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E TUTORIALS

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B.ED

GUIDANCE & COUNSELING

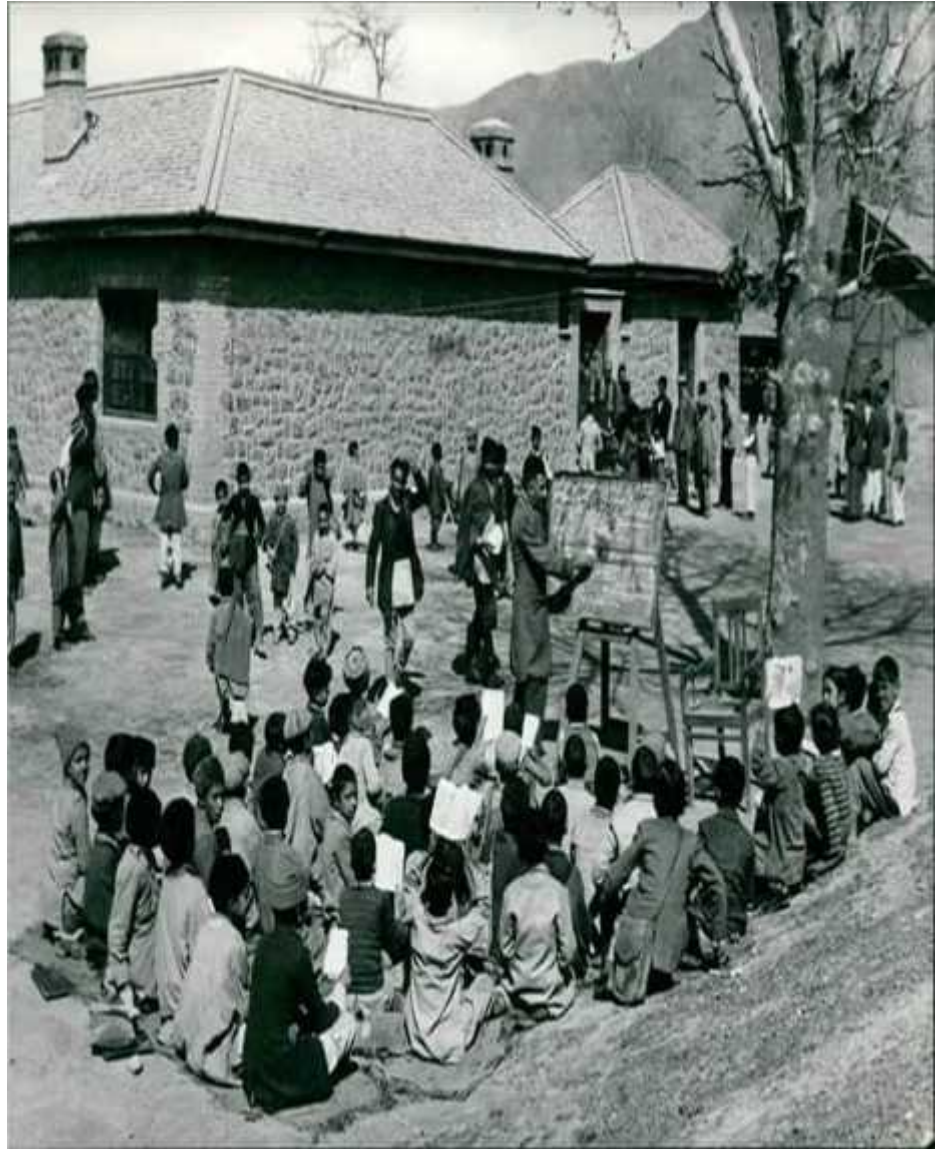
ALL UNITS



EDUCATION

FOR

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Guidance & Counseling

Content

Title
Guidance
Philosophical ,Socio-Cultural & Psychological Foundations of Guidance
Psychological tests
Information Service (Educational , Occupational &Personal)
Interview, Case study &Observation
Purpose & Principles of Organization
Guidance service at elementary & secondary level
Counseling

Guidance

Meaning. It is a truism that of all a very minor percentage is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of people do not have either confidence or insight to solve their problems. They seek advice or guidance from others wherever there is a problem.

The term 'Guidance is a specialized service'. Its primary concern is with the individual receiving guidance in making intelligent choice and adjustments based on democratic principle, that is, they duty and right of every individual is to choose his own way in life so far as his choice does not interfere with the rights of others.

The term 'guidance' has been defined by experts in different ways. Some of the important views are given below.

1. **Jones.** "Guidance is a process and technique through which a person is able to receive help needed in solving his personal and other problems".
2. **Brewer.** "Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations".
3. **Wood Worth.** "Guidance helps and individual to develop his personality fully and enables him to serve the society to the best of his capabilities and talents.
4. **Ruth Strang.** "Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness".
5. **Crow and Crow.** "Guidance is assistance made available by personality qualified trained men or women to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burdens".
6. **Secondary Education Commission (1952-53).** "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of the factors that can be mastered about themselves and about the world in which they are to live and work.

Analysis of the definitions

1. Guidance is personal assistance. Its purpose is to render personal help or assistance to the individual.
2. Every one cannot give guidance. It is work of most competent and expert person.
3. Guidance aims at developing in the individual the capacity for self-direction. It helps him to become independent and self-restrain for solving his own problems and carrying his own burdens.
4. Guidance is the process of helping a person in adjusting to himself, to others and to his environment.
5. Guidance can be rendered to any person, of any age, who is in need of it. In this way its scope is very wide.
6. Guidance is not giving orders or directions, which must be obeyed. It is not the imposition of one person's point of view upon another person.

7. Guidance aims at preparing an individual for future life. It helps him to acquire essential abilities and capacities for the task to be accomplished in future.

Conclusion. Thus, in brief, guidance is not a once for all the activity but is a continuous process in the life of the individual applicable to all aspects of human life, i.e. physical, mental, social and emotional in all stages of development to understand their personal characteristics, strength and weaknesses of their personality and the social environment with which they interact.

PHILOSOPHICAL FOUNDATION OF GUIDANCE

The Preamble of the Indian Constitution bears testimony to commitment to the individual. Respect and dignity for each individual is exposed in the 'Fundamental Rights'. Constitution provides each individual the freedom to choose an equal opportunity. Freedom involves awareness of the alternatives provided by education, which students learn by operating in a truly democratic atmosphere. It requires an inward state of mind, where individuals refuse to act under fear, pressure or any mechanical habit of mind. Schools must create an environment and provide facilities to let the individual's blossom out to be creative. The students should pass out of the school with understanding of life, intellectual and spiritual assurances and understanding of themselves. This is possible only through guidance. All guidance is postulated upon freedom of choice. It is intended to enable and individual to help him understanding himself.

Following points provide philosophical foundations to guidance: -

1. Every individual has talents. The potentials that he is born with needs to be unearthed.
2. When the talent is detected and given the right training, the individual can excel in that trait and achieve mastery. When he knows his worth he can be fully motivated to put forth strenuous effort and improve productivity.
3. Life is full of problems and needs development and adjustments at every stage. For it proper guidance is needed.
4. The main purpose of guidance is to provide for all round development of the individual by developing all the aspects of his personality. His individual approach, attitudes and values are respected.
5. Schools must create an environment and provide facilities to let individuals blossom out to be creative. It should be the basis of a good guidance programme.

Principles of philosophy of guidance. Guidance is universal and the basic principles of philosophy of guidance are also common to all countries with a slight modification to suit the locally accepted beliefs and the specific guidance services of field.

The main principles of philosophy of guidance are: -

1. The dignity of the individual is supreme.
2. The primary concern of guidance is the individual in his own social setting.
3. The attitude and personal perceptions of the individual are the bases on which he acts.
4. The individual generally acts to enhance his perceived self.
5. An individual need a continuous guidance process from birth to adulthood.
6. The individual has the innate ability to learn and can be helped to make choice that will lead to self-direction consistent with social improvement.

Criticism of philosophical foundations of guidance.

1. All the major religions of the world have been providing some form of counseling to their followers. A catholic has to confess his sins, in order to have peace of mind. But we find greater emphasis on conformity and less freedom for the individual to discover his path. Fear of God is emphasized with a view to exercise social control. This viewpoint is harmful in guidance and counseling. Only essentials and universals, as are to be found in all religions, could provide the sound philosophical basis for counseling.
2. Recently, the impact of science and technology on guidance and counseling has led to the neglect of man as a self-actualizing being. In other words, the scientific approach in counseling is responsible for treating an individual merely as an object, a mechanical process. Carl Rogers oppose this view and emphasized the subjective element in the life of the individual, which is beyond the scope of scientific method.

3. The philosophy of existentialism emphasizes freedom of man to the extent that there is nothing else. As a matter of fact man is neither entirely free nor totally bound. There has to be a balance between these two extremes of freedom and bondage.

SOCIO-CULTURAL FOUNDATION OF GUIDANCE

Guidance is essential for everybody living in the society. It is an organized programme and the main purpose of this school of thought is to check and to remove social abnormalities, so that better social life is possible.

Major areas of living in which guidance and counseling are necessary to meet all the society as well as to the individual are: -

1. Guidance for better family life, sight attitude towards home and understanding of relationship in fundamental emotional ways. Home is the cradle of relationship in fundamental emotional ways. Home is the cradle of social unit, to which all adjustments are related. The relationship between husband and wife, brothers and sister, etc. reflects the social norms and social set up. If the brothers and sisters are at loggerheads, husband and wife not well adjusted, the social setup is disturbed.
2. **Guidance for good citizenship.** Appreciation and understanding of social values, needs and problems and inculcating social attitudes and habits and developing loyalties and social responsibilities. Here the home and the school should develop the social needs and moral objective of democratic living.
3. **Guidance for conservation and proper utilization of human resources.** Once Ghandhiji said, "By true education, I mean complete insurance against unemployment. In India there is unemployment on large scale. A right job saves time, money and energy both to the individual as well as to the society. Care should be taken that the individual who takes up the job is also best suited for it in terms of his abilities, skills, attitudes and personality qualities.
4. **Guidance for national service.** Our educational institutions are producing graduates and post graduates like mushrooms, only academic knowledge is being given to them with the result they create problems in the society. The guidance service available to them, make them conscious about their rights and duties in the society. Through guidance service, they become active participants.

In short, it would not be out of place to mention that many problems in society will be solved, if guidance service will be available to all individuals by competent counselors. It is the only panacea for many youths, so that they will enjoy a happy and prosperous life. Psychological guidance is a sort of help, which is given to the individual for solving personal, emotional or psychological problems, it saves the individual from the psychological abnormalities, mental conflicts, mal adjustment and other various frustrations. It makes the child emotionally adjusted or balanced and help him in all round development of personality.

PSYCHOLOGICAL FOUNDATION OF GUIDANCE

In broad perspective, if we study psychology then it includes the knowledge of soul as well as knowledge of human behaviour man does not live in vacuum. He lives in a society. Thus he falls the victim of various kinds of problems, he will develop disintegrative behavior and will not enjoy social acceptance. The purpose of this school of thought is to save the person from various psychological problems.

Psychological foundations of guidance are essential because of the following reasons.

1. Physical dimensions like visual defects, hearing defects, nose, throat defects, storming, chronic illness, psychosomatic diseases, superiority or inferiority complex, though modern psychologist believe that there is neither superiority nor inferiority problems, but it is problem and in order to solve these problems there are doctors and psychotherapists. But it should be clear in mind that Psychotherapists can be a doctor but a doctor cannot be a psychotherapist.
2. Mental dimensions like superior intelligence who possess 140 I.Q or more than 130 I.Q are being guided for higher education while as those persons who are of normal intelligence of 90 I.Q. are being directed to take up some vocations.
3. Emotional dimensions. According to Frued, Adler and Jung the sexual drive play an important role in the development of a person. A person who enjoy a good partner in life is generally supposed to be good and adjusted person in the society though he may not possess the financial security. Generally, it has been found among women, that they are particular and behind after sexual derive rather than financial stabilities.

In short, psychological guidance will remove phobias, superstitions, illusions and other mental complexes (psychosis and neurosis) for achieving this end, each school should be provided with a counselor. The counselor will help the students in choosing their subjects, tutors and will give them information about various occupations. Besides, he will let them know the career information throughout the country.

Psychological guidance at different stages.

1. **At elementary stage.** This stage is most impressionable period of life, when the traits (mode of behaviour attitudes acquired) values and habits are formed. Some of the purpose of psychological guidance is: -
 - a) **To make a right start in the school.** Pupils should develop desirable attitudes towards themselves, parents, teachers, classmates and other sympathy and affection should be used for achieving this end.
 - b) **To build a good physique.** For achieving this purpose in the guidance unit of the school there should be provision for medical check up to find out deficiencies and ailments.
 - c) **To help in making emotional adjustments.** For this purpose, the teacher behavior towards their pupils should be polite. However, if necessary therapeutic measures can be adopted for achieving this purpose.
2. **At secondary stage.** This is the most delicate period because it is called the period of stress and strains, storm and strife. The purpose of guidance at this stage is: -
 - a) To help the pupil in solving his personal problems. It is the role of the counselor to develop optimistic attitudes in his client.
 - b) To help the pupil to solve problems concerning sex, emotionality and mental health.
 - c) To help pupil to make family adjustments. For achieving these purposes psychological guidance at this stage will comprise of appropriate lectures on physical tasks of responsibility engaging the pupil in various co-curricular activities and imparting moral and religious education.

Hence in order to conclude, it cannot be denied that psychological guidance is essential for many youths, in order to make their lives pleasant and happy.

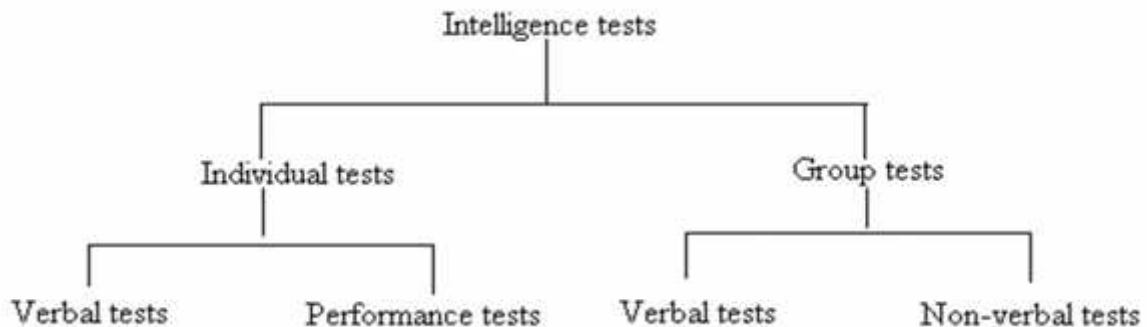
INTELLIGENCE TESTS

Measuring intelligence. Men have always been interested in measuring the abilities and capabilities of their fellowmen. Primitive men largely employed crude methods of measuring intelligence by means of physical strength and puzzle solving. With the advancement of civilization and with the development of scientific inquiry, the method measuring intelligence has also improved. The present form of mental testing is hardly seventy years old. Now we are only familiar with the intelligence which is manifested by a person on the basis of on an intelligence test. Psychologists have devised many such tests for measuring intelligence.

Classification of intelligence tests. There are two types of tests: -

- a. **Verbal or language tests.** Here the instructions are given in words (either in written or oral form or both). These tests make use of language as well as that of paper and pencil for giving responses. The test content is loaded with verbal material.
- b. **Non-verbal and Non-language tests.** These tests involve such activities in which the use of language is not necessary. The use of language is eliminated from test content and response except in giving directions.

All these types of intelligence tests can be represented diagrammatically as follows: -



1. **Verbal individual intelligence tests.** The test involves the use of language and is administered to an individual at a time belonging to this category. Binet Simon tests and the various revisions are all included in this classification. The test included such items are as:

1. Recognition of objects by name.
2. Recognition the organs of the body.
3. Making a tower of blocks.
4. Naming an object from its picture.

The tests in this scale are grouped into age levels, extending from age 2 to 22 years. The tasks to be performed by the testee in these various tests range from simple manipulation to abstract reasoning.

2. **Individual performance tests.** In these tests the contents and responses are in the form of performance and language is not used at all. In these tests the items which require responses in terms of motor activities are included. Examples are:

- a. Block building or cube construction.
- b. Fitting the blocks in holes.
- c. Tracing a maze.
- d. Picture arrangement or picture completion.

3. **The group verbal intelligence tests.** The tests, which use language and are applied to a group of individuals at a time come under this category. All the people in the group are given the same directions and have to perform the same activities. Some of the earlier tests belonging to this category are.

a. **Army Alpha and Beta Test.** An excellent example of group intelligence tests is afforded by the Army Alpha and Beta tests, which were evolved during World War I in order to test the American soldiers, For example, it revealed separately the feeble-minded, men capable of becoming skilled specialists, men capable of becoming officers, men needing some training etc.

b. **Army General Classification tests.** In these tests there are three subjects for testing problems relating to vocabulary, problems relating to mathematics and problems of counting blocks.

4. **Non-verbal group intelligence tests.** These tests do not use the language and are applicable to a group of individuals at a time. In these non-verbal group intelligence tests, the examiners have to explain to the examinees even the simplest directions which are also demonstrated as far as possible. All this is done to make the least possible use of language. There are some examples of such tests.

a. **Army beta test.** It is used for testing the intelligence of those soldiers who were either illiterate or were not used to the English language.

b. **Chicago non-verbal test.** It has proved useful for the young children aged 12 and 13 years.

Important of intelligence tests. The importance of intelligence tests is given below.

1. **For measuring general learning readiness.** We know that intelligence tests are co-related with school achievements so intelligence tests can be used to indicate the level of capacity at which the pupil has arrived.

2. **For indicating the extent of difference of IQ among the children of same Chronological age.** There are great differences in IQ of the pupils materials at different levels of difficulty. At various levels of education, we can use the tests for educational guidance i.e. we can advise students to select subjects keeping in consideration their intellectual abilities.

3. **For the purpose of promotion.** Intelligence tests can prove themselves as useful instruments in not only promoting the individuals in educational fields but in all other occupations and social situations where one studies to go higher on the ladder.

4. **Defining more accurately the degree of mental retardation or defects.** Since the development of intelligence tests, we have been using intelligence tests to define more accurately the levels of feeble-mindedness. Using the intelligence tests we may define the level of feeble-mindedness.

LEVELS	IQ
a. Idiots	20
b. Imbeciles	20 to 40

Use of intelligence tests:

1. **For identifying gifted children.** Tests of intelligence have given us an accurate definition of brightness in terms of I.Q.
2. **Helps in learning process.** Teacher can plan teaching learning activities with the help of intelligence tests. A teacher can discover what the child can learn and how quickly he can learn.
3. **For educational and vocational guidance.** Psychological testing can be very useful in ensuring that children’s educational process is in accord with their abilities and can be useful in discovering those children who need vocational guidance.
4. **For study of mental growth.** We can use intelligence tests for studying mental growth and direction of individual and group curve.
5. **Use of research.** Intelligence tests are used for conducting researches in different areas of human abilities.

PERSONALITY TESTS

Assessment of personality. History of personality is as old as man on the earth. In primitive age people informally attempted to test the personality of their fellow-beings with the help of crude methods mostly involving the use of physical strength. There was no formalized technique of personality assessment in those days. With the development of civilization new methods were evolved. There are numerous instances of personality assessment with the help of different puzzles, physical feats and other means in literature. Some pseudo-scientific methods were discovered with the passage of time. Several of these methods still exist and are used by many people all over the world. But here we will discuss recent methods of personality assessments. Some of these techniques or methods are classified below.

Types of personality tests.

Let us discuss some of these personality tests.

1. **Observation method.** Observation is a popular method to study the behavior pattern of an individual in actual life situation. What personality traits or characteristics does the observer need to know, are first decided by him and then he observes relevant activities of the subject in real life situation. The observation can be done in two ways. In one the observer does not hide his presence. While in the other, he takes a position at a place where his presence is least disturbing to the group but from where he can observe in detail the behavior of an individual under observation. For having reliability in the observed results, the observers can repeat observation in the same situation a number of times or the subject may be observed by a number of observers and the result may be pooled together.

2. **Situational tests.** Situational tests are a very recent development in personality testing. Here a situation is artificially created in which an individual is expected to perform acts related to the personality traits under testing.

Example: To test the honesty of an individual, some situation can be created and his reaction can be evaluated in terms of honesty or dishonesty. Does he feel the temptation of copying? Does he try to pick up the one rupee note in a given situation?—All such situation can lead towards the assessment of the traits of honesty in the individual.

3. **Questionnaire.** “The word questionnaire refers to a device for securing answer to question by using a form which the respondent fills in himself”.

In this test a series of printed or written questions is used in order to collect information from the subject himself about his personality characteristics. The subject responds to these question in the space provided in the form under the column yes, no or cannot say (?), etc. The answer are then evaluated and used for personality assessment. Items like the following are included in the questionnaire: -

	Yes	No	(Not definite)
Do you enjoy being alone?	_____	_____	_____
Do you laugh at a joke on you?	_____	_____	_____
Do you enjoy seeing others successful?	_____	_____	_____

4. **Interview.** Interview is a technique of getting information, directly, from the subject about his personality in face to face contacts. It gives an opportunity for mutual exchange of ideas and information between the subject and the psychologist. Usually, a list of questions, to be put, is prepared for this purpose and after taking the subject into confidence, the psychologist tries to seek answers to his preplanned questions. He does not only care for the content of the responses but the tone, behaviour and other likewise factors, are also kept in mind for the proper evaluation of the desired personality pattern of the individual.
5. **Rating scale.** Rating scale as a method of personality assessment is old enough. This method is useful for learning what impression an individual has made on persons with whom he comes in contact in respect to some specified traits as honesty, punctuality and emotional stability, etc. Teacher can use rating scales to categories their students on specified traits. Employers, parents, and counselors can use rating scales. Rating scales are developed to evaluate a single trait. There are three basic things involved in this technique which are: -
 - a. The specific trait or traits to be rated.
 - b. The scale by which degree of possession or absence of the trait has to be shown.
 - c. The appropriate persons or judge for rating.

To bring some reliability it has been suggested that instead of having rating by only one judge, we can assign the rating work to more than one judge—for example to different teachers, classmates, parents, etc, and can pool their judgments and ratings.

6. **Projective methods.** Projective techniques are devised to accept the challenge. They try to assess personality of an individual in total and not in fragments.

These techniques are based on the phenomenon of projection. In these techniques relatively indefinite and unstructured stimuli (like vague picture, inkblots, incomplete sentences, etc) are provided to the subject and he is asked to structure them in any way he likes. In doing so he unconsciously projects his own desires, hopes, fears, repressed wishes, etc. and thus he does not only reveal his inner or private world but gives proper clue for an estimate of his total personality.

Some common projective techniques are.

1. Rorschach Ink blot test
2. Thematic Apperception test (TAT)
3. Children's Apperception test (CAT)
4. BG test
5. World Association test
6. Sentence Completion test
7. Draw a man test
8. Clay modeling
9. Graphology

In addition to the above mentioned test there are some other tests also which are useful in many situations. Such techniques offer a good opportunity for the careful analysis of a child's personality.

Importance of Personality Tests.

1. Personality tests are used to get more and more information about one's phenomenal world.
2. These tests elicit personal information for several purposes such as jobs, admission, mental disturbances and research, etc.
3. Individual behavior is assessed by personality tests.
4. These tests /techniques help to release the emotional conflict and re-educate the individual for better adjustment in life.
5. Social problems of the group or individual are solved by personality testing.
6. These tests are used to assess the personality of maladjusted persons.
7. These tests help clinicians to obtain deep information from patients.
8. Some personality tests like situational tests are used to assess the potential personality characteristics of officers in army, navy, and air force.

9. These tests help to assess the personality characteristics of individual like leadership, emotional stability and frustration tolerance.
10. These tests play a very important role and provide valuable information as regards the structure of the group and status of individual member of the group.
11. These tests are useful for learning what impression an individual has made on persons with whom he comes in contact in respect to some specified traits as honesty, punctuality and emotional stability etc.
12. Teachers can use such tests in order to categorize their student on a specified trait.
13. Personality tests are used by professionals and experts for better constructing the inventories and making insightful analysis of human behavior.
14. Personality tests attempt to explore central and more enduring make-up of personality.
15. These tests attempt to study the totality of behavior.
16. Some tests of personality are useful for clinicians to diagnose mental disorders.
17. Scope and area of these tests are very wide. They make little or no demand on literacy or academic skills and are equally useful for children as well as for adults.
18. These tests play a great role in disclosing the private world of the subject and hence have unique advantage of evaluating the total personality of an individual.

OTHER PSYCHOLOGICAL TESTS

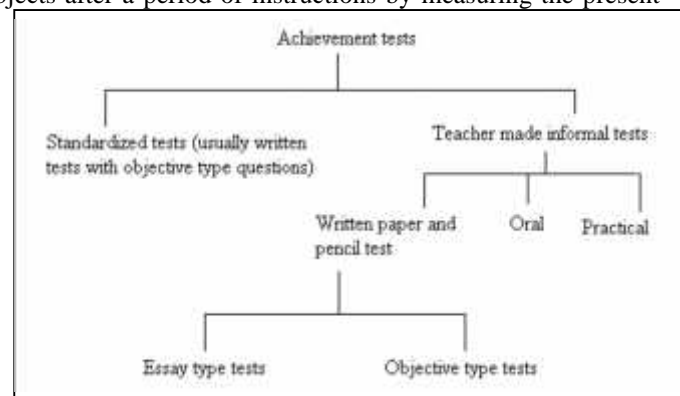
Achievements test.

Achievements tests as the name signifies are employed for measuring the amount of success or achievement of an individual in a specific field or area of accomplishment. In schools achievement test is used as a tool for measuring the nature and extent of students learning in a particular subject or a group of subject.

An achievement test is essentially a tool or device of measurement that helps in ascertaining quantity and quality of learning attained in a subject of study or group of subjects after a period of instructions by measuring the present ability of the individual concerned.

Therefore, achievement tests are essentially part-oriented. They give evidence of what has been learned or acquired by an individual by testing his present ability.

Types of achievement tests. Diagrammatically, we can represent the types of achievement tests as below.



Attitude.

Various authors have defined attitude in the following ways.

1. **Travers.** “An attitude is a readiness to respond in such a way that behaviour is given a certain direction”.
2. **Mckeachie and Doyle.** “We define an attitude as an organization of concepts, beliefs, habits and motives associated with a particular object”.
3. **Whittaker.** “An attitude is a predisposition or readiness to respond in a pre-determined manner to relevant stimuli”.

Thus analyzing the above definition, we may understand attitude as determining an acquired tendency which prepare a person to behave in a certain way toward a specific object or class of object subjects to the conditions prevailing in the environment.

Types of attitude tests. We have defined attitude as implicit response or disposition to objects, persons, ideas, values or situations in the social surroundings. If we want to measure them they must by some means be drawn out into or manifest themselves in the form of overt behaviors. This can be done in two ways.

1. Direct method. Measuring the verbal report of the attitude.
2. Indirect method. Interpretation of the attitude from the unsaturated of indirect response.

Aptitude.

Different scholars have defined aptitude in the following ways:-

1. Bingham. "Aptitude refers to those qualities characterizing a person's ways of behavior which how well he learn to meet and solve certain specified kinds of problem".
2. Freeman. "An aptitude is a combination of characteristics indicative of an individual's capacity to acquire some knowledge, skill or set of organised response, such as the ability to speak a language to be a musician, to do mechanical work".

Therefore it is safer to conclude that the aptitude of an individual help us in predicting the future success of an individual, under suitable training or experiences, in a particular area or activity.

Types of aptitude tests. Like intelligence tests various aptitude tests have been devised to measure the aptitude of the individuals in various specific fields or activities. Generally, these tests can be classified into the following types according to the specific nature of the aptitude tested by them.

1. Mechanical aptitude tests
2. Musical aptitude tests
3. Art judgment tests
4. Professional aptitude tests
5. Scholastic aptitude test.

Importance of these psychological tests.

These psychological tests which we have discussed have a wide area of application. It is these applications which have made them important in the educational system. Some of there importance is given below.

1. In these lines students have complete freedom to express their views and they can arrange facts in the most original manner.
2. These tests give a clear image of their imagination, personality decision and knowledge besides their memory.
3. These tests have the advantage of revealing the students weaknesses and shortcomings, with the result teacher can make every effort to improve the child in the class.
4. These tests reveal the actual level, knowledge and efficiency of the students. Hence, they also provide guidance for the teacher's further teaching programme.
5. On the basis of these tests, mediocre and brilliant students can be easily distinguished.
6. These tests also help and benefit the students since proper evaluation of their effort leads to much satisfaction. Success. In fact, leads to greater confidence and self-satisfaction as well as inspiration for greater efforts.
7. These tests are the back bone of the guidance services the result of these tests enables us to locate, with a reasonable degree of certainty, the field of activity in which an individual is most likely or least likely to be successful.
8. These tests are found to be very useful in helping youngsters as well as youth in the selection of special courses of instructions, fields of activity and vocation.
9. These tests help us in making scientific selection of the candidates for the various educational and professional courses as well as or the specialized jobs.
10. These tests help us in making selection of those candidates who are best fitted for a particular profession and course of instruction or those who are likely to be more benefited by the pre-professional training or experiences.

These tests, when combined with other information received through personality tests, intelligence tests, cumulative records, etc can help to a greater extent, in avoiding the huge wastage of human as well as material resources by placing the individual in their proper places and lines of works.

INFORMATION SERVICE

Meaning. Information service is the guidance service which collects information concerning environmental opportunities and disseminates it among the pupils. The information provided to pupils by this service is not

provided through instructional programme but it includes activities, agencies and services in the school and community through which the pupil can solve his personal problems. This service strives to meet the educational, vocational and social needs and also the interest of the pupils, whatever their plans may be, during and after leaving secondary school. Therefore, information should be organized and utilized as a distinct guidance service.

The information service has following objectives.

1. To develop in the student a broad and realistic view of life's opportunities and problems at all levels of training.
2. To create an awareness of the need and an active desire for accurate and valid occupational, educational and personal—social information.
3. To assist in learning the techniques of obtaining and interpreting information for progressive self—directiveness.
4. To promote attitude and habits which all assist in the making of choices and adjustments productive of personal satisfaction and effectiveness.
5. To provide assistance in narrowing choices progressively to specific activities which are approximate to aptitudes, ability and interests manifested and to their proximity to defined decisions.

Educational information service.

The guidance service which collects information concerning the world of education and systematically disseminates it among pupils is termed as the educational information service. This service strives to meet the educational needs and interests of pupils whatever their plans may be during and after learning secondary school.

The educational information can be obtained from.

- a. Prospectuses from different colleges, universities, professional colleges, institutes of technology, polytechnics, etc.
- b. Directories of various types of colleges and universities.
- c. Books of brochures containing information on scholarships and loans.
- d. Books, pamphlets, brochures, leaflets on developing study skills.
- e. Illustrative material as films, film strip posters, charts, etc. regarding educational facilities and processes.

Aims of educational information service. Educational information service can serve the following aims/purposes for students, teachers and parents.

1. School regulations.
2. Available subjects and curriculum offerings.
3. Different types of co-curricular activities are organized in schools which are beneficial for students.
4. The student may come to know the values of education.
5. Educational information service can prove the best cost of going to secondary school or colleges.
6. Students can have better knowledge to choose the subjects required for entry into senior secondary school or colleges.
7. Diversification of curriculum at school and college level and combination of the subjects is the best purpose served by educational information service.
8. It gives the features of different colleges and other educational programmes.
9. It gives the proper education and training for different occupations.
10. It provides the information for correspondence and non-formal school and college.
11. It gives the accreditation of educational programme.
12. It provides the ways for scholarships, student's loans and also ways of financing higher education.
13. Student's social life and cultural opportunities in higher education programme is also better understood by providing educational information.

Need and importance of educational information service. Educational information service has the following importance.

1. It helps the school leaving children to find out the future educational and training possibilities.
2. It helps the students to get information about professional colleges. They also come to know about the different trades in school and technical schools.

3. Educational information service gives answers to so many questions which can arise in the minds of students as well as parents like.
 - a. What are merits of private and public schools?
 - b. What are the work opportunities?
 - c. Which school is best for the future study? Etc.

These services are provided in the school by the school counselor especially on the counseling day.

4. It provides information for living conditions social opportunities, scholarships and work opportunities also which help a student to live a better life.
5. It helps to remove every kind of weakness regarding every situation pertaining studies.

Occupational information service.

1. **According to C.E. Shartle.** “Occupational information is the accurate and usable information about jobs and occupations”.
2. **Norris.** “Occupational information is valid and usable data about positions, jobs and occupation including duties, requirements for entrance, conditions of work, reward offered advancement pattern, existing and predicted supply of and demand for workers and sources for further information”.

If we analyse the definitions above we can say that these authors are of the view that occupational information should be given concerning the following items.

1. Nature of occupation. Its duties and responsibilities.
2. Importance of occupation.
3. Special mental and other abilities required for each job.
4. Special educational achievement and training required for the job.
5. Methods of entering the occupation.
6. Service conditions.
7. Average income—starting salary, upper ceiling and increments.
8. Chance of promotion or advancement.
9. Pension and other facilities. etc

Thus, occupational information is the accurate and interpretation of data. It includes all those items of information which have importance in the process of vocational selection, preparation, placement and adjustment.

Aims of occupational information.

1. To help pupils to secure meaningful educational experiences through understanding their role in the world of work.
2. To help pupils to mature in vocational understanding.
3. To help pupils to make a suitable vocational selection, preparation, placement and adjustment.

Need and importance of occupational information.

1. **Wise and effective vocational choice.** In order to help the individual in making a wise and effective vocational choice, occupational information service is needed.
2. **Rapidly changing social and economic structure.** Due to rapid technological change old industries have disappeared and new ones have developed which require different skills. Students before leaving the school be given the information about the job opportunities which are available.
3. **Educational planning.** Occupational information can contribute much to educational planning. New courses can be developed according to new occupational and industrial trends. Hence educational planning can be done according to job opportunities.
4. **Planning the community programme.** Occupational information plays an important role in planning the community programmes. Moreover detailed occupational information gives us an idea of manpower requirement which is very essential for making plans for the country’s development.
5. To achieve occupational mobility, information service is essential. The mobility to adopt oneself to changing conditions seems to be more desirable in these days.
6. It informs the pupil about his possible future success in a job. How much money could he make. How many productive years does he have? Will he have steady work and retirement fund for him etc.

Personal information service.

Personal information is nothing but knowing our self or “understanding self”. The purpose of this service is to assist the individual in taking stock of his personal assets and liabilities. Thus personal information service is a sort of help which is given to the individual for understanding his potentialities, developing his potentialities, making the best use of his potentialities and solving his problems. Individual problems include problems concerning physical health, home problems, school problems, leisure time problems, sex problems, other emotional and psychological problems and vocational problems.

Personal information service at different stages.

A) At elementary stage. 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. It is said to be the most impressionable period of life when the character traits, attitudes, values and habits are formed. Some of the purposes of this service at this stage are as under.

- 1. To make a right start in the school.** For this purpose the pupil should be helped to form desirable attitudes towards his self, parents, teachers, class-fellows and others. Sympathy and affection should be used for achieving this end.
- 2. To build good physique.** The child should be helped in building a good physique. For achieving this purpose in the guidance unit of the school there should be provision for medical check up to find out deficiencies and ailments. Diagnosis and remedial cure should be used for achieving this purpose.
- 3. To help in making emotional adjustment.** Help should be given in making emotional adjustments. Various therapeutic measures can be adopted for achieving this purpose.

B) At secondary stage. This is the most critical stage of an 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 individual guidance at this stage are.

- To help the individual to solve problems concerning physical health.
- To help the individual to solve problems concerning sex, emotionality and mental health.
- To help the individual in making family adjustment.
- To help the individual in making social adjustment including adjustment with the school.
- To help the individual in making suitable progress in school.

For achieving these purposes, individual guidance at this stage will comprise of appropriate lectures on physical and sex, education, discussions, interviews, sympathetic and affectionate attitude, assigning tasks of responsibility, engaging the pupils in various co-curricular activities and imparting moral and religious education.

C) At college stage. Some of the specific purpose, aims of functions of this service at college stage are.

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

Need of personal information service. The service aims at adjustment of the individual to the changing circumstances of life, there are certain individual problems that need solution and hence individual/personal information service is required. They are: -

- 1. Problems concerning physical health.** An individual may need the advice and treatment of an expert for curing his physical ailments and building up his physique.

2. **Family problems.** There are many family problems. The constant quarrels between the father and the mother, presence of stepfather or stepmother and the like problems in the house may become a cause of the neglect of a child and thus make the child a problem one. Thus expert guidance is required for dealing with these problems.
3. **Personality problems.** Personality problems like teasing, fighting, anxiety, nail biting, thumb-sucking, grinding of teeth, inferiority complex become important causes of maladjustment. Hence, these difficulties need competent guidance service.
4. **School problems.** The individual might feel difficulty in making progress in the various academic, physical, social, and recreational activities of school; and thus need guidance.
5. **Vocational problems.** The individual might need guidance for choosing the occupation for adequate training for particular occupation, or for the change of an occupation.
6. **Marital problems.** For the right choice of a partner the person might need guidance. If the married life of the person is unhappy, then he might need guidance for making his married life a happy one.
7. **Sex problems.** Sometimes individual have to face sex problems thus for helping the individual in solving sex problems and in leading a healthy sex life, persona information is essential.
8. **Old age problems.** Old age has own problems. Such an age needs guidance regarding proper utilization of time and for keeping the body strong.

APPRAISED SERVICE

Appraisal service. The factor of individual difference is very important from the guidance point of view. No two individuals are alike with regard to the mental, social and emotional development. To study a person these aspects may be regarded as appraisal of that person. The methods and techniques used for the appraisal of a person are included in appraisal service. The main aim of appraisal service is to gather information about students that will aid them in understanding themselves and make meaningful decision about their future carrier. Appraisal service is done by staff and parents.

The study of appraisal of pupil or individual helps us to know.

- The progress made by the child.
- To understand the nature of the child.
- To understand the success or lack of success.
- To achieve satisfaction on the part of the teacher for his work done for the children.
- To make proper decision about the future plans for the child.

For this purpose a number of techniques are used. Psychologists have developed these techniques. These techniques can be classified into two broad categories.

1. Testing technique.

- a. Intelligence tests.
- b. Achievement tests.
- c. Aptitude tests.
- d. Interest tests.
- e. Personality tests.

2. Non-testing technique.

- a. Interview.
- b. Observation.
- c. Case study.
- d. Cumulative record.
- e. Questionnaires.
- f. Rating scales.
- g. Autobiography.
- h. Sociometric techniques.
- i. Anecdotal record.
- j. Informal collection of information.

INTERVIEW

Interview is one of the most important techniques used to collect data in guidance and counseling. It is called “conversation with a purpose”. It is face-to-face relation between the interviewer and the interviewee.

1. **According to J.G. Darley.** “It is a situation in which the client can gain better understanding of himself—his abilities, skills, interests, attitudes and drives”.
2. **According to Bingham and Moore.** “It is a serious conversation directed to a definite purpose other than satisfaction in the conversation itself as an interview”.
3. **According to Blum and Balinsky.** “The interview allows the client and the counselor to exchange the ideas and attitudes through conversation. Its purpose is to lead to a solution of the client’s problems or at least to some change in attitude or behavior”.

Types of interview. Interview can be classified with respect to its nature and purpose, also on the type and the qualification of a person who is interviewing. Some types of interview are.

1. **Diagnostic interview.** Here the purpose is to secure information about the individual.
2. **Administrative interview.** A student misbehaves and the principal calls him and warns him. Here the purpose is to call explanation, to warn, to punish or to modify behaviour.
3. **Employment interview.** Here the purpose is to determine the fitness of the candidate for the particular job.
4. **Admission interview.** Here the purpose is to determine the fitness of a candidate for the particular course.
5. **Informative interview.** Here the purpose is to impart information to the interview.
6. **Research interview.** Here the purpose is to discover facts and figures for the purpose of research.
7. **Counseling interview.** Here the purpose is to help the individual (counselee) to solve his problems.

The other types are—depth interview, exit interview, sample interview, client centered interview, counselor-centered interview, structured interview, unstructured interview, etc.

Purpose or functions of interview. Interview has the following purposes that are.

1. To help a face-to-face talk with the interviewee and to assist him.
2. To collect information from the interviewee.
3. To help the interviewee in solving educational, vocational and psychological problems and making adjustments.
4. To create rapport.
5. To encourage the person to take interest in his self.
6. To treat the persons through psychoanalytical interviews.
7. To verify the facts already collected through interview.
8. For interpreting the information already gathered.

Steps in interviewing. To make the interview meaningful and effective, the following steps should be followed systematically.

1. **Preparation for the interview.** It includes.
 - a. **Schedule of interview programmed.** Schedule of interview should be prepared in advance.
 - b. **Physical setting.** An essential preparation for an effective interview is the proper physical setting and environment.
 - c. **Organized material.** Material required for the interview should be organized and planned.
 - d. **Pre-interview conversation.** Pre-interview conversation is essential where the interviewee is bashful or reserved.
 - e. **Establishing rapport.** Rapport should be established. Rapport is characterized by mutual respect, cooperation, friendliness, and sincerity and mutual confidence.
2. **Unfolding the problem.** Unfolding the problem means to arrive at the problem. Methods of unfolding the problems are observation, talking and listening..
3. **Joint working of the problem.** Here the counselee is taken into confidence, pros and cons are explained to him and the solution is arrived at through joint efforts. The counselor should increase rapport with the help of sympathy, assurance, humor, approval etc

4. **Closing the interview.** Interview should not be closed abruptly. See that the client is satisfied and summarize the whole issue in a few sentences. Fix time if there is need for another interview. Interviewers should see that they have recorded all the necessary facts so that they can prepare a report.
5. **Evaluation and follow-up.** Some authors suggest this step and some others are of the view that it is not a part of interview proper. It is post-interview step. This step helps to find out if the problems have been solved out.

CASE STUDY

This technique is often used in clinical studies of clinical cases. It is subjective data where the counselor/teacher must be veteran, expert, impartial, trustworthy, and optimistic in outlook. He must be dedicated and loyal to his duty.

Definitions.

1. **Crow and Crow.** "A case history, includes the past history of an individual as well as his present status. It is usually limited in its applications to attempt solutions of serious learner's deficiencies".
2. **Traxler.** "Case study is a detailed study of an individual conducted for the purpose of bringing about better adjustment of the person".
3. **Ruth Strong.** "The case study or history is a synthesis and interpretation of information about a person and his relationship to his environment collected by means of many techniques".

Hence, a case study is the comprehensive study of an individual, his background, environment, interpersonal relations and other factors influencing his development and adjustment. It also contains interpretation, recommendations and reports on follow-up work.

Techniques of case study.

1. **Cumulative records or identifying data.** With the help of this technique, it is essential, for a counselor to have full information of his child/client in order to educate him psychologically. This information is as under.
 - a. Name
 - b. Father's/Guardian's name.
 - c. Occupation of father.
 - d. Rural/urban.
 - e. Physical fitness.
 - f. Height and weight.
 - g. Whether jolly or gloomy.
 - h. Participation in games.
 - i. Physical structure.
 - j. Choleric or glutton.
 - k. Tender minded or tough minded etc.
2. **Family history.** Family is the cradle of all social virtues. The hand that rocks, the cradle rules the world. If not the world, then it is the mother and father, which produced the giants of intellect. Here the counselor/teacher must know the following data.
 - a. Age of father/mother
 - b. Their education
 - c. Profession
 - d. Social status
 - e. Recreational interests
 - f. Health of mother during pregnancy.
 - g. Her relationship with husband
 - h. Introvert/extrovert.

On the basis of all these facts, it is easier for a counselor to know the case history of his client and he will come to his solution without wasting time, money and energy.

3. **Siblings.** The counselor must know the number of brothers and sisters of the child/client. Treatment with stepbrother or sister, whether brothers and sisters are at loggerheads, educational and vocational achievements, interests, attitudes and hobbies.
4. **Location of the house.** While conducting case history of the client, the counselor takes into consideration the location of house-whether it is situated in densely populated areas, or where neighborhood is not congenial.
5. **Physical fitness.** The counselor must take into consideration any physical handicaps, like being one eyed, crippled having suffered from long illness, etc.
6. **Educational performance.** This includes the school achievement and failure of the child/pupil. Information in specific subjects is recorded. Similarly we include data about age, when the child joined the school, the reasons for change in schools and their effects on the educational development of the child, behaviour in the class room, behavior in the play-ground, attitude towards school teachers, participation in co-curricular activities, aesthetic temperament, etc.
7. **Emotional development.** Here we record whether a client is highly anxious, mildly anxious, calm or always tense. Is he building castles in the air? Are his ideas repressed? Is he tender minded, tough minded or optimistic/pessimistic?
8. **Psychological data.** This is the main characteristic of case history because the counselor through this technique knows the full details of the client. Here the counselor tries to know the various aspects of his personality. Intelligence is being diagnosed in him through various tests and tools.

Case study is a subjective approach and it should be free from bias and prejudice. The counselor or teacher should bear in mind that the case study on whom it is being conducted (client) should be reliable source of information for his future career. Though it is a lengthy business but the counselor/teacher should be dedicated, impartial, and objective in nature. Personal whims should not be involved.

The characteristics of a good case study is: -

1. Facts included in it should be kept confidential.
2. It should include correct facts only.
3. Scientific approach should be followed in the synthesis and analysis of facts.
4. Data should be complete in all respects.

OBSERVATION

Observation is one of the important techniques of collecting information about the individual. In education, observation is the most commonly employed of all measurement techniques. The literary meaning of observation is to look outside oneself. It is the oldest and most commonly used technique of assessing behaviour of an individual as well as group of people.

1. **According to Rousseau.** "Which nature long and observe your pupil carefully before you say a word to him".
2. **Hampleman.** "Observation as a method of studying pupils consists of the direct observation of the behaviour of the individual or class group".
3. **According to Good.** "Observation deals with the overt behavior of persons in appropriate situation."

After analyzing the above definitions we can say that observation has following characteristics.

- a. Observation in specific
- b. Scientific observation of behavior is systematic
- c. Observation is quantitative, recording the number of instances.
- d. Observation results can be checked in terms of reliability and validity.

Hence, observation is an important tool of collecting information about a person. For reliable and dependable observation, however observation must be organized and planned, directed, specific, systematic scientific, objective, reliable, qualitative and quantitative.

Types of observation. The different types of observation are.

1. **Natural observation.** In this technique, we observe the specific behavioural characteristics of the children or adults in a natural setting. Here, the subject is not conscious of the fact that someone is observing his behaviour.

2. **Participant observation.** In this technique the observer becomes a part of the group in which he wants to observe. He establishes perfect rapport with them so that they may not become conscious of his presence and may not hide their actual behaviour.

How to make observation systematic. The observer should keep the following points in mind in order to make systematic observation.

1. **Selecting the aspects of behavior.** It is not possible to observe everything. So, first select a limited number of aspects of the individual's behaviour say obedience, honesty, aggressiveness or co-operation, etc, and then define the behaviour.
2. **Defining the behavior selected.** After defining the number of behaviors to be observed, we should clearly define each behaviour.
3. **Planning.** There should be planning regarding the length of observation, time interval between the two observations and the number of observations.
4. **Suitable questionnaire.** Suitable ready made questionnaire should be prepared so that time and energy may not be wasted on irrelevant things.
5. **Natural setting.** Behavior should be observed in natural setting and observer must adopt an objective attitude. It should be free from biases and prejudices.
6. **Experts.** Experts should conduct observation.
7. **Immediate and accurate recording.** Immediate and accurate recording should be there. One of the most widely used methods is to prepare some code words for some acts of behaviour. For example, C-may means competition
C-mean co-operation
O-mean obedience and so on.
Tape recording and taking photographs are some of the methods. The observer should not record anything in the presence of the child, when he is noticing him, otherwise he will not act in a natural way.
8. **Interpretation.** Results should be interpreted cautiously and judiciously after taking into account various limitations of planning, sampling or procedure.

Principles of observation. The following principles should be followed during the process of observation.

1. Only one child should be observed at a time otherwise it will face lack of reliability.
2. The process of observation should go over a long period.
3. Observation should be systematic and sequential.
4. The observations of the students should be done through their regular activities.
5. During the entire process of observation, the observer should not focus on the pupils only; the situation around the pupil should also be observed.

PURPOSE OF ORGANIZATION

Purpose of organization. Organizing guidance services not merely helps in assisting students in making educational and vocational choices, but its purpose is both adjustment and overall development of the students. Thus it has a much wider scope in our educational system. The main purposes of organization of guidance services are.

1. To make maximum development of the individual possible so that he can make possible adjustment to the situations in the educational institutes and in the home.
2. To decide upon and carry out certain functions in a simplified way.
3. To determine the need of the students more accurately.
4. It will facilitate to utilize the qualities of each member of the staff in a systematic way for the purpose of guidance.
5. To define individual responsibilities with a fair degree of accuracy and to motivate the staff to accept more readily their responsibilities.
6. To promote efficiency in providing adequate, reliable and scientific data.
7. To put persons at the proper place, in the proper manner and at the proper time.
8. To avoid duplication of efforts.

9. To understand the physical, social, emotional and intellectual characteristics of students.
10. Pooled knowledge of the teachers about the students along with that of parents enable to form an objective view of the traits of the students.
11. To plan the programme co-operatively and carving promise for success and motivation.
12. To create favorable classroom atmosphere for guidance worker to function.
13. To obtain the services of competent guidance personnel.
14. This organization helps the students in having better adjustment in community and society.
15. To attain objectives more readily.
16. To provide specific personnel services which are as follows: -
 - Assisting students in selecting a course or an institution.
 - Maintenance of student records.
 - Orientation of students to new institutions, courses etc.
 - Counseling the individual in achieving his best education, vocational and personal adjustment.
 - Provision of remedial services.
 - Placement function i.e. to assist students in finding appropriate employment when leaving school and to assist in gaining admission to post-graduate level of their choice.

Hence, guidance organization should exist to promote better individual adjustment and greater group welfare. Its purpose should be to help the individual learner achieve his happiness and success through activities which make his community, state and nation strong and free.

PRINCIPLES OF ORGANIZATION

Principles of organization. For effective working, the programme of guidance services in a school must be based on the following principles.

1. **Principle of student-centeredness.** While organizing guidance services in the school the interests, need and purpose of the students should be guiding factors. The guidance programme may be different in an industrial school from that of an agricultural school.
2. **Principle of wholeness.** The guidance services should be universal i.e. it should treat individual as a whole and should serve all the students.
3. **Principle of continuity.** It should be continuous because individual face problems throughout their life. It should be meant for all and not merely for the gifted, backward, delinquent, handicapped and problem students.
4. **Principle of self-knowledge and self-direction.** All guidance service should be directed towards improved pupil self-knowledge and self-direction.
5. **Principle of finding the solution.** Guidance service should be organized to deal not only with the serious problems after they arise but also with the root cause of such problems, in order to prevent them from arising or to prepare better for their solution.
6. **Principle of specialization.** Guidance service should be provided by specialists like school counselor, school psychologist, school physician, capable teachers and their services should be organized and administered in such a way that may support constantly and strengthen all other members of the school for the solution of the problems.
7. **Principle of simplicity.** Guidance service should be as simple as possible, so that everybody should take and practice it easily.
8. **Principle of leadership and co-ordination.** It should co-operate with all the agencies of the education and provide for leadership.
9. **Principle of budgetary provision.** These services should be organized according to the budgetary provision available or expected to be available in near future. It should be made beforehand.
10. **Principle of co-operation.** Guidance services should enlist the active co-operation of parents so that better organization can be arrived at. It should also enlist the interest and effort of every member of the school staff.
11. **Principle of collecting and analyzing the data.** The up-to-date relevant data of the students should be obtained, properly recorded and cautiously analyzed.

12. **Principle of latest ways and means.** Some definite ways and means should be selected so that the latest ‘technical know-how’ can be imparted to the concerned workers.
13. **Principle of follow-up.** Each institution should have adequate follow-up service. There should be a well-organized plan for following the individual after they leave the school.
14. **Principle of testing.** Adequate provision should be made for testing tools.

GUIDANCE SERVICE AT ELEMENTARY STAGE & SECONDARY STAGE

Each child is unique so far as his pattern of needs, interests and abilities is concerned. The classroom teacher must be the principal guidance worker as the class teacher is closer to the growth process in children than any other person in the system. He knows their needs and differences. Thus the classroom teacher should carry on the guidance process with the help of resource people, whenever they are available and are needed. He is able to make adjustments to individual needs and differences as they arise during day.

Need and importance of guidance services. Guidance service is very important and also needed because of the following reasons.

1. **Demand of modern educational thought.** Since modern educational thought is mainly concerned with the overall development of the child, which means that education should also follow with the guidance thought and practice then only a child can develop all the desire attitudes in his life. So guidance and educational process should go side by side, the moment the touches the life of the child.
2. **To avail problems of adolescence period.** Using guidance services in the school children can be prevented from many adolescent problems which the children face when entering into the adolescent stage. Because of his impressionable age, the child responds much more readily to guidance than does the adolescent. Hence the guidance services should be started in young age.
3. **For better growth and development.** At this stage the pupils are continuously growing and developing so at this stage proper guidance is needed.
4. **To check maladjustment.** The growth process of growing children is very complex because it involves thinking, sensing and making choices. For it they need guidance and direction in their most formative years. When a child is not guided properly he may lead to the development of a negative and maladjusted personality.
5. **Taproot for guidance programme in higher level.** A sound guidance programme cannot be developed in a given school unless it has its roots embedded in the kindergarten. Guidance provided in the school may serve as the taproot for those guidance programmes which are organized higher school levels.
6. **Carry forward the values and good traditions.** Through guidance practices the children carry many desired values and these values greatly enhance the qualitative work that can be done for children on the higher level to which the children move.

COUNSELING

Meaning of counseling. Counseling is a process in which the pupil is approached on an individual level. The subject matter of counselling is pupil’s needs, abilities, aims, aspirations, plans, decisions, actions and limitations. It is a sort of specialized, personalized and individualized service which makes effective use of information gathered about any individual. This information leads to self-insight, self-analysis and self-directions. Here the counselor helps the client to achieve the desired change or make the suitable choice. The client alone is responsible for the decisions or the choices, though the counselor may assist in this process by his warmth and understanding relationship.

Definition

1. **Webster’s dictionary.** “Consultation, mutual interchange of opinions or deliberating together”. It further says, “It is not lecturing, it is not always giving a piece of advice-though sometimes it may be even”.

2. **Cart Rogers.** “Counselling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitudes and behaviour”.
3. **Myers.** “Counselling implies a relationship between two individuals in which one gives a certain kind of assistance to the other”.
4. **Humphry and Traxler.** “Counselling is the application of the personal resources of the school or other institutions to the solution of the problems of the individuals”.
5. **Robinson.** “The term counselling covers all types of the two personal situations in which one person, the client, is helped to adjust more effectively to himself and his environment”.

The following facts become distinct about counselling after studying and analyzing the above mentioned definitions.

1. Counselling is a conversation between two persons, one of which is counselor and other who has some problems.
2. In the process, the problem is made clear through discussion.
3. Counselor draws out the facts from the pupils through counselling process.
4. He also informs the pupils certain facts.
5. Counselling helps the pupil in making selections and following those selections.
6. Counselling is democratic. The client can behave as he wishes.
7. Counselling is problem oriented and professional service.
8. Counselling is face to face relationship between counselor and client.
9. Counselling helps individual in eliminating his disabilities or defects which obstruct his learning process.
10. Best counselling is in the form of the decision made by the counselee.

PURPOSE OF COUNSELING

Purpose of counseling. The purpose of counselling is to increase the knowledge of the self. It helps to solve the immediate personal problems. It reduces tensions and frustrations and inspires successful endeavor towards attainment, adjustment and happiness, it helps to improve the study habits and skills of students. In the words of Williamson, “The purpose of counselling is to offer a personalized and individualized process designed to aid the individual to learn school subject-matter, citizenship facts and other habits, skills, attitudes and beliefs which go to make up a normally adjusted human beings. Counselling aids individuals to eliminate or to modify those disabilities which act as obstacles to learning through the building up of basic skills including reading and social adjustment”.

C.G. Dunns Moor and L.M. Miller have stated the purpose of counselling as follows.

1. To give the students information on matters important to his success.
2. To get information about the students which will be of help in solving his problems.
3. To establish mutual understanding between students and teachers.
4. To help the students work out a plan for solving his problems and difficulties.
5. To help the student to know his interests, abilities, potentialities, attitudes etc. and to channelise it in proper direction.
6. To encourage and develop special abilities and right attitudes.
7. To assist the students in planning educational and vocational choices.

Other purposes are-

8. **Voluntary change.** To bring about a voluntary change in the client/student. For this purpose, the counselor provides facilities to help achieve the desired change or make the suitable choice.
9. **Self help.** The goal of counseling is problem clarification and self directed needs. The counselor helps the student to understand the problems and help the student to help himself.
10. **Face challenges.** Counseling does not solve the problems but helps in solving and if solution is not possible, to help face challenges and to live with them.

As a whole, the role of the student is objective self assessment of the situation and the role of counselor is to formulate the decision making process and to act as the stimulator of insights and sensitivities of the students.

ELEMENTS IN COUNSELING

Different authors have given different elements of counseling.

1. **Arbuckle’s view.** There are 3 elements of counselling

- a) It involves two persons.
 - b) Its objective is to assist the counselee to solve his problems independently.
 - c) It is a professional task and must be performed by professionally trained people.
2. **William Cattle's view.** Cattle has given five elements of counselling
- a) **Rapport.** Rapport must be established with the counselee.
 - b) **Counselling.** Counselling is communication between the counselor and the counselee. Tone of voice, facial expressions, gestures and postures of both the counselor and the counselee play an important role.
 - c) **Qualification.** The counselor should be a professionally qualified person with some practical experience.
 - d) **Confidence.** Counselee expresses changes in feeling as counseling proceeds and progresses through various stages. He gains confidence to tackle his problems and increases his capacity of adjustment to his environment.
 - e) **Counselling interview.** The counselling interview must be properly planned and structured.
3. **Mathew son's view.** He gave the following elements of counselling.
- a) **Communication.** Personal communication between the client and the counselor is a professionally controlled or guided situation.
 - b) **Appraisal and understanding of guided situation.** Appraisal and understanding of the individual and environmental aspects of the problem situation and its possible outcomes.
 - c) Evaluation and correlation of pertinent personal and non-personal factors in the problem situation. Adjustive, orientational or developmental aid to the individual through conveyance of information; interpretation of data; provisions of the means or faulty for self-appraisal and clarification of motives and values; reference to environmental opportunity of other modes of assistance.

STEPS IN COUNSELING

Steps in counselling. Counselling is strongly dedicated to self-direction and self-realization of the client. It is development of the insights and understanding of the relations of self with environments, in a structural learning situation. Its methodology varies with the needs of the client. It is primarily a voluntary preventive and remedial process.

The steps involving in counselling may be divided into two main parts.

1. General (basic) steps.
 2. Formal steps.
1. **General (basic) steps.**
- a) **Calm and counselling.** There should be a calm and an attractive place for providing counselling to the student (counselee). There should be no noise or distraction in and around the counselling place.
 - b) **Purpose of counselling.** It will assist the individual to enable him to understand himself, his problem and situation in a meaning and realistic way.
 - c) **Tools of counselling.** It includes both the testing and non-testing technique, i.e. interviews, questionnaires, checklist, rating scales, group discussion, and psychological tests.
 - d) **Rendering of relevant information.** Various types of information, in accordance with the needs of the counselees may be provided, in order to widen their horizon and insight.
 - e) **Rapport.** Rapport should be established with the counselees so that they are encouraged to express freely their ideas, views and feelings. Rapport should be characterized by mutual respect, co-operation, sympathy, closeness, friendship, sincerity, freedom etc.
 - f) **Planning.** The counselor is to help the counselee to choose the courses of studies, vocation or work out the solution of his problem in systematic and a planned way.
 - g) **Involvement of client.** Client should be actively involved in the discussion without any hesitation and fear. In this way, he can take any decision.
 - h) **Analyzing.** Self-analysis is the best method to understand oneself. It is for the counselor to make him to read his limitations as well as assets.
 - i) **Interpreting.** With the help of counselor, the client should be helped to interpret himself the data obtained through different techniques.

- j) **Clarifying.** Clarification of the self-concept is the main function of counseling. He should do it in a way as is best suited to the situation, say directive, non-directive or eclectic way.
- k) **Approving.** Client should be allowed to change his path according to his choice.
- l) **Evaluation.** The counselor should assist the counselors to scrutinize whether he is progressing satisfactorily in the selected educational stream and vocation. Simultaneously, the counselor should also be to evaluate the result of his own work, which can help him to refine his compelling. Student evaluation form may be used for this purpose.
- m) **Reinforcing.** In case a course or a job provides satisfaction to the counselee, it is bound to motivate him for further success.

2. **Formal steps.** This part includes the following sub-parts.

a) **Steps in directive counseling.** According to Williamson the following are involved in directive counseling.

1	Analysis	2	Synthesis	3	Diagnosis
4	Prognosis	5	Counseling or treatment	6	Follow up

b) **Steps in non-directive counseling.** Carl Rogers suggested the following steps in non-directive counseling.

1. Seeking help by the client
2. Defining of situations
3. Friendly and affectionate attitude.
4. Understanding the feelings of the client.
5. Acceptance of feelings.
6. Negative self-feeling to positive self-feeling.
7. Translating the insight into action.
8. Occurrence of positive step.
9. Decreased need for help.

c) **Steps in eclectic counselling.** Thorne suggested steps as follows.

1. Diagnosis of the cause
2. Analysis of the problem.
3. Preparation of a tentative plan for modifying factors.
4. Securing effective conditions for counselling.
5. Interviewing and stimulating the client to develop his own resources.
6. Proper handling of any related problems which may contribute to adjustment.

d) **Scientifically, the following steps are taken in the technique of counselling.**

1. Establishing initial rapport.
2. Structuring the counselling situation.
3. Studying the problem
4. Counselor's decision on the approach to be used.
5. Making systematic steps in thinking through the problem.
6. Gathering the data
7. Interpreting the data
8. Synthesizing possible course of action
9. Planning.
10. Making a summary statement
11. Invitation for further counselling.
12. Follow up.

Counselling is a generic service of student personal work having a wide range of activities and include facility advising, counselling in psychological clinics, mental hygiene and other specialized types of counselling. It is a body of techniques which helps young individuals to grow up normally through guided learning. It helps an individual to know himself better, gives him confidence, encourages his self-directiveness and provides him with new vision to

grow. But it should be remembered that counselling does not solve the problem, but helps in solving and if no solution is possible, to help face challenges and to live with them.

DIRECTIVE & NON - DIRECTIVE THEORY OF COUNSELING

DIRECTIVE COUNSELING

Major theorists who made significant contributions to this approach are Thorne, ELLIS, Witz and Williamson. But E.C. Williamson of the University of Minnesota may properly be described as the leader of this school of thought. It is a process in which the counselor assumes the major responsibilities of solving the problem of the client. It is the counselor who discovers the problem, defines it, diagnoses it and provides a solution to the problem. As such, the role of the counselor is vital and that is why it is called counselor centered counselling.

Main features of the directive counselling.

1. During the interview, attention is focused upon a particular problem and possibilities for its solution.
2. During the interview, the counselor plays a more active role than client.
3. The client makes the decision, but the counselor does all that he can to get the counsellee make a decision in keeping with his diagnosis. He tries to direct the thinking of the counsellee by informing, explaining, interpreting and advising.

Basic assumptions. According to Andrew and Willy, the basic assumptions are as follows.

1. Counselors have superior training, experience and information and are competent to give advice about how a problem is to be solved.
2. The maladjustment of an individual does not entirely impair the intellectual ability of the client, hence counselling is primarily an intellectual process.
3. Because of such factors as bias, the client is not always capable of solving his problems.
4. The objectives of counselling are achieved primarily through problem solving solution.

Procedure. Williamson has described the following six of Directive counselling.

1. **Analysis.** In this step, data and information are collected regarding the situation or the client which can be used in the counselling process. Following tools are used.

1	Cumulative records	2	Interview
3	Time distribution form	4	Autobiography
5	Anecdotal record	6	Psychological tests.

For the integration of entire data, case-history method is used.

2. **Synthesis.** Summarizing and organizing the data so that they reveal the student's assets, liabilities, adjustment and maladjustment.
3. **Diagnosis.** Diagnosis consists of the interpretations of the data in terms of the problems indicated as assets and liabilities, the strengths and weaknesses of the student.

It has the following steps.

1	Identification of problem	2	Discovering the causes
3	Discovering the remedy	4	Prescription

4. **Prognosis.** This is prediction of the consequences or outcome of the identified problem and its dynamism. It is, generally, in the form of a hypothesis, which is for the consideration of the client.
5. **Counselling or treatment.** The counselor's taking step with the client to bring about adjustment for the student.
6. **Follow up.** Helping the client with new problems or with recurrence of the original problem and determining the effectiveness of the counselling provided to him.

Advantages.

- 1 This method is useful from the time consumption view. It saves a lot of time.

- 2 There is more focus on the problem and less on the person.
- 3 The counselor can look the client directly.
- 4 Counselling focus more on the intellectual aspects of the person than his emotional aspects of the personality.
- 5 The counselor becomes readily available to help the client which makes the client very happy.

Limitations.

1. The client is more dependent. He is also unable to solve the new problems of mal-adjustment.
2. It does not guide the counselee to be efficient and he cannot express himself.
3. It lacks information regarding the pupil and it will cause wrong counselling.
4. This type of counselling is not democratic. Dominant role is played by counselor.
5. The counselor fails in saving the client to commit the mistakes in future.

NON – DIRECTIVE COUNSELING

It is also termed as permissive or client-centered counselling. Carl Rogers is the leading exponent of this type of counselling. In this process, the counselee is the pivot of the counselling process. He plays an active role. The goal of this type of counselling is the independence and integration of the client with the solution of the problem.

Basic assumptions. Sayder summarizes the basic assumptions of non-directive counselling as follows.

1. The client has the right to select the goals of his life.
2. If the client is given an opportunity, he will select those goals which may possibly provide him great happiness.
3. In the counselling situations, one should reach very quickly at a point from where the client may be able to start functioning independently.
4. An emotional disturbance is the primary cause of preventing an individual from adjusting properly.

Steps in non-directive counselling. Carl Rogers has given the following steps.

1. **Defining the problematic situation.** First of all the counselor should define the problematic situation.
2. **Free expression of feelings.** After the first step, the client is made aware of the fact that he can express his feelings freely and the counselor approves this behaviour.
3. **Classification of positive and negative feelings.** After the free expression of feelings by the client, the counselor identifies his negative and positive feelings and classifies them.
4. **Development of insight.** The counselor goes on thinking regarding the client's new feelings along with the development of client's insight and he goes on classifying all those new feelings.
5. **Termination of counselling situation.** The counselor looks for a point where he can terminate the counselling situation after all the above steps. According to this school of thought, either the client or the counselor can suggest for such termination of counselling situation.

Characteristics of Non-Directive Counselling. The following are main characteristics.

1. It is a client – centered counselling.
2. The counselor is positive to the maximum.
3. A person is accepted in his originality and he is free to express his any attitude.
4. Through his counselling, his psychological adjustment improves.
5. Its use reduces psychological tensions.
6. There is closeness between the picture of the self drawn by the client and a desirable ideal picture of his own.
7. Client's behaviour is considered more mature emotionally.
8. The general aim of counselor is to bring changes in the functioning of the client and the organization.
9. The entire responsibility is of client or the person.

Advantages. Following are the main advantages.

1. In the present day personal work, the non-directive counselling movement may be linked to progressive movement in education. Both stress the freedom of the individual.
2. As a therapy, it has indisputable values.
3. It is slow but sure process to make individual capable of making adjustment.
4. No tests are used in it and we thus avoid all that is laborious and difficult.
5. It removes the emotional blocks and helps the individual to bring the repressed thoughts in conscious level and thereby reduces the tension.

Limitations

1. It is a time consuming process. The counselor may begin a never ending dialogue.
2. Accordingly it may deprive many who are in need of counselling.
3. It depends too much on the ability and initiative of the counselor.
4. The resources, judgment and wisdom of the client cannot be relied upon.
5. It needs so much of patience that the counselor is to hear all which is relevant and irrelevant also and to take all this very kindly.