

# Guidance and Counselling

## GDC KULGAM

### UNIT-I

#### **Q: - Define Guidance?**

**Ans:-** Guidance is a process by which individuals are assisted in the making of their life and carrier to better adopt to the environment and enjoy temporary world life. It is a process by which Individual solves his problems by his own efforts. The guide or counsellor only shows him the way how to solve the problems.

In the school environment, guidance is a process of helping the students to know their potentialities and weaknesses, to know their tendencies and to achieve the best in the environment form the available potentialities by their non-efforts.

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

**Chisholm**

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

**A. J. Jones**

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

**Dunsmoor & Miller**

#### **Q:- Characteristics of Guidance?**

**Ans:-** Guidance is continuous process it is the process by which individual is helped to choose the best alternatives available in accordance with his potentialities and interests. It is the process by which individual can solve educational, vocational and personal problems. It provides relevant information to the individual to choose a better carrier. Following are some of the characteristics of Guidance and counseling.

- i) Guidance helps the people to avoid wastage of time, money, energy.
- ii) Guidance is both formal as well as informal.
- iii) Guidance is a purposive process in making choices for his adjustment and solving problems. iv) It stimulates and helps the students to setup worthwhile. It is the process of development.
- v) Guidance and teaching are inseparable to one another.
- vi) It removes the psychological problems of the people in the best possible manner.
- vii) It motivates the individual to contribute most to the society by their works.
- viii) It is both generalized and specialized services. ix) Guidance is not giving advice. x) Guidance is not direction. xi) It is not making decisions for others.

**Q: what are the various Purposes, aims & objectives of guidance and counselling?**

Ans:- Following are the various aims and objectives of guidance and counselling:

- 1 To develop competency to solve the problems related to individual adjustment and social process.
- 2 To assist the individual to adjust adequately with the environment.
- 3 To provide the awareness of his potentialities and abilities.
- 4 To help him for developing potentialities and abilities
- 5 To organize the follow up programmes for the job placement and evaluation of its effectiveness.
- 6 To assist the students to make educational and vocational choice in order to build up a better career.
- 7 To help the students to make the best possible adjustment in the school and society.
- 8 To develop the personality of the child according to his inborn tendencies traits and capacities.
- 9 To help the students to cope with their emotional problems by reducing their anxiety and by making them realistic to the situation.
- 10 To provide all necessary information to the people to choose a better career and get success in no time.
- 11 To help all the individuals to gain the most with least available resources.

**Q: - What is the need and importance of guidance and counselling?**

**Ans:-** The basic purpose of guidance and counselling is to strengthen the individual by optimum development of his personality . Potentialities of the individuals are developed to the maximum through these services .these services are needed by the individuals because of the following reasons.

1. Human beings is the most dependent being of all the existing living beings on earth. From birth to death, he needs guidance and counselling at every moment. If such guidance is not made available to him, he will be corrupted by the ill effects of the society.
2. Guidance and counselling is needed for making the proper adjustment in the school and in the society.
3. Guidance and counselling is needed to remove the barriers of learning at every time .Guidance and counselling strengthen the process of education on social as well as psychological grounds.
4. Guidance and counselling services help the people to be considerate in their attitude and approaches.
5. Guidance and counselling helps an individual by providing immediate information's a various types at every step of life such information can be supplied to him by professional workers in the field.
6. Adolescents needs Guidance and counselling at every movement due to their unique psychological and social problems. Such guidance can be provided to them by experts in the field.
7. Guidance and counseling is necessary for helping the students in the total development.
8. It help in making proper choice at various stages of their educational career.
9. It helps in minimizing the mismatch between education and unemployment.
10. It helps in identify and motivating the students from weaker sections of society.
11. Guidance and counseling is fruitful to making the idea of inclusive education successful.

**Q:- Explain the various principles of Guidance and counseling?**

Ans:- Following principles will help the persons involved in such programme to run them efficiently and effectively:

- **Guidance and counseling is universal** i.e. everyone needs Guidance and counseling at every stage of life.
- **Principle of continuity** i.e. Guidance and counseling is needed from birth to death.
- **Principle of individualism** i.e. every individual proceeds according to his own rate.
- **Principle of flexibility in methods and procedure** i.e. methods and principles should be flexible to meet the needs of every individual.
- **Principle of corporation** i.e. Guidance and counseling needs corporation from different agencies for its success.
- **Principle of self-pacing** i.e. every individual is free to decide, to determine and to move towards the right direction according to his own pace.
- **Principle of voluntarily service** i.e. the process of guidance and counselling should be available to those who are interested and problematic.
- **Principle of complexity of problem** i.e. to provide Guidance and counseling after identifying analyzing and discussing, interpreting the problem.

## **The Guidance of Movement in India**

Guidance as an organized professional activity is more than four decades in our country. Calcutta University enjoys the privilege to begin the first Indian University to introduce guidance as a section of its Department of Applied Psychology in 1938.

The main aim of the section was to conduct research in the field of educational and vocational guidance. Later, the department also started the work on occupational information. Certain occupations were analyzed and major occupations were classified into four categories according to the level of intelligence and the type of abilities required filling these jobs.

Bombay did not lag behind in initiating programme of guidance in 1941, Baltiboi retired accountant working in Calcutta, realized the implication of guidance.

With the help of a psychologist Mr. Mukerjee from Calcutta University. Baltiboi set up the Baltio Vocational Guidance Bureau in Bombay with the sole purpose of providing guidance services to the community.

Guidance movement received another push forward when Trustees of the Parsi Panchayat funds and Properties in Bombay decided to establish a guidance service Bureau Parsi Panchayat Vocational Guidance bureau-for the Parsi community in Bombay.

This Bureau worked on meagre resources and scanty staff but with the help of devoted workers it was this bureau which organized a career conference for the first time to disseminate occupational information. It was also first institution to organize a course for career masters.

The bureau also started publishing the Kournal of Educational and Vocational Guidance which provided the guidance workers with a professional organ of communication and inter charge of ideas and information regarding research and practice in the field. Another step forward was taken by the Government of Uttar Pradesh, when it gave official recognition of the movement by setting up a bureau of Psychology at Allahabad in 1947.

## UNIT 2<sup>ND</sup>

### FOUNDATIONS OF GUIDANCE

#### PHILOSOPHICAL BASES OF GUIDANCE:

Modern education aims at the best development of personality (Physical, Intellectual, Emotional, Social, Morally, Spiritually, Educationally & vocational) of the pupils.  
Guidance

Plays an important role in achieving this aim of education.

Philosophy is the mother of all sciences & education or guidance is no exception to it.

Philosophically, the aim of guidance is self-realization & self-direction. Respect & Dignity for each individual has been enshrined in our constitution under “Fundamental Rights”.

Therefore it is mandatory for the state to provide each individual the freedom of choice

& equal opportunity. This is possible through guidance since all the guidance programs are

Based on the assumption of freedom of choice. Some of the important bases are described as:

- **Inherent Inadequacy:** - Need for guidance & counseling is inherent in the very nature of human life. Every individual is born incomplete & inadequate in himself. No person is self-sufficient at any stage of life. Right from the beginning of his life till the end of life he depends on others for having a happy & peaceful life. Organized guidance & counseling Programme fulfill this need.
- **Potentialities:** Every individual is gifted with certain potentialities, capacities & talents. These potentialities are innate in nature. Different individuals are endowed with different potentialities & these potentialities can be developed with the help of guidance.
- **Excellency:** Excellency is required in the development of talents. Guidance helps the individual in knowing his talents, making the maximum development of the talents & attaining Excellency, satisfaction & happiness.
- **Problems & adjustment:-** Life is full of problems. A person faces many problems in life. Problems of the person can be solved with the help of guidance .Solution of problems helps in making adequate adjustments- educational, vocational, social & psychological.
- **Dignity of the individual:-** Every individual has a source of self-respect. Philosophy believes in the dignity of all human beings. Every individual occupies the dignified position in the cosmic universe. Dignity of the individual is to be respected.
- **Freedom:-** The individual wants freedom. We must provide each individual the freedom to choose an equal opportunity. Freedom includes awareness of the alternative to choose from, which education must provide for, which students learn by operating in a truly democratic atmosphere. All Guidance is postulated upon the freedom of choice. Guidance is based on freedom i.e. freedom of thought, expression, belief, faith, choice & vocation of the movement.

## **SOCIO- CULTURAL FOUNDATIONS OF GUIDANCE:**

The society is fast changing. Traditional mores, modes of living, conventions, costumes, values, norms & ideology are breaking down. Human interrelations are in a state of flux.

Although need of help has always been there but social and economic changes for the past one century and especially past six decades have intensified the need of systematic guidance. The following are the important socio-cultural foundation of guidance:

- **Democratic Socialistic pattern of society:-**

India has opted for a secular & democratic socialistic pattern of society. The success of secularism & democracy depends on reshaping & reconstructing people of the society

- **Land of diversities:-**

India is a land of different castes, communities languages, religions & cultures. The need of the country is to help her citizens to find out 'Unity in diversity' & to develop a sense of national solidarity transcending narrow loyalties.

### **Changes in the world of work :-**

The world of work is also changing at a very fast speed. New and new kinds of jobs are being created. Even traditional jobs are changing their nature. They call for different qualifications & skills. e.g computerization, I.T and management training have changed the requirement of employments in various offices & industrial organization.

- **Complex nature of society:-**

Startling changing have taken place in our entire social, economic, educational & political system. The process of consumption, production, distribution & exchange has become very complex & intricate & we are beset with problems & problems. It has become difficult for an individual to achieve satisfactory results without the help of guidance.

- **Changed family patterns:-**

The socio economic problems of the home, the philosophy of parents, the attitudes and fears of parents about children, parental desires and ambition, parental treatments given to children, parental emotional and social maturity all have a strong bearing on the development of young high school pupils. Their problems grow from these components of home. On the other hand philosophy

of parental life is also changing. The changes in the parental attitudes & philosophy are seen in the form of lack of supervision & control of their wards. The home influences the emotional developments of students in many ways.

- **Changes in social conditions:-**

Government policies increasing the cost of living, increasing un-employment etc. Guidance is required to help them to face these problems and challenges squarely without expressing stress & strain.

## **PSYCHOLOGICAL FOUNDATIONS OF GUIDANCE**

The following are the important psychological foundations of guidance:-

- **Individual difference:-**

No two individuals are alike they differ in physical, intellectual, emotional & social characteristics. It means that they differ in physical strength, endurance, sensory capacities, intelligence, interests, aspirations, habits, philosophy of life and other traits of personality. Everybody cannot do everything with equal efficiency. To provide for maximum development of individual, guidance is essentially required for all and particularly for exceptional children.

- **Variations within the Individual:-**

Variations within the individual are significant. Not only is each individual different from other individuals, he is variable in many characteristics within himself. He may have higher degree of intellectual maturity & still be immature socially, morally and in certain intellectual traits. Moreover individuals vary from day to day. The responsibility rests upon the teacher who has daily and hourly contact with him. Because of variations within the individual, organized guidance Programme is essential.

- **Complexity of Individual:-**

Personality of the individual is complex. The complexity of the individual as well as that of educational courses, activities & jobs makes it imperative that there should be some reliable and well organized service which guides the individual and helps him in knowing which course, job or activity is most suitable to him.

- **Psychological Problems:-**

Psychology has revealed that failures, disappointments, blocks, barriers and problems in life generate frustrations, conflict, tensions, stresses, strains which result into maladjustments & several kinds of behavioral problems. It is

essential to provide guidance to youth & save them from stresses & strains of a developing society.

• **Psychological needs:-**

A person is not a merely biological organism with physical needs of food, clothing & shelter but he is also a social & psychological being, having social and psychological needs. If these needs are not satisfied he becomes the victim of conflicts, frustrations & maladjustments. Important psychological needs are:- □  
Need independence & self-esteem.

- Need of belongingness & love.
- Need for information.
- Need for association with opposite sex.
- Need for self-support.
- Need for Success.
- Need for self-actualization.

## **IMPORTANCE OF PSYCHOLOGICAL TESTS:**

### **INTRODUCTION:**

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

Personality tests are administered for a wide variety of reasons, from diagnosing psychopathology (e.g. personality disorder, depressive disorder) to screening job candidates. They may be used in an educational setting to determine personality strengths and weaknesses. Thus a counselor or teacher needs psychological tests.

1. To determine the individual pupil's achievement level and progress.
2. To obtain data for diagnostic purposes in case of deviant behavior and maladjustment.
3. To study self-concept, attitudes and personality traits.

4. To identify under - achievers and over - achievers so as improve instructional strategies.

### **GENERAL IMPORTANCE OF PSYCHOLOGICAL TESTS ( PERSONALITY AND INTELLIGENCE TESTS) INCLUDING**

- There are many advantages of psychological tests, which are standardized. They are practical and easy to administer. Comparing results among a large group of students is easier. Disadvantages also exist, including the fact that standardized test items do not assess higherlevel thinking skills and test scores are impacted by non-academic factors such as stress and fatigue.
- Psychological testing allows educators to compare scores to students within the same school and across schools. This information provides data on not only the individual student's abilities but also on the school as a whole. Areas of school-wide weaknesses and strengths are more easily identifiable.
- Psychological testing provides a longitudinal report of student progress. Over time, educators are able to see a trend of growth or decline and rapidly respond to the student's educational needs.
- Standardized testing results are quantifiable. By quantifying students' achievements, educators can gauge proficiency levels and identify students in need of remediation or advancement.
- Standardized tests are scored using computer, which frees up time for the educator.
- Since scoring is completed by computer, it is objective and not subject to educator bias or emotions.
- Standardized testing allows educators to compare scores to students within the same school and across schools. This information provides data on not only the individual student's abilities but also on the school as a whole. Areas of school-wide weaknesses and strengths are more easily identifiable.
- Standardized testing provides a longitudinal report of student progress. Over time, educators are able to see a trend of growth or decline and rapidly respond to the student's educational needs.

- Since test results are usually expressed in percentiles or standard scores, they are interpreted in the same way by all users. Thus they have the same meaning and significance for all.
- Counselor may make use of test results for predicting future performance. Tests can provide an improved basis for prediction regarding the likelihood of success in those activities in which prospective performance can be measured.
- Guidance workers may use tests to help students to plan their educational and vocational future.
- Psychological tests can be used to diagnose problems of students. For instance, problems of learning disabilities, attention disorders, academic deficiency, social maladjustment, growth and development stages may be identified and remedial measures can be charted out.
- Finally Counselors can use tests to help them evaluate the outcomes of their guidance programmes and counseling.

## SPECIFIC IMPORTANCE OF INTELLIGENCE AND PERSONALITY TESTS

### Intelligence Tests:

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

### IMPORTANCE:

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

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

### **Personality Test:**

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

I. Structured self-reporting inventory II.

Problem checklists

III. General adjustment inventory

IV. Auto biography

V. Sociometric peer perception

VI. Cumulative records

VII. Projective tests

### **IMPORTANCE:**

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

### **Limitations**

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

## **Unit-III**

### **Guidance Services:**

The Guidance services promote the holistic development of the pupils by providing on going prevention and intervention services and offering personal curricular and carrier guidance. It is the group of services provided to the individuals to assist them in securing knowledge and skills needed in making plans and devices, and in interpreting life.

## **Information Service**

This is a service which can be provided by the integrated effort of the teacher, counselor and a carrier teacher. The main objective of the service is to provide the students information about the educational opportunities in various levels, related training programmes connected 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 area. Further the student is also exposed to the world of work, nature and pattern of work and the skills required for performing the work.

## **Educational Guidance**

Educational Guidance is that type of guidance which deals with those problems of the student which are related in anyway with the educational progress and learning experience. Educational Guidance offers methods of diagnosing the abilities, background and needs of an individual students.

## **Definitions of Educational Guidance**

- i) **Rath-Strang**: Educational Guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it.
- ii) **Brewar**: Educational Guidance may be defined as a conscious effort to assist in the intellectual growth of an individual. Anything that has to do with the instruction or with learning may come under the term Educational Guidance.

## **Characteristics of Educational Guidance**

- i) It is an assistance given to pupils in their adjustment.
- ii) It centres in the intelligent management of effective learning situations.
- iii) Its adjustment is in relation to school courses curriculum and school life.
- iv) It is an aid to an individual in making progress.

## **Objectives of Educational Guidance**

- i) To enable the pupils for selecting appropriate study subjects according to their abilities and interests.
- ii) Assisting them for self-study.
- iii) To provide the necessary awareness about the national and state competitive examinations.
- iv) TO give the knowledge about the educational opportunities.

- v) To help the pupil to adjust in new situations, courses and curriculum.
- vi) To prevent the pupil on the problems of wastage and stagnation in education.
- vii) To stimulate the pupils to setup worthwhile. viii) To enable the teacher for organizing effective teaching in the class room.

## **Vocational Guidance**

Vocational Guidance is that type of guidance in which students are assisted to choose a better carrier and to solve their vocational problems. In this type of guidance students are tested first from different angles and then they are suggested to opt a carrier on the basis of their potentialities and abilities.

## **Characteristics of Vocational Guidance**

- i) It is an assistance given for choosing and occupation, preparing, entering in it and progressing in it. ii) It is an effort to conserve the priceless native capacities of youth training provided in school. iii) It is an investment and use native capacities to bring satisfaction and success to himself.
- iv) It is for the benefit to society and bringing excellence in the occupation.

## **Objective of Vocational Guidance**

- i) To assist the pupils for choosing in occupation according to their potentialities and interests.
- ii) To provide the awareness about the different occupations and institutions where the facility of training are available.
- iii) To utilize the native capacities for greatest satisfaction and success to himself.
- iv) To give the information about the working conditions and future prospectus of different occupations.
- v) To provide the understanding of job analysis for physical social, mental, emotional and intellectual requirements of different occupations.
- vi) To conserve the natural capacities of the youth for his satisfaction and benefit to society.

- vii) To develop and educate picture of himself and his role in the world of work.
- viii) To bring the excellence and the job performance by accepting and occupation as a vocation for himself.

## **Personal Guidance**

Personal guidance that type of guidance which deals with the problems of self i.e. the problems which occurs within the individual. These problems are related to the personalities and behaviour and unless they are not solved, adjustment of the individual of the society will not be possible. Personal Guidance may be defined as helping students with psychological difficulties, conflicts, problems of daily life, behaviour and adjustment problems etc.

## **Need and importance of Personal Guidance**

- i) It is required for personal adjustment.
- ii) It is essential for developing individual competency.
- iii) It is needed for avoiding the interpersonal tensions and conflicts.
- iv) It is used for setting up a harmonious environment between family and vocational life of an individual.
- v) It is required for maintaining necessary patience during emergency and normal situation. vi) It provides help in taking decisions with regard to personal matters or personal problems.
- vii) It brings happiness, peace and feeling of satisfaction in the life of an individual.

## **Objectives of Personal Guidance**

- i) TO help an individual in analyzing understanding the personal problems of an individual. ii) To make the sensitive about his environment and the possibilities objectively.
- iii) To assist the individual for solving the problems of his own family, school, vocation and adjustment in the society.
- iv) To enhance the adjustability of an individual.
- v) To understand the personal complexity and cause for seeking solution. vi) TO help in developing good relations with their family members, relatives to have adjustment and performing his role in the better way. vii) To develop understanding an insight into the various life situations that he may bring excellence and adjustment in new situations.

## **Appraisal Service**

An Appraisal Assessment or service is designed to collect, analyze and use a variety of data for the purpose of better understanding of the students. This will assist them to understand themselves. It involves the use and interpretation of psychological and educational standardized tests and measurement. An information service providing facts on which to make informed choices and decisions. This service includes career information management in order to acquire and disseminate useful career and course details.

## **Interview**

An interview is a conversation with purpose. The purposes for which interviews are arranged are introductory, fact finding, evaluative, informative and therapeutic in nature. The interview is a dynamic face to face relationship in which the interviewer tries to evaluate the overt as well as the covert behaviour of the interviewee.

## **Types of Interview**

- i) **Structured Interview**: In the structured interview a definite set of questions is predetermined. The interviewer compels himself to predetermined questions in the interview.
- ii) **Unstructured Interview**: In Unstructured Interview the interviewer is free to give expression of his ideas. The subject to be discussed is not determined in advance. The Unstructured Interview sometimes provides information which on the face of it, may appear to be trivial, but is extremely useful when an interpretation is made.

## **Advantages of Interview**

- i) It is very flexible. It is useful in almost all situations and with people having different backgrounds.
- ii) It has a great therapeutic value.
- iii) Interview is useful for diagnosing the problem and helps in a revealing the cause of the problem easily.
- iv) The face to face contact gives very useful clues about the clients' personality.

## **Limitations of Interview**

- i) An interview is a subjective technique and it lacks objectivity.
- ii) The personal bias makes the interview less reliable and valid.
- iii) The results of the interview are difficult to interpret.

## **Case study**

A case study is defined as a collection of all available information that is social, psychological, biographical, environmental, vocational that promises to help explain a single individual. A case study is a comprehensive collection of information gathered using different tools and techniques of data collection. It is a most important technique of study the whole individual. It is intensive and in-depth study in nature.

## **Advantages of case study**

- i) It provides lot of information about the client.
- ii) The information is collected from different sources i.e, parents school, society, peers and neighbours.
- iii) It provides opportunity to client to reveal his history freely.
- iv) It is inexpensive in nature.

## **Disadvantages**

- i) It can have influence factors within the data.
- ii) It takes longer to analyze the data.
- iii) It can be inefficient process.
- iv) It requires a small sample size to be effective.
- v) It is a labor intensive method of data collection.

## **Cumulative records**

The Cumulative records means of keeping readily available permanent data about the child. The information which obtained periodically through various sources, techniques, tests, interviews, observation, case study and the like, is assembled in a summary form on a Cumulative record card, so that it may be used when the student needs advice for the solution of some educational and vocational problems. The Cumulative record has been defined as, "A method of recording, filling, and using information essential for the guidance of the students". The information available in the cumulative records may be personal, home related information, test scoring on

different intelligence and achievement tests, health records and other miscellaneous activities.

### **Need and importance of Cumulative records**

- i) Cumulative records helps in revealing the individual differences and to provide guidance and counselling according to the availability of the information through Cumulative records.
- ii) The Cumulative records of different students help the teacher in classifying students in accordance with scholastic aptitudes and mental ability.
- iii) The cumulative records of different students of a class help the new teacher in understanding needs of the students.
- iv) They are diagnostic tools to analyze a behaviour problem or an education one.
- v) Cumulative records helps the teachers in writing reports about individual students, and the principal in writing a character certificate most objectively.
- vi) For making case study the cumulative record is very useful to teachers because there is some similarity of items collected.

### **Placement service**

Placement service in guidance helps them to get them posted at the decided upon places. On the part of pupils, it is the work upon phase in the guidance programme. The placement service is meant to help the pupil to carryout what they have thought of being all right for them.

### **Need of Placement Service**

- i) After completing education or leaving the school a pupil may look for a right type of job. ii) Placement service is needed to assist the pupils in their vocational placement.
- iii) A pupil may like to continue vocational training in a vocational institute for getting a good employment in an organization or for self-employment.
- iv) An organized placement service is needed in every school to assist the pupils in their placement in a vocational training institute.
- v) Placement service in schools is needed to assist pupils in their proper educational placement.

### **Areas of placement service**

- i) Placement service is used for educational guidance so as to fit the individual in education according to his abilities and potential.
- ii) Placement service is needed is vocational guidance so that students can fit in different professions which are suited to their interests, abilities, potential and power.
- iii) Placement service is needed for personal guidance so as to keep the individual away from the different behaviour, personal, psychological and emotional problems.

### **Follow-up service**

A guidance worker who does not assess the progress made by his student is like a physician who does not verify whether his patient has recovered or not. Here, it becomes very essential in guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertains to study of occupational aspect but also to other related aspects such as emotional and social adjustment.

### **Purposes of Follow-up services**

- 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.

## UNIT-IV

### **Q: - Meaning of Counselling?**

Ans: - The Counselling is a personal or individual process. It is a face to face relationship between the Counsellor and the person who seeks a special kind of help. The area of counselling is predominantly Psychological i.e. problems related to the self-concept, adjustment, anxiety, hypertension, ego formation and the life. Thus Counselling is related to personality correction to understand the meaning of counselling lets understand the below definitions.

**SHERTZER AND STONE**: “Counseling is an interaction process which facilitates meaningful understanding of self and environment and result in the establishment and or clarification of goals and values for future behaviour”.

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

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

**RUTH-STRONG**: “counselling is a face to face relationship in which growth takes places in the counselor as well as the Counselee.

WEBSTERS DICTIONARY: “Counselling means consultation, mutual interaction of opinion, deliberating together.

**ERICKSON**: “A counselling is a person to person relationship in which one individual with problems and needs terms to another person for assistance.

### **Q:- Characteristics of Counselling?**

Ans:- Following are some characteristics of the Counselling:

- It is highly personal process. It has the close contact of two persons.
- It has very intense conservation between the two persons i.e. Counsellor and Counselee.
- The Counsellor should have full understanding of his task.
- The Counsellor brings change in his feelings and emotions.
- The interview is the basic technique for Counselling process.
- The purpose of counselling is to make counselee cheerful, to gain confidence for social responsibility.
- It releases him from the feeling of inferiority and compulsion.
- Counselling is a tautology.
- Group counselling is an anomaly.
- It deals with the problems of abnormal behaviour and emotional problems. ➤ It helps an individuals to gain self-understanding self-acceptance and selfrealization
- It helps an individual to become happier, more creative and better adjusted.

**Q: - Purposes of Counselling?**

Ans: - Following are the various purposes of counselling:

- 12 The basic purpose of the counselling is to help the students to become more mature and more self-actuated.
- 13 To help the students to become more forward in a positive and constructive way.
- 14 To assist the students to grow towards socialization by utilizing his own resources and potential.
- 15 The purpose of counselling is to make counselee cheerful, to gain confidence for social responsibility.
- 16 To develop competency to solve the problems related to individual adjustment and social process.
- 17 To assist the individual to adjust adequately with the environment.
- 18 To provide the awareness of his potentialities and abilities.
- 19 To help him for developing potentialities and abilities
- 20 To organize the follow up programmes for the job placement and evaluation of its effectiveness.
- 21 To assist the students to make educational and vocational choice in order to build up a better career.
- 22 To help the students to make the best possible adjustment in the school and society.

- 23 To develop the personality of the child according to his inborn tendencies traits and capacities.
- 24 To help the students to cope with their emotional problems by reducing their anxiety and by making them realistic to the situation.
- 25 To provide all necessary information to the people to choose a better career and get success in no time.
- 26 To help all the individuals to gain the most with least available resources.

**Q: - Direct theory of Counselling?**

Ans: - The chief exponent of direct theory of counselling is Williamson. It is also known as counsellor centered counselling and prescriptive counselling. In this type of counselling the counsellor remains active and plays a major role. Counsellor involves discussion, analysis, reasoning and other cognitive process. It should never be impersonal and formal in nature. Perfect rapport between the client and the counsellor should be established first then counselling should begin.

**Characteristics of Direct Counselling:**

- i) It is counsellor centered.
- ii) Counsellor remains active than counselee. **iii)**  
It is prescriptive in nature.
- iv) The counsellor assumes the major responsibility, of solving the problem.
- v) Counselor identifies, defines, diagnoses and provides a solution to the problem. **vi)** Counselor directs thinking by informing, explaining, interpreting and advising.
- vii) Emphasis is on the problem.
- viii) It gives importance to intellectual aspect than emotional aspect.

**Merits**

- i) **It is** time saving and economical
- ii) It gives happiness to the counselee as he gets a solution to his problem.
- iii) Here emphasis is on the intellectual rather than the emotional aspect.

**Demerits**

- i) It kills the initiative.

- ii) It makes the counselee helpless and dependent. iii) It does not guide counselee to be efficient and confident. iv) It is undemocratic in nature.
- v) It does not help the Counselee to solve the problems of future independently.

## **Non-Directive Theory of Counselling**

The chief exponent of Non-Directive theory is Carl Rogers. In this type of counselling it is client (Counselee) who is more active than Counselor. The whole process of this counselling revolves round the counselee. Here importance is given to counselee's development. There is no direction or imposition from outside but counselee has to take decisions according to his own abilities. This type of counselling is also known as permissive counselling.

### **Characteristics of Non-Directive Theory of Counselling**

- i) **It is known as permissive counselling.**
- ii) **There is no direction, command and imposition from outside.**
- iii) Counselee is allowed for free expression. iv) Counselor only directs and guides the counselee.
- v) Counselor asks a few questions, so as to think about the solution of the problem.
- vi) Counselee takes active part, gains insight into the problem with the help of the counselor and arrives at the decision and action to be taken.
- vii) Counselor's role is passive. viii) Goal is independent and integration of the client rather than the solution. ix) Role of the counselor is to create an atmosphere in which the counselee can work out his own understanding.
- x) Emotional aspect rather than the intellectual aspect is stressed.
- xi) Counseling relationship is the establishment of the warm, permissive and accepting climate which helps the client to express his self-structure.

### **Steps of Directive theory of Counselling:**

- Analysis** – collecting data from various sources to understand the client's problem.
- Synthesis** – interpreting and organizing data to reveal students' assets, liabilities, adjustments etc.

**-Diagnosis** – identifying the nature and cause of the problem.

**-Prognosis** – predicting the future development of the problem. **-Counseling** – taking steps to bring about adjustment **-Follow-up** – helping with recurrence or new patterns.

**Counselling** – taking steps to bring about adjustment **-Follow-up** – helping with recurrence or new patterns.

### **Merits**

- i) This type of Counselling helps the Counselee to solve his problems independently. **ii)** The counselee freely expresses his overt behaviour, feelings, emotions and problems.
- iii)** It gives freedom to the individual i.e. counselee.
- iv)** It relieves tensions due to catharsis.
- v)** The Counselee moves toward acceptance of himself.
- vi)** The Counselee Confronts weaknesses without feeling threatened.

### **Demerits**

- i) It is time consuming.
- ii) Wisdom and judgment of the client cannot be relied upon -all the problems cannot be sorted out through talking.
- iii) The Counsellors vast experience and richness of knowledge is ignored.

### **Q: - What are the steps of counselling?**

Ans: According to Williamson following are the steps of counselling:

- i) **Analysis:** Here data about the counselee are collected by using various tools and through appraisal of the client is done. **ii)** **Synthesis:** In this step the collected data are organizes and summarized in order to draw a clear picture of the individual.
- iii) **Diagnosis:** Here the data organized are used in order to identify the problem and its possible causes. Clinical method, psychometric method, psychometric index or some methods which are used in this step.

- iv) **Prognosis**: Here prediction of the consequences of the problem and its dynamism is need i.e. what will happen if client does not take remedial measures. It is generally expressed in the form of hypothesis.
- v) **Counselling**: Here the majors to solve the problem are identified and suggested to the client after discussion with him.
- vi) **Referring to other experts**: If the problem of the client is beyond the reach of the counsellor the client is sent to other persons for further guidance and counselling.

**Q: - What are the various qualities of good Counsellor?**

Ans:- The following are the various qualities of good Counsellor:

- i) The counsellor should possess the vast knowledge, skills, techniques of guidance and counselling. ii) The counsellor should possess the empathetic as well as the sympathetic attitude towards the client.
- iii) The counsellor should deal with the problematic children politely.
- iv) The counsellor should possess the principle of acceptability i.e. accepting every child with zero rejection.
- v) The counsellor should possess the rich knowledge of child psychology.
- vi) He should be expert and familiar with the various tools, methods, techniques and with the recent inventions and research.
- vii) He should possess the patience of listening. viii) He should have the good sense of humor.
- ix) He should possess to deal with the multi-cultural, multi-lingual and multiregional children.
- x) He should be open minded, non-judgmental. xi) He should be self-aware and self-disciplined.
- xii) He should possess the potential to use the available potentialities and competences of client.