upon the central concern of the student and help him to *open up*. When a test-anxious student suggests that he will fail, the conversationalist reassures, "I can't imagine you failing. You've always done so well." The counselor, however, probes, "You're certain you'll fail. Why?"

The counselor must be mindful of limits in time and his ability to assist the student. Assisting the student to *open up* carries with it the obligation, on the part of the counselor, to have the time and skill to follow through and terminate the interview successfully.

During the course of practice, counselors find themselves operating at various points along our dimensions. The nature of the relationship of the student's awareness may determine, in part, the counselor's behaviour. However, the counselor's basic philosophy concerning human development and the translation of this philosophy into a theoretical approach to counselling also influences his behaviour.

### Self Assessment

8. State whether the following statements are 'true' or 'false'.

- (i) Individual Counseling's major purpose is the changing of one's view of himself, others and the physical milieu.
- (ii) Secondary school pupils and college students may require individually received help in planning their courses and jobs in adjusting them.
- (iii) There is no need of counsellor in individual counselling.

### Nature of Individual Counseling Problems

There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist. They have been told that there is a danger of doing the person harm, although the specific danger and harm have not been delineated.

The term carries no implication of the seriousness of the problem. It would seem, therefore, that Arbuckle's emphasis on psychotherapy as a semantic problem is justified. It is the belief of the author that when one undertakes to guide people in their educational and vocational careers and choices is influencing and intervening in behavioural, attitudinal, and social aspects of the counselee's life and personality quite as much as if the counselling were quite frankly being called psychotherapy.

The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem. It is a simple matter to demonstrate that very frequently a specific problem of vocational choice is an excuse the counselee uses to deal with a general problem of dislike of parents, distrust of teachers, and fear of one's peers.

It must also be admitted that a version to psychotherapy on the part of the counselor is an indication that he lacks the skill and knowledge that will give him sufficient self-assurance to function in a situation lacking the comfort of discernable structure. The final fact is that making a vocational choice often does call for an examination and evaluation of personal problems.

## Notes

Differentiating psychotherapy from school counselling is more easily done on paper or in an academic discussion than it is in an active counsellor-counselee relationship. Knowing when to refer is not the province of an outsider. The counsellor must know his own strengths—and weaknesses. Experience in work with clinic teams and with psychiatric consultants will improve the comfort of making the difficult decisions but the difficult decisions will still persist.

We have previously stated that the counsellor's skills define his role. Those who are inadequately prepared must necessarily seek comfort in those conceptualizations which limit the range of their counselling activities. Those who are well prepared in theory and laboratory experience find it difficult to limit their work to an information-giving role similar to that of a classroom teacher. Their perception of the bearing which the counselee's attitudes, prior conditionings, and personal self-defeating behaviours have on all decision-making makes it difficult to avoid their assumption of psychotherapeutic roles.

## Formal Individual Counseling

### Clinical Procedures

The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.

#### *Method of Approach*

Clinical procedures involve the following activities:

- (1) Recognizing the presence of an apparently serious adjustment difficulty,
- (2) Gathering extensive data on the client and recording them in the form of a case history,
- (3) Interpreting and evaluating the data in relation to observed symptoms,
- (4) Recommending appropriate treatment,
- (5) Applying therapies, and
- (6) Following up the case for the purpose of determining the kind and extent of adjustment effected.

The client is referred to the psychiatrist or the clinic when it is believed by the person or institution making the referral that his maladjustment is such as to require expert care. It is usually the responsibility then of a social worker to accumulate relevant data on the immediate situation and background history.

The reliability of the materials included in the case history depends, honesty of the reports on the part of parents, teachers or other persons who are interviewed concerning the client; the validity of the tests that have been administered to the client; the degree of co-operation by the client, and the objectivity of the social worker who is constructing the case history.

If the study is being made by a clinical staff, the psychiatrist, pediatrician or physician, psychologist, and social worker hold staff meetings at which the findings are discussed. Expert interpretation and evaluation of available data is extremely important. Usually it is found necessary to supplement data resulting from the administration of tests, scales, and inventories with the utilization of evaluating techniques peculiarly suited to clinical purposes.

**Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular coordination, mental capacity, learning achievement, and personal qualities. One of the most valuable techniques of evaluation for clinical purposes is the *projective method* mentioned earlier, through the utilization of which one may gain insight into the individual's unconscious or fantasy life. The Rorschach method of ink-blot interpretation and thematic apperception tests are widely used by clinicians. Another approach to the study of young children

is that of *play therapy*, in which children are supposed to give vent to their unconscious desires, animosities, and conflicts as they play with “doll families” and other toys. In their behaviour with these objects they express their attitude toward the adult or situation which appears to be the cause of their difficulties.

**Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.

A ‘case’ should not be closed when the individual has been led to gain insight into his difficulties, as a result of which he starts on an improved course of action. He needs help during his adjusting process, and he should continue to have the services of the clinical staff and any others who have participated in the remedial procedures until his adjustment is satisfactory to himself and his counselors. Unfortunately, clinical treatment often ceases too soon, leaving an individual who is still mentally half-sick to continue unaided in his struggle toward complete adjustment.

## Interview Procedures

### *Personal Qualities of the Interviewer*

The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.

It is important that the interviewer possess those desirable personality qualities stressed in this book as requisite for dealing with people in any guidance situation. No matter what the purpose of the interview may be, the teacher, the school counselor, the employer, or the staff member of a guidance clinic should give evidence of being an understanding and personally well-adjusted human being. In adjustment interviews, especially, possessing these qualities is imperative.

According to practically all state requirements for school counselor certification some teaching experience is needed. The reason for this is easily understood. Before a person can undertake the responsibility of counselling an individual pupil wisely, he needs the experience of working with individuals in classroom groups.

The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or a ‘kidding’ approach that is supposed to set the counselee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that thoughts and feelings can be expressed freely, without fear of recrimination.

At the same time, the individual must respect the counselor's judgment and be secure in the knowledge that whatever his problem may be, its serious import to him will be recognized by the counselor and will receive thoughtful consideration as the two work together toward a satisfactory solution of it.

For a counselling situation to be effective, good rapport between the participants is necessary. This relationship can be achieved as the counselor helps to relieve counselee tensions by a friendly smile or a casual comment in a light vein. The display on the part of a counselor of a kind of “hail-fellow-well-met” attitude is likely to repel rather than to win the confidence of the individual seeking help.

**Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.

Although the counselor follows the student's progress and may have several brief chats in the corridor or at a athletic event, their next meeting

starts the process all over again. Quite likely, the objectives established for the first interview or interviews will bear no relationship to those established at a later date. The school counselor, therefore, must be particularly skilled at initial interviewing. Basic procedures are presented and commented upon.

## Notes

- 1. Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place. The counselor may need to review background data concerning the student or read notes made after the last meetings. He may know of some materials or information sources that he could have readily available. The student, if he is aware of the purposes of counselling, should consider, how he can best use the time available. As described earlier in the chapter, the counselor uses his skill in communication to draw upon what the student wants, what he is attempting to say, and what he considers of current primary importance.
9. **Developing opening structure:** The student needs to know who the counselor is, what he is able to do, and what he expects of the student. This should be done briefly and simply. Experienced counselors know how to communicate quickly and effectively.
10. **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling. These stem from his professional value system and the way he conceptualizes human development. They are manifested in the ways that he can effectively behave and communicate with students.



*Did u know?*

During the opening minutes of the interview, the counselor and student need to establish objectives or goals toward which they can work in the time available. The objectives are not of a fixed nature and may be revised as the interview develops.

A objective must be attainable and realistic in order to be a goal worth pursuing. The student who suggests, "I'd just like to be everyone," will need assistance from the counselor in making the objective realistic. "I wish I had two friends who cared" would be a goal toward which they might work. Counseling without process objectives on the part of the counselor and student objectives in terms that are meaningful to him is a futile endeavour.

11. **Building the relationship:** As the interview progresses, the counselor must continue to build upon the relationship that has been established. His honesty, expression of interest, humanness, and perceptiveness will allow the student to realize that the counselor is fully committed to assisting him. At times, however, the novice counselor needs to remember to let a little of himself out. A warm smile, a touch on the hand, an odour of understanding, any act of caring that is shown will help the student to invest a little more of himself and be more honest in his communication.
12. **Helping the student to talk :** The counselor may perceive that the student is reluctant to discuss some concerns or some aspects of concerns even though a sound, trusting relationship has been developed. When this occurs, the counselor may need to give particular assistance to get communication going.
- The threatening nature of the concern probably prohibits approaching it frontally. The counselor must therefore rely upon spontaneity and sensitivity in (a) assisting the student to express his feelings, (b) understanding why the student is experiencing difficulty, and (c) helping the student to recognise feelings of which he is unaware or has difficulty accepting. The counselor's own relaxed and reassuring manner will convey more than the words he uses.
13. **Terminating the interview:** The counselor must use his skill in developing closing, as well as opening, structure. He initiates this phase of the interview by pausing longer between responses, focusing more upon cognitive than affective aspects of the student's concern, and not encouraging further exploration of subtleties or tension-producing areas. His sensitivity assists him in determining when the focus might be changed to the summary and plans for subsequent meetings.



This may be initiated by his suggestion that “our time is all but up.” The counselor asks the student to summarize those aspects of the interview that were most meaningful and assists him, as necessary, in reviewing the objective and whether or not it was achieved. Plans for the future must then be made.

Will there be another interview? When? Where? Or should there be a referral? Should tests be taken? Information sources tapped? When counselor and student have reached an understanding concerning how they might handle matters such as these, the counselor stands up (an excellent way to prevent a reopening of concerns) and sees the client to the outer office.

14. **Planning the follow-up** : After each interview the counselor should make some brief notes as a check upon his own faulty memory and in order to keep a running record of what has transpired through the series of interviews.

These can be reviewed briefly before the next formal contact with the student. Even though no immediate contact is planned with the student, a note can be made to see the student briefly, after a week or a month to learn whether the established objectives have been reached and whether the counselor can be of future assistance.

This informal, individual follow-up can be structured to give the counselor some evidence of whether or not he was effective. A more comprehensive, mass follow-up is conducted separately as a guidance service to study groups such as all seniors, all recent graduates, or all students now in technical schools.



#### Notes

Regardless of the approach utilized in a particular counselling interview, there are certain general considerations to which attention should be directed. The interviewer should try to put himself in the other person's place and listen to what he has to say without bias or prejudice. Suggestions made or questions asked by the counselor should be given in a friendly manner aimed at setting the counsellee at ease and winning his confidence.

Without seeming to hurry the interview, the interviewer should keep the conversation focused on the problem at hand, avoiding consideration of extraneous matters. Finally the counsellee should leave the interview with the feeling that he has been helped by his counselor and that he can return for further counselling.

A question often asked is whether or not the interviewer should take notes during the interview. For the purpose of evaluating the interview or in preparation for an ensuing interview, on-the-spot notes are better than attempts at recall after the interview. However, an emotionally disturbed individual may react unfavorably to seeing the counselor jot down what is being said. The counselor can make it a practice to allow the interviewee to see what he writes and to explain its purpose.

Usually this procedure encourages co-operation on the part of the counsellee. A code may be used for any point which should not come to the individual's attention. Recording an interview has value either if the counsellee is unaware that it is being done or if he knows about it and approves. Otherwise, the presence of the recording equipment may inhibit free expression on the part of the counsellee.

The success of an interview depends on whether or not the counsellee (1) believes that he has been helped, (2) is willing to return for another interview, and (3) exhibits an improved ability to meet and solve similar problems in the future. Whether the interviewer plays a relatively active or passive role, he can benefit from practicing the following “Do’s” and “Don’t’s” that are included in a handbook for the teachers, counselors, and principals of the Canton, Ohio, Public Schools.

## Advantages of Individual Counseling

- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session together in order to gather information that can better facilitate future work.

Notes

- Even when addiction or anger counselling will follow, most family counselors will want to see each partner (and sometimes each family member) for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- The individual can learn how one person making changes can help to create changes in the couple or family system.
- When partners or other family members refuse to attend counselling the individual will be able to learn some useful skills for relating those absent members.
- When the individual is currently having or has engaged in non-disclosed infidelity, it is useful to spend some individual time with the counselor before couples relationship counselling.
- And other advantages. Describe the concern/issue as clearly as possible when you first contact the counselor.

### Disadvantages of Individual Counseling

- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- Working with a professional counselor can help couples re-discover the reasons they wanted to be with their partner, realize the strengths that still exist, and decide to work on repairing their relationship. This is far more difficult to accomplish through individual counselling.
- And Other disadvantages. Describe the concern/issue as clearly as possible when you first contact the counselor.



Task

What is initial interview procedure?

### Self Assessment

#### 3. Fill in the blanks

- The ..... is best counselling technique for the treatment of emotional disturbance which are serious in nature.
- The Approach to the study of young children is ..... in which children are supposed to give vent to their unconscious desires.
- is useful for identified problems such as those originating in family of origin for grief and loss.
- After each interview the Counsellor should make some ..... in order to keep a running record of what has transpired through the series of interviews.

### Summary

- The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.



- Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema.
- Following situations are more serious, requiring individual counselling by skilled counselor.
- An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience.
- The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment.
- **Home experiences:** It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children.
- During his elementary-school years, the child usually can be helped to meet his problems of adjusting to group situations through the efforts of an alert and guidance-minded teacher.
- A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group.
- Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations were actors remark of self-doubt or anxiety by attempting to "close down" the display of emotion.
- There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist.
- The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem.
- **(A) Clinical Procedures:** The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.
  - **Method of Approach:** Clinical procedures involve the following activities:
    - (i) Recognizing the presence of an apparently serious adjustment difficulty,
    - (ii) Gathering extensive data on the client and recording them in the form of a case history,
    - (iii) Interpreting and evaluating the data in relation to observed symptoms,
    - (iv) Recommending appropriate treatment,
    - (v) Applying therapies, and
    - (vi) Following up the case for the purpose of determining the kind and extent of adjustment effected.

Notes

- **Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular co-ordination, mental capacity, learning achievement, and personal qualities.
- **Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.
- **Personal Qualities of the Interviewer:** The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.
- The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or 'kidding' approach that is supposed to set the counsellee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that his thoughts and feelings can be expressed freely, without fear of recrimination.
- **Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.
- **Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place.
- **Developing opening structure :** The student needs to know who The counselor is, what he is able to do, and what he expects of the student.
- **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling.
- **Advantages of Individual Counseling**
- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- People often do not understand that relationships, including couples relationships, go through stages, and when the 'honeymoon stage' passes, they often may feel that their relationship is not salvageable.

### Keywords

**Individual**

: Connected with one person

**elling**

: Professional advice about a person

**Psychiatrist**

: A doctor who studies and treats mental illnesses

### Review Questions

5. What is individual Counseling? Explain.
6. How do home and School experiences affect the individual?

7. What is the nature of Counseling problems?  
8. Explain different clinical procedures

Notes

### Answers:SelfAssessment

- |    |                  |                  |                            |
|----|------------------|------------------|----------------------------|
| 4. | (i) T            | (ii) T           | (iii) F                    |
| 2. | (i)              | (ii) playtherapy | (iii) individualCounseling |
|    | Clinicalapproach |                  |                            |
|    | (iv) briefnotes  |                  |                            |

### FurtherReadings



Books

1. Guidance&Counseling:S.NageshwaraRao,DiscoveryPublishingHouse
5. Guidance&Counselince:B.G.Barki,B.Kukh,Opadhyay,SterlingPublishersPvt.Ltd.
6. Guidance&Counseling:SuzanneE.Wade.PamSchuctz,LawrenceErlbaumAssociates.

## Unit:19 Occupational information service

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### Objectives

After reading this unit students will be able to:

- Discuss the concept of individual Counseling.
- Discuss the need of individual Counseling.
- Explain the nature of individual Counseling problems.
- Discuss formal Individual Counseling.
- Explain the advantages and disadvantages of individual Counseling.

### Introduction

*Individual counselling* focuses on such issues as depression (including postpartum depression), anxiety, panic disorders, family-of-origin issues, communication issues that prevent effective relationships, stress management, substance abuse recovery, loss, meaning-of-life issues, forgiveness issues, grieving, emotional issues, sexual assault, abuse, effects of family violence, transitional issues, anger management, coping, and more.

Individual Counseling is the component of guidance aimed at helping an individual to plan, to do or to adjust according to his particular needs. All guidance activities aim at human welfare and for this close relationship between the counselor and counselee is must. In other words guidance or counselling refers to help given to an individual towards a better adjustment in the development of attitudes and behaviour in all areas of life.

### Concept of Individual Counseling

The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.

Man could become an automation. He could be made to behave in a preconceived way—as did many persons under the Hitler regime. But the potential for good is also there, not because someone can pre-conceive that good but because certain conditions can make men capable of exercising choice and assuming responsibility.

Rogers values man in a process of becoming—of achieving worth and dignity through the development of potentialities, of becoming so self-actualized that he reacts creatively to new and changing challenges. The counselor accepting these values, deals with the counselee as a unique individual and engages in a genuine relationship of caring. He accepts the individual in his various moods and is so emphatic that these see the world through the counselee's eyes.

Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema. To these latter counseling may be a matter of giving information or instruction. Much vocational counseling falls into this category.

Super has taken cognizance of the many concepts of counseling and suggests the possibility of the emergence of a field of applied individual psychology or consulting psychology. In this Super envisions the practitioners consulting with people in a variety of situations as they deal with a variety of adjustment problems.

Counseling is perceived as a form of teaching; but, let it be clear that teaching is not synonymous with counseling. It is a developmental process. Presumably in counseling, as is the case with a sportsman's guide and the hunter, the counselor knows more about the goals and conditions than does the counselee. This does not mean that he knows more about the person being guided than does the person himself.

Therefore the counselor must not be too sure of the next step. He must be willing to change his hypotheses and how to interrupt, when to intervene, and in what ways to influence as the counseling sessions progress and provide better mutual understanding. The counselor, like the master teacher, is involved not just in a teaching situation but in a teaching-learning process. The counselor must be aware of the assumptions he is making in each situation at every moment. One must be able to confront danger if he is to counsel.

Counseling deals with a variety of problems, a variety of techniques, a variety of degrees of difficulty, and has a variety of outcomes—including both failure and success.

## Need of Individual Counseling

Following situations are more serious, requiring individual counseling by skilled counselor.

An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience. Very few problems are confined to one area. An individual's attitude towards situations requiring decisions and his ability to meet them usually are the result of many factors.

The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment. Similarly, a boy or girl or a man or woman who has developed an objective, relatively unbiased attitude toward himself in his relation to others probably will be able to exercise self-control.

Home and school guidance, however, has not yet been successful in developing these desirable qualities in all individuals. Even those who believe they possess a fair amount of emotional stability sometimes come to grips with that proverbial "last straw."

The purpose to be served by counseling is directly related to the age, interests, and experiences of the counselee. Moreover, one of the responsibilities of the counselor in individual counseling

**Notes**

situations to help the individual discover the fundamental causes of his problem. The difficulty may stem from his experiences in the home or the school, on the job, or in his social relationships or recreational activities.

### **Home Experiences**

It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children and elicit consequent punishment from a work-weary mother when his misdeeds are reported to her. These are but a few of the many problems situations that are likely to arise in the home even when the father and mother try to be good parents.

The effect on a child or a young adolescent of real or fancied home difficulties may be such that it necessitates individually-received assistance from a counselor. In some instance, the situation lends itself to help that can be given by a member of the school guidance staff. If inner resentments and conflicts become too serious, the situation may require clinical or psychiatric attention.

During later adolescence and adulthood, matters dealing with plans for establishing a home of one's own become extremely important. Choosing a mate, marrying, selecting and furnishing a home, budgeting the home finances, and rearing children give rise to questions that may cause the young person considerable concern. The older adult also needs help toward the solution of problems of marital adjustment and parent-child relationships.

### **School Experiences**

During his elementary-school years, the child usually can be helped to meet his problems of adjustment in group situations through the efforts of an alert and guidance-minded teacher.

It usually is best not to place too much emphasis on the personal difficulties of the child by subjecting him to individual counselling situations that will seem to set him apart from his school mates.

A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group. Such situations need individual attention.

Secondary-school pupils and college students may require individually received help in planning their courses or in adjusting to them. An individual may have academic difficulties or his attendance record may be unsatisfactory. Personality differences between a student and an instructor often caused difficulties. Ineffective study habits or too little time for or lack of interest in home study will interfere with school success.

The questions often asked by young people about their school experiences indicate their concern over matters that may must be able to relate easily with the student, assist him in establishing objectives and goals, and employ any ethical means that will assist the student to change or learn behaviours necessary to cope with his environment and work toward the objectives they mutually have established.

Third, an appropriate environment is necessary. Depending upon the nature of the interview, this environment must provide assurance of confidentiality, a mood of contemplation, and/or adequate information resources.

Finally, as the term is used in school settings, counselling must provide a relationship that allows for meeting both immediate and long-term needs. The counselor must be available at moments when the student needs him for specific assistance.

Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations we react to remarks of self-doubt or anxiety by attempting to "close down" the display of emotion. We may interject mirth, change topics, give words of comfort, or suggest that things really couldn't be as they seemed.

Counselors do quite the opposite. Rather than "close down" the student, the counselor will focus upon the central concern of the student and help him to *open up*. When a test-anxious student suggests that he will fail, the conversationalist reassures, "I can't imagine you failing. You've always done so well." The counselor, however, probes, "You're certain you'll fail. Why?"

The counselor must be mindful of limits in time and his ability to assist the student. Assisting the student to *open up* carries with it the obligation, on the part of the counselor, to have the time and skill to follow through and terminate the interview successfully.

During the course of practice, counselors find themselves operating at various points along our dimensions. The nature of the relationship of the student's awareness may determine, in part, the counselor's behaviour. However, the counselor's basic philosophy concerning human development and the translation of this philosophy into a theoretical approach to counselling also influences his behaviour.

### Self Assessment

15. State whether the following statements are 'true' or 'false'.

- (i) Individual Counseling's major purpose is the changing of one's view of himself, others and the physical milieu.
- (ii) Secondary school pupils and college students may require individually received help in planning their courses and jobs in adjusting them.
- (iii) There is no need of counsellor in individual counselling.

### Nature of Individual Counseling Problems

There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist. They have been told that there is a danger of doing the person harm, although the specific danger and harm have not been delineated.

The term carries no implication of the seriousness of the problem. It would seem, therefore, that Arbuckle's emphasis on psychotherapy as a semantic problem is justified. It is the belief of the author that when one undertakes to guide people in their educational and vocational careers and choices is influencing and intervening in behavioural, attitudinal, and social aspects of the counselee's life and personality quite as much as if the counselling were quite frankly being called psychotherapy.

The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem. It is a simple matter to demonstrate that very frequently a specific problem of vocational choice is an excuse the counselee uses to deal with a general problem of dislike of parents, distrust of teachers, and fear of one's peers.

It must also be admitted that a version to psychotherapy on the part of the counselor is an indication that he lacks the skill and knowledge that will give him sufficient self-assurance to function in a situation lacking the comfort of discernable structure. The final fact is that making a vocational choice often does call for an examination and evaluation of personal problems.

## Notes

Differentiating psychotherapy from school counselling is more easily done on paper or in an academic discussion than it is in an active counsellor-counselee relationship. Knowing when to refer is not the province of an outsider. The counsellor must know his own strengths—and weaknesses. Experience in work with clinic teams and with psychiatric consultants will improve the comfort of making the difficult decisions but the difficult decisions will still persist.

We have previously stated that the counselor's skills define his role. Those who are inadequately prepared must necessarily seek comfort in those conceptualizations which limit the range of their counselling activities. Those who are well prepared in theory and laboratory experience find it difficult to limit their work to an information-giving role similar to that of a classroom teacher. Their perception of the bearing which the counselee's attitudes, prior conditionings, and personal self-defeating behaviours have on all decision-making makes it difficult to avoid their assumption of psychotherapeutic roles.

## Formal Individual Counseling

### Clinical Procedures

The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.

#### *Method of Approach*

Clinical procedures involve the following activities:

- (1) Recognizing the presence of an apparently serious adjustment difficulty,
- (2) Gathering extensive data on the client and recording them in the form of a case history,
- (3) Interpreting and evaluating the data in relation to observed symptoms,
- (4) Recommending appropriate treatment,
- (5) Applying therapies, and
- (6) Following up the case for the purpose of determining the kind and extent of adjustment effected.

The client is referred to the psychiatrist or the clinic when it is believed by the person or institution making the referral that his maladjustment is such as to require expert care. It is usually the responsibility then of a social worker to accumulate relevant data on the immediate situation and background history.

The reliability of the materials included in the case history depends, honesty of the reports on the part of parents, teachers or other persons who are interviewed concerning the client; the validity of the tests that have been administered to the client; the degree of co-operation by the client, and the objectivity of the social worker who is constructing the case history.

If the study is being made by a clinical staff, the psychiatrist, pediatrician or physician, psychologist, and social worker hold staff meetings at which the findings are discussed. Expert interpretation and evaluation of available data is extremely important. Usually it is found necessary to supplement data resulting from the administration of tests, scales, and inventories with the utilization of evaluating techniques peculiarly suited to clinical purposes.

**Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular coordination, mental capacity, learning achievement, and personal qualities. One of the most valuable techniques of evaluation for clinical purposes is the *projective method* mentioned earlier, through the utilization of which one may gain insight into the individual's unconscious or fantasy life. The Rorschach method of ink-blot interpretation and thematic apperception tests are widely used by clinicians. Another approach to the study of young children



is that of *play therapy*, in which children are supposed to give vent to their unconscious desires, animosities, and conflicts as they play with “doll families” and other toys. In their behaviour with these objects they express their attitude toward the adult or situation which appears to be the cause of their difficulties.

**Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.

A ‘case’ should not be closed when the individual has been led to gain insight into his difficulties, as a result of which he starts on an improved course of action. He needs help during his adjusting process, and he should continue to have the services of the clinical staff and any others who have participated in the remedial procedures until his adjustment is satisfactory to himself and his counselors. Unfortunately, clinical treatment often ceases too soon, leaving an individual who is still mentally half-sick to continue unaided in his struggle toward complete adjustment.

## Interview Procedures

### *Personal Qualities of the Interviewer*

The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.

It is important that the interviewer possess those desirable personality qualities stressed in this book as requisite for dealing with people in any guidance situation. No matter what the purpose of the interview may be, the teacher, the school counselor, the employer, or the staff member of a guidance clinic should give evidence of being an understanding and personally well-adjusted human being. In adjustment interviews, especially, possessing these qualities is imperative.

According to practically all state requirements for school counselor certification some teaching experience is needed. The reason for this is easily understood. Before a person can undertake the responsibility of counselling an individual pupil wisely, he needs the experience of working with individuals in classroom groups.

The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or a ‘kidding’ approach that is supposed to set the counselee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that thoughts and feelings can be expressed freely, without fear of recrimination.

At the same time, the individual must respect the counselor's judgment and be secure in the knowledge that whatever his problem may be, its serious import to him will be recognized by the counselor and will receive thoughtful consideration as the two work together toward a satisfactory solution of it.

For a counselling situation to be effective, good rapport between the participants is necessary. This relationship can be achieved as the counselor helps to relieve counselee tensions by a friendly smile or a casual comment in a light vein. The display on the part of a counselor of a kind of “hail-fellow-well-met” attitude is likely to repel rather than to win the confidence of the individual seeking help.

**Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.

Although the counselor follows the student's progress and may have several brief chats in the corridor or at a athletic event, their next meeting

starts the process all over again. Quite likely, the objectives established for the first interview or interviews will bear no relationship to those established at a later date. The school counselor, therefore, must be particularly skilled at initial interviewing. Basic procedures are presented and commented upon.

## Notes

- 1. Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place. The counselor may need to review background data concerning the student or read notes made after the last meetings. He may know of some materials or information sources that he could have readily available. The student, if he is aware of the purposes of counselling, should consider, how he can best use the time available. As described earlier in the chapter, the counselor uses his skill in communication to draw upon what the student wants, what he is attempting to say, and what he considers of current primary importance.
16. **Developing opening structure:** The student needs to know who the counselor is, what he is able to do, and what he expects of the student. This should be done briefly and simply. Experienced counselors know how to communicate quickly and effectively.
17. **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling. These stem from his professional value system and the way he conceptualizes human development. They are manifested in the ways that he can effectively behave and communicate with students.



*Did u know?*

During the opening minutes of the interview, the counselor and student need to establish objectives or goals toward which they can work in the time available. The objectives are not of a fixed nature and may be revised as the interview develops.

A objective must be attainable and realistic in order to be a goal worth pursuing. The student who suggests, "I'd just like to be everyone," will need assistance from the counselor in making the objective realistic. "I wish I had two friends who cared" would be a goal toward which they might work. Counseling without process objectives on the part of the counselor and student objectives in terms that are meaningful to him is a futile endeavour.

18. **Building the relationship:** As the interview progresses, the counselor must continue to build upon the relationship that has been established. His honesty, expression of interest, humanness, and perceptiveness will allow the student to realize that the counselor is fully committed to assisting him. At times, however, the novice counselor needs to remember to let a little of himself out. A warm smile, a touch on the hand, an odour of understanding, any act of caring that is shown will help the student to invest a little more of himself and be more honest in his communication.
19. **Helping the student to talk :** The counselor may perceive that the student is reluctant to discuss some concerns or some aspects of concerns even though a sound, trusting relationship has been developed. When this occurs, the counselor may need to give particular assistance to get communication going.
- The threatening nature of the concern probably prohibits approaching it frontally. The counselor must therefore rely upon spontaneity and sensitivity in (a) assisting the student to express his feelings, (b) understanding why the student is experiencing difficulty, and (c) helping the student to recognise feelings of which he is unaware or has difficulty accepting. The counselor's own relaxed and reassuring manner will convey more than the words he uses.
20. **Terminating the interview:** The counselor must use his skill in developing closing, as well as opening, structure. He initiates this phase of the interview by pausing longer between responses, focusing more upon cognitive than affective aspects of the student's concern, and not encouraging further exploration of subtleties or tension-producing areas. His sensitivity assists him in determining when the focus might be changed to the summary and plans for subsequent meetings.

This may be initiated by his suggestion that "our time is all but up." The counselor asks the student to summarize those aspects of the interview that were most meaningful and assists him, as necessary, in reviewing the objective and whether or not it was achieved. Plans for the future must then be made.

Will there be another interview? When? Where? Or should there be a referral? Should tests be taken? Information sources tapped? When counselor and student have reached an understanding concerning how they might handle matters such as these, the counselor stands up (an excellent way to prevent a reopening of concerns) and sees the client to the outer office.

21. **Planning the follow-up** : After each interview the counselor should make some brief notes as a check upon his own faulty memory and in order to keep a running record of what has transpired through the series of interviews.

These can be reviewed briefly before the next formal contact with the student. Even though no immediate contact is planned with the student, a note can be made to see the student briefly, after a week or a month to learn whether the established objectives have been reached and whether the counselor can be of future assistance.

This informal, individual follow-up can be structured to give the counselor some evidence of whether or not he was effective. A more comprehensive, mass follow-up is conducted separately as a guidance service to study groups such as all seniors, all recent graduates, or all students now in technical schools.



#### Notes

Regardless of the approach utilized in a particular counselling interview, there are certain general considerations to which attention should be directed. The interviewer should try to put himself in the other person's place and listen to what he has to say without bias or prejudice. Suggestions made or questions asked by the counselor should be given in a friendly manner aimed at setting the counsellee at ease and winning his confidence.

Without seeming to hurry the interview, the interviewer should keep the conversation focused on the problem at hand, avoiding consideration of extraneous matters. Finally the counsellee should leave the interview with the feeling that he has been helped by his counselor and that he can return for further counselling.

A question often asked is whether or not the interviewer should take notes during the interview. For the purpose of evaluating the interview or in preparation for an ensuing interview, on-the-spot notes are better than attempts at recall after the interview. However, an emotionally disturbed individual may react unfavorably to seeing the counselor jot down what is being said. The counselor can make it a practice to allow the interviewee to see what he writes and to explain its purpose.

Usually this procedure encourages co-operation on the part of the counsellee. A code may be used for any point which should not come to the individual's attention. Recording an interview has value either if the counsellee is unaware that it is being done or if he knows about it and approves. Otherwise, the presence of the recording equipment may inhibit free expression on the part of the counsellee.

The success of an interview depends on whether or not the counsellee (1) believes that he has been helped, (2) is willing to return for another interview, and (3) exhibits an improved ability to meet and solve similar problems in the future. Whether the interviewer plays a relatively active or passive role, he can benefit from practicing the following "Do's" and "Don't's" that are included in a handbook for the teachers, counselors, and principals of the Canton, Ohio, Public Schools.

## Advantages of Individual Counseling

- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session together in order to gather information that can better facilitate future work.

Notes

- Even when addiction or anger counselling will follow, most family counselors will want to see each partner (and sometimes each family member) for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- The individual can learn how one person making changes can help to create changes in the couple or family system.
- When partners or other family members refuse to attend counselling the individual will be able to learn some useful skills for relating those absent members.
- When the individual is currently having or has engaged in non-disclosed infidelity, it is useful to spend some individual time with the counselor before couples relationship counselling.
- And other advantages. Describe the concern/issue as clearly as possible when you first contact the counselor.

### Disadvantages of Individual Counseling

- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- Working with a professional counselor can help couples re-discover the reasons they wanted to be with their partner, realize the strengths that still exist, and decide to work on repairing their relationship. This is far more difficult to accomplish through individual counselling.
- And Other disadvantages. Describe the concern/issue as clearly as possible when you first contact the counselor.



Task What is initial interview procedure?

### Self Assessment

#### 4. Fill in the blanks

- The ..... is best counselling technique for the treatment of emotional disturbance which are serious in nature.
- The Approach to the study of young children is ..... in which children are supposed to give vent to their unconscious desires.
- is useful for identified problems such as those originating in family of origin for grief and loss.
- After each interview the Counsellor should make some ..... in order to keep a running record of what has transpired through the series of interviews.

### Summary

- The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.

- Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema.
- Following situations are more serious, requiring individual counselling by skilled counselor.
- An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience.
- The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment.
- **Home experiences:** It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children.
- During his elementary-school years, the child usually can be helped to meet his problems of adjusting to group situations through the efforts of an alert and guidance-minded teacher.
- A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group.
- Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations were actors remark of self-doubt or anxiety by attempting to "close down" the display of emotion.
- There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist.
- The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem.
- **(A) Clinical Procedures:** The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.
  - **Method of Approach:** Clinical procedures involve the following activities:
    - (i) Recognizing the presence of an apparently serious adjustment difficulty,
    - (ii) Gathering extensive data on the client and recording them in the form of a case history,
    - (iii) Interpreting and evaluating the data in relation to observed symptoms,
    - (iv) Recommending appropriate treatment,
    - (v) Applying therapies, and
    - (vi) Following up the case for the purpose of determining the kind and extent of adjustment effected.

Notes

- **Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular co-ordination, mental capacity, learning achievement, and personal qualities.
- **Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.
- **Personal Qualities of the Interviewer:** The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.
- The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or 'kidding' approach that is supposed to set the counsellee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that his thoughts and feelings can be expressed freely, without fear of recrimination.
- **Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.
- **Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place.
- **Developing opening structure :** The student needs to know who The counselor is, what he is able to do, and what he expects of the student.
- **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling.
- **Advantages of Individual Counseling**
- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- People often do not understand that relationships, including couples relationships, go through stages, and when the 'honeymoon stage' passes, they often may feel that their relationship is not salvageable.

### Keywords

**Individual**

: Connected with one person

**elling**

: Professional advice about a person

**Psychiatrist**

: A doctor who studies and treats mental illnesses

### Review Questions

9. What is individual Counseling? Explain.
10. How do home and School experiences affect the individual?

11. What is the nature of counseling problems?
12. Explain different clinical procedures

Notes

### Answers: Self Assessment

- |    |                   |                   |                             |
|----|-------------------|-------------------|-----------------------------|
| 7. | (i) T             | (ii) T            | (iii) F                     |
| 2. | (i)               | (ii) play therapy | (iii) individual counseling |
|    | Clinical approach |                   |                             |
|    | (iv) brief notes  |                   |                             |

### Further Readings



*Books*

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
8. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
9. Guidance & Counseling: Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates.

## Unit 20: Launching school guidance programme

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### Objectives

After reading this unit students will be able to:

- Discuss the concept of individual counseling.
- Discuss the need of individual counseling.
- Explain the nature of individual counseling problems.
- Discuss formal individual counseling.
- Explain the advantages and disadvantages of individual counseling.

### Introduction

*Individual counselling* focuses on such issues as depression (including postpartum depression), anxiety, panic disorders, family-of-origin issues, communication issues that prevent effective relationships, stress management, substance abuse, recovery, loss, meaning-of-life issues, forgiveness issues, grieving, emotional issues, sexual assault, abuse, effects of family violence, transitional issues, anger management, coping, and more.

Individual Counseling is the component of guidance aimed at helping an individual to plan, to do or to adjust according to his particular needs. All guidance activities aim at human welfare and for this close relationship between the counselor and counselee is a must. In other words, guidance or counselling refers to help given to an individual towards a better adjustment in the development of attitudes and behaviour in all areas of life.

### Concept of Individual Counseling

The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.



Man could become an automation. He could be made to behave in a preconceived way—as did many persons under the Hitler regime. But the potential for good is also there, not because someone can pre-conceive that good but because certain conditions can make men capable of exercising choice and assuming responsibility.

Rogers values man in a process of becoming—of achieving worth and dignity through the development of potentialities, of becoming so self-actualized that he reacts creatively to new and changing challenges. The counselor accepting these values, deals with the counselee as a unique individual and engages in a genuine relationship of caring. He accepts the individual in his various moods and is so emphatic that these see the world through the counselee's eyes.

Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema. To these latter counseling may be a matter of giving information or instruction. Much vocational counseling falls into this category.

Super has taken cognizance of the many concepts of counseling and suggests the possibility of the emergence of a field of applied individual psychology or consulting psychology. In this Super envisions the practitioners consulting with people in a variety of situations as they deal with a variety of adjustment problems.

Counseling is perceived as a form of teaching; but, let it be clear that teaching is not synonymous with counseling. It is a developmental process. Presumably in counseling, as is the case with a sportsman's guide and the hunter, the counselor knows more about the goals and conditions than does the counselee. This does not mean that he knows more about the person being guided than does the person himself.

Therefore the counselor must not be too sure of the next step. He must be willing to change his hypotheses and how to interrupt, when to intervene, and in what ways to influence as the counseling sessions progress and provide better mutual understanding. The counselor, like the master teacher, is involved not just in a teaching situation but in a teaching-learning process. The counselor must be aware of the assumptions he is making in each situation at every moment. One must be able to confront danger if he is to counsel.

Counseling deals with a variety of problems, a variety of techniques, a variety of degrees of difficulty, and has a variety of outcomes—including both failure and success.

## Need of Individual Counseling

Following situations are more serious, requiring individual counseling by skilled counselor.

An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience. Very few problems are confined to one area. An individual's attitude towards situations requiring decisions and his ability to meet them usually are the result of many factors.

The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment. Similarly, a boy or girl or a man or woman who has developed an objective, relatively unbiased attitude toward himself in his relation to others probably will be able to exercise self-control.

Home and school guidance, however, has not yet been successful in developing these desirable qualities in all individuals. Even those who believe they possess a fair amount of emotional stability sometimes come to grips with that proverbial "last straw."

The purpose to be served by counseling is directly related to the age, interests, and experiences of the counselee. Moreover, one of the responsibilities of the counselor in individual counseling

**Notes**

situations to help the individual discover the fundamental causes of his problem. The difficulty may stem from his experiences in the home or the school, on the job, or in his social relationships or recreational activities.

### **Home Experiences**

It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children and elicit consequent punishment from a work-weary mother when his misdeeds are reported to her. These are but a few of the many problems situations that are likely to arise in the home even when the father and mother try to be good parents.

The effect on a child or a young adolescent of real or fancied home difficulties may be such that it necessitates individually-received assistance from a counselor. In some instance, the situation lends itself to help that can be given by a member of the school guidance staff. If inner resentments and conflicts become too serious, the situation may require clinical or psychiatric attention.

During later adolescence and adulthood, matters dealing with plans for establishing a home of one's own become extremely important. Choosing a mate, marrying, selecting and furnishing a home, budgeting the home finances, and rearing children give rise to questions that may cause the young person considerable concern. The older adult also needs help toward the solution of problems of marital adjustment and parent-child relationships.

### **School Experiences**

During his elementary-school years, the child usually can be helped to meet his problems of adjustment in group situations through the efforts of an alert and guidance-minded teacher.

It usually is best not to place too much emphasis on the personal difficulties of the child by subjecting him to individual counselling situations that will seem to set him apart from his school mates.

A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group. Such situations need individual attention.

Secondary-school pupils and college students may require individually received help in planning their courses or in adjusting to them. An individual may have academic difficulties or his attendance record may be unsatisfactory. Personality differences between a student and an instructor often caused difficulties. Ineffective study habits or too little time for or lack of interest in home study will interfere with school success.

The questions often asked by young people about their school experiences indicate their concern over matters that may must be able to relate easily with the student, assist him in establishing objectives and goals, and employ any ethical means that will assist the student to change or learn behaviours necessary to cope with his environment and work toward the objectives they mutually have established.

Third, an appropriate environment is necessary. Depending upon the nature of the interview, this environment must provide assurance of confidentiality, a mood of contemplation, and/or adequate information resources.

Finally, as the term is used in school settings, counselling must provide a relationship that allows for meeting both immediate and long-term needs. The counselor must be available at moments when the student needs him for specific assistance.

Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations we react to remarks of self-doubt or anxiety by attempting to "close down" the display of emotion. We may interject mirth, change topics, give words of comfort, or suggest that things really couldn't be as they seemed.

Counselors do quite the opposite. Rather than "close down" the student, the counselor will focus upon the central concern of the student and help him to *open up*. When a test-anxious student suggests that he will fail, the conversationalist reassures, "I can't imagine you failing. You've always done so well." The counselor, however, probes, "You're certain you'll fail. Why?"

The counselor must be mindful of limits in time and his ability to assist the student. Assisting the student to *open up* carries with it the obligation, on the part of the counselor, to have the time and skill to follow through and terminate the interview successfully.

During the course of practice, counselors find themselves operating at various points along our dimensions. The nature of the relationship of the student's awareness may determine, in part, the counselor's behaviour. However, the counselor's basic philosophy concerning human development and the translation of this philosophy into a theoretical approach to counselling also influences his behaviour.

### Self Assessment

22. State whether the following statements are 'true' or 'false'.

- (i) Individual Counseling's major purpose is the changing of one's view of himself, others and the physical milieu.
- (ii) Secondary school pupils and college students may require individually received help in planning their courses and jobs in adjusting them.
- (iii) There is no need of counsellor in individual counselling.

### Nature of Individual Counseling Problems

There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist. They have been told that there is a danger of doing the person harm, although the specific danger and harm have not been delineated.

The term carries no implication of the seriousness of the problem. It would seem, therefore, that Arbuckle's emphasis on psychotherapy as a semantic problem is justified. It is the belief of the author that when one undertakes to guide people in their educational and vocational careers and choices, he is influencing and intervening in behavioural, attitudinal, and social aspects of the counselee's life and personality quite as much as if the counselling were quite frankly being called psychotherapy.

The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem. It is a simple matter to demonstrate that very frequently a specific problem of vocational choice is an excuse the counselee uses to deal with a general problem of dislike of parents, distrust of teachers, and fear of one's peers.

It must also be admitted that a version to psychotherapy on the part of the counselor is an indication that he lacks the skill and knowledge that will give him sufficient self-assurance to function in a situation lacking the comfort of discernable structure. The final fact is that making a vocational choice often does call for an examination and evaluation of personal problems.

## Notes

Differentiating psychotherapy from school counselling is more easily done on paper or in an academic discussion than it is in an active counsellor-counselee relationship. Knowing when to refer is not the province of an outsider. The counsellor must know his own strengths—and weaknesses. Experience in work with clinic teams and with psychiatric consultants will improve the comfort of making the difficult decisions but the difficult decisions will still persist.

We have previously stated that the counselor's skills define his role. Those who are inadequately prepared must necessarily seek comfort in those conceptualizations which limit the range of their counselling activities. Those who are well prepared in theory and laboratory experience find it difficult to limit their work to an information-giving role similar to that of a classroom teacher. Their perception of the bearing which the counselee's attitudes, prior conditionings, and personal self-defeating behaviours have on all decision-making makes it difficult to avoid their assumption of psychotherapeutic roles.

## Formal Individual Counseling

### Clinical Procedures

The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.

#### *Method of Approach*

Clinical procedures involve the following activities:

- (1) Recognizing the presence of an apparently serious adjustment difficulty,
- (2) Gathering extensive data on the client and recording them in the form of a case history,
- (3) Interpreting and evaluating the data in relation to observed symptoms,
- (4) Recommending appropriate treatment,
- (5) Applying therapies, and
- (6) Following up the case for the purpose of determining the kind and extent of adjustment effected.

The client is referred to the psychiatrist or the clinic when it is believed by the person or institution making the referral that his maladjustment is such as to require expert care. It is usually the responsibility then of a social worker to accumulate relevant data on the immediate situation and background history.

The reliability of the materials included in the case history depends, honesty of the reports on the part of parents, teachers or other persons who are interviewed concerning the client; the validity of the tests that have been administered to the client; the degree of co-operation by the client, and the objectivity of the social worker who is constructing the case history.

If the study is being made by a clinical staff, the psychiatrist, pediatrician or physician, psychologist, and social worker hold staff meetings at which the findings are discussed. Expert interpretation and evaluation of available data is extremely important. Usually it is found necessary to supplement data resulting from the administration of tests, scales, and inventories with the utilization of evaluating techniques peculiarly suited to clinical purposes.

**Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular coordination, mental capacity, learning achievement, and personal qualities. One of the most valuable techniques of evaluation for clinical purposes is the *projective method* mentioned earlier, through the utilization of which one may gain insight into the individual's unconscious or fantasy life. The Rorschach method of ink-blot interpretation and thematic apperception tests are widely used by clinicians. Another approach to the study of young children

is that of *play therapy*, in which children are supposed to give vent to their unconscious desires, animosities, and conflicts as they play with “doll families” and other toys. In their behaviour with these objects they express their attitude toward the adult or situation which appears to be the cause of their difficulties.

**Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.

A ‘case’ should not be closed when the individual has been led to gain insight into his difficulties, as a result of which he starts on an improved course of action. He needs help during his adjusting process, and he should continue to have the services of the clinical staff and any others who have participated in the remedial procedures until his adjustment is satisfactory to himself and his counselors. Unfortunately, clinical treatment often ceases too soon, leaving an individual who is still mentally half-sick to continue unaided in his struggle toward complete adjustment.

## Interview Procedures

### *Personal Qualities of the Interviewer*

The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.

It is important that the interviewer possess those desirable personality qualities stressed in this book as requisite for dealing with people in any guidance situation. No matter what the purpose of the interview may be, the teacher, the school counselor, the employer, or the staff member of a guidance clinic should give evidence of being an understanding and personally well-adjusted human being. In adjustment interviews, especially, possessing these qualities is imperative.

According to practically all state requirements for school counselor certification some teaching experience is needed. The reason for this is easily understood. Before a person can undertake the responsibility of counselling an individual pupil wisely, he needs the experience of working with individuals in classroom groups.

The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or a ‘kidding’ approach that is supposed to set the counselee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that thoughts and feelings can be expressed freely, without fear of recrimination.

At the same time, the individual must respect the counselor's judgment and be secure in the knowledge that whatever his problem may be, its serious import to him will be recognized by the counselor and will receive thoughtful consideration as the two work together toward a satisfactory solution of it.

For a counselling situation to be effective, good rapport between the participants is necessary. This relationship can be achieved as the counselor helps to relieve counselee tensions by a friendly smile or a casual comment in a lighter vein. The display on the part of a counselor of a kind of “hail-fellow-well-met” attitude is likely to repel rather than to win the confidence of the individual seeking help.

**Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.

Although the counselor follows the student's progress and may have several brief chats in the corridor or at a athletic event, their next meeting

starts the process all over again. Quite likely, the objectives established for the first interview or interviews will bear no relationship to those established at a later date. The school counselor, therefore, must be particularly skilled at initial interviewing. Basic procedures are presented and commented upon.

## Notes

- 1. Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place. The counselor may need to review background data concerning the student or read notes made after the last meetings. He may know of some materials or information sources that he could have readily available. The student, if he is aware of the purposes of counselling, should consider, how he can best use the time available. As described earlier in the chapter, the counselor uses his skill in communication to draw upon what the student wants, what he is attempting to say, and what he considers of current primary importance.
23. **Developing opening structure:** The student needs to know who the counselor is, what he is able to do, and what he expects of the student. This should be done briefly and simply. Experienced counselors know how to communicate quickly and effectively.
24. **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling. These stem from his professional value system and the way he conceptualizes human development. They are manifested in the ways that he can effectively behave and communicate with students.



*Did u know?* During the opening minutes of the interview, the counselor and student need to establish objectives or goals toward which they can work in the time available. The objectives are not of a fixed nature and may be revised as the interview develops.

A objective must be attainable and realistic in order to be a goal worth pursuing. The student who suggests, "I'd just like to be everyone," will need assistance from the counselor in making the objective realistic. "I wish I had two friends who cared" would be a goal toward which they might work. Counseling without process objectives on the part of the counselor and student objectives in terms that are meaningful to him is a futile endeavour.

25. **Building the relationship:** As the interview progresses, the counselor must continue to build upon the relationship that has been established. His honesty, expression of interest, humanness, and perceptiveness will allow the student to realize that the counselor is fully committed to assisting him. At times, however, the novice counselor needs to remember to let a little of himself out. A warm smile, a touch on the hand, an odour of understanding, any act of caring that is shown will help the student to invest a little more of himself and be more honest in his communication.
26. **Helping the student to talk :** The counselor may perceive that the student is reluctant to discuss some concerns or some aspects of concerns even though a sound, trusting relationship has been developed. When this occurs, the counselor may need to give particular assistance to get communication going.
- The threatening nature of the concern probably prohibits approaching it frontally. The counselor must therefore rely upon spontaneity and sensitivity in (a) assisting the student to express his feelings, (b) understanding why the student is experiencing difficulty, and (c) helping the student to recognise feelings of which he is unaware or has difficulty accepting. The counselor's own relaxed and reassuring manner will convey more than the words he uses.
27. **Terminating the interview:** The counselor must use his skill in developing closing, as well as opening, structure. He initiates this phase of the interview by pausing longer between responses, focusing more upon cognitive than affective aspects of the student's concern, and not encouraging further exploration of subtleties or tension-producing areas. His sensitivity assists him in determining when the focus might be changed to the summary and plans for subsequent meetings.



This may be initiated by his suggestion that “our time is all but up.” The counselor asks the student to summarize those aspects of the interview that were most meaningful and assists him, as necessary, in reviewing the objective and whether or not it was achieved. Plans for the future must then be made.

Will there be another interview? When? Where? Or should there be a referral? Should tests be taken? Information sources tapped? When counselor and student have reached an understanding concerning how they might handle matters such as these, the counselor stands up (an excellent way to prevent a re-opening of concerns) and sees the client to the outer office.

28. **Planning the follow-up** : After each interview the counselor should make some brief notes as a check upon his own faulty memory and in order to keep a running record of what has transpired through the series of interviews.

These can be reviewed briefly before the next formal contact with the student. Even though no immediate contact is planned with the student, a note can be made to see the student briefly, after a week or a month to learn whether the established objectives have been reached and whether the counselor can be of future assistance.

This informal, individual follow-up can be structured to give the counselor some evidence of whether or not he was effective. A more comprehensive, mass follow-up is conducted separately as a guidance service to study groups such as all seniors, all recent graduates, or all students now in technical schools.



#### Notes

Regardless of the approach utilized in a particular counselling interview, there are certain general considerations to which attention should be directed. The interviewer should try to put himself in the other person's place and listen to what he has to say without bias or prejudice. Suggestions made or questions asked by the counselor should be given in a friendly manner aimed at setting the counsellee at ease and winning his confidence.

Without seeming to hurry the interview, the interviewer should keep the conversation focused on the problem at hand, avoiding consideration of extraneous matters. Finally the counsellee should leave the interview with the feeling that he has been helped by his counselor and that he can return for further counselling.

A question often asked is whether or not the interviewer should take notes during the interview. For the purpose of evaluating the interview or in preparation for an ensuing interview, on-the-spot notes are better than attempts at recall after the interview. However, an emotionally disturbed individual may react unfavorably to seeing the counselor jot down what is being said. The counselor can make it a practice to allow the interviewee to see what he writes and to explain its purpose.

Usually this procedure encourages co-operation on the part of the counsellee. A code may be used for any point which should not come to the individual's attention. Recording an interview has value either if the counsellee is unaware that it is being done or if he knows about it and approves. Otherwise, the presence of the recording equipment may inhibit free expression on the part of the counsellee.

The success of an interview depends on whether or not the counsellee (1) believes that he has been helped, (2) is willing to return for another interview, and (3) exhibits an improved ability to meet and solve similar problems in the future. Whether the interviewer plays a relatively active or passive role, he can benefit from practicing the following “Do’s” and “Don’t’s” that are included in a handbook for the teachers, counselors, and principals of the Canton, Ohio, Public Schools.

## Advantages of Individual Counseling

- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session together in order to gather information that can better facilitate future work.

Notes

- Even when addiction or anger counselling will follow, most family counselors will want to see each partner (and sometimes each family member) for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- The individual can learn how one person making changes can help to create changes in the couple or family system.
- When partners or other family members refuse to attend counselling the individual will be able to learn some useful skills for relating those absent members.
- When the individual is currently having or has engaged in non-disclosed infidelity, it is useful to spend some individual time with the counselor before couples relationship counselling.
- And other advantages. Describe the concern/issue as clearly as possible when you first contact the counselor.

### Disadvantages of Individual Counseling

- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- Working with a professional counselor can help couples re-discover the reasons they wanted to be with their partner, realize the strengths that still exist, and decide to work on repairing their relationship. This is far more difficult to accomplish through individual counselling.
- And Other disadvantages. Describe the concern/issue as clearly as possible when you first contact the counselor.



Task What is initial interview procedure?

### Self Assessment

#### 5. Fill in the blanks

- The ..... is best counselling technique for the treatment of emotional disturbance which are serious in nature.
- The Approach to the study of young children is ..... in which children are supposed to give vent to their unconscious desires.
- is useful for identified problems such as those originating in family of origin for grief and loss.
- After each interview the Counsellor should make some ..... in order to keep a running record of what has transpired through the series of interviews.

### Summary

- The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.



- Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema.
- Following situations are more serious, requiring individual counselling by skilled counselor.
- An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience.
- The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment.
- **Home experiences:** It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children.
- During his elementary-school years, the child usually can be helped to meet his problems of adjusting to group situations through the efforts of an alert and guidance-minded teacher.
- A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group.
- Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations were actors remark of self-doubt or anxiety by attempting to "close down" the display of emotion.
- There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist.
- The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem.
- **(A) Clinical Procedures:** The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.
  - **Method of Approach:** Clinical procedures involve the following activities:
    - (i) Recognizing the presence of an apparently serious adjustment difficulty,
    - (ii) Gathering extensive data on the client and recording them in the form of a case history,
    - (iii) Interpreting and evaluating the data in relation to observed symptoms,
    - (iv) Recommending appropriate treatment,
    - (v) Applying therapies, and
    - (vi) Following up the case for the purpose of determining the kind and extent of adjustment effected.

Notes

- **Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular co-ordination, mental capacity, learning achievement, and personal qualities.
- **Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.
- **Personal Qualities of the Interviewer:** The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.
- The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or 'kidding' approach that is supposed to set the counsellee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that his thoughts and feelings can be expressed freely, without fear of recrimination.
- **Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.
- **Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place.
- **Developing opening structure :** The student needs to know who The counselor is, what he is able to do, and what he expects of the student.
- **Establishing the objectives:** As a product of his training and experience, the counselor will be aware of objectives he can set for himself in counselling.
- **Advantages of Individual Counseling**
- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- People often do not understand that relationships, including couples relationships, go through stages, and when the 'honeymoon stage' passes, they often may feel that their relationship is not salvageable.

### Keywords

**Individual**

: Connected with one person

**elling**

: Professional advice about a person

**Psychiatrist**

: A doctor who studies and treats mental illnesses

### Review Questions

13. What is individual Counseling? Explain.
14. How do home and School experiences affect the individual?

15. What is the nature of counseling problems?  
16. Explain different clinical procedures

Notes

### Answers: Self Assessment

- |     |                   |                   |                             |
|-----|-------------------|-------------------|-----------------------------|
| 10. | (i) T             | (ii) T            | (iii) F                     |
| 2.  | (i)               | (ii) play therapy | (iii) individual counseling |
|     | Clinical approach |                   |                             |
|     | (iv) brief notes  |                   |                             |

### Further Readings



*Books*

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
11. Guidance & Counseling: B. G. Barki, B. Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
12. Guidance & Counseling: Suzanne E. Wade, Pam Schuchtz, Lawrence Erlbaum Associates.