

MESE-058 :

EDUCATIONAL AND VOCATIONAL AND GUIDANCE AND COUNSELLING

FUNCTIONS OF GUIDANCE

Guidance has three major **functions** when it is visualized in developmental context. These are:

- 1. Assessment.**
- 2. Adjustment**
- 3. Adaptation**

ASSESSMENT

The assessment functions of guidance include identifying student needs at individual level and helping general self-awareness amongst the students. No two individuals are alike. Some may be happy and well adjusted, some moody and withdrawn, the able and differently abled, the bright and the dull and retarded, the ambitious and the lazy. The foremost duty of the school is to provide equal opportunity to this diverse group. The preconceived notions with which young minds come to school pose a problem before the school about their unreal aspirations; pressures from parents and peer pressure. The basic function of guidance, then, is to assist students to assess their energies wisely so that it can be channelised into proper direction.

ADJUSTMENT

The adjustment function of guidance explains the interrelation between nature of the counselor and the student. Even young people with clear and defined educational program may have problems and may require help. The counselor supports all such students to understand and resolve their difficulties and relate their needs to the demands and opportunities of the present day world. The counselor provides services to the students to understand their strengths and the world of work. The school counselor has to judiciously spend time by aiding the student to select programs and plan educational careers and also assist in resolving their emotional/social problems such as failure/unhappiness/lack of friends and absence of a satisfying social life which may further lead to maladjustment.

ADAPTATION

Guidance counselor plays a vital role in the process of adaptation by contributing to the development of curriculum suited to the needs of the students. The counselor remains in touch by providing information, assessing personal problem and aspirations, ability and aptitudes as well as opportunities and social pressure of the students. Special techniques used by counselors in this setup are maintenance of individual inventory and follow up studies.

PERSONAL-SOCIAL GUIDANCE

In the present competitive world, the human life has become so complex that the happiness of the person depends largely on his/her adjustment capability to the environment. **Here, it is** important to mention that the phenomenon of environment is relative and the cultural background influences it in a major way. Adjustment and the concept of personality is interrelated because the personality of the person influences the ability of adjustment to a given environment but at the same time, the environment also plays a major role in shaping the personality of an individual. Let us understand this with the help of an example.-A person coming from a conservative environment may not be an introvert but the conservative and orthodox environment may force the person to be withdrawn and become introvert by nature. Given an open environment the person may be able to come out from his shell and in turn, may develop his real personality. But at the same time, let us remember that some basic inherent qualities of a person may also influence his/her adjustment to the environment. Sometimes an individual basically shy and introvert may not be able to adjust to his /her surroundings despite the provision of proper guidance and support.

Every individual is unique and carries an image about oneself which is different from others. This image includes the physical and the psychological self. The psychological self develops according to the successful experiences faced with significant people in his/her life at the early stages which are also the formative years.

Guidance services, with all its major goals in view, need to emphasize upon the various life skills. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The various life skills which can be developed in an individual are:

DEVELOPMENT OF THE SELF AWARENESS

Self-awareness includes understanding self, our strengths and weaknesses, desires and dislikes etc. It is also linked with positive self. Focusing on 'positive self is essential since it affects how we view others, and ourselves and the way we approach almost every aspect of our life. People with low self-esteem often engage in self-destructive behaviour.

PERSONAL EFFECTIVENESS

Personal effectiveness includes a lot of elements and effective communication forms as one of its basic skills. Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express not only opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in the time of need.

BUILDING INTER-PERSONAL RELATIONSHIP

Building interpersonal relationship is an important life skill. This means being able to make and keep friendly relationships which can be of great importance to our mental and social well being. It also means keeping good relations with family members which are an important source of social support. It also implies being able to end relationships a healthy way.

CLEAR AND ACHIEVABLE GOALS

Decision for clear and achievable goals is very important in one's life. It is often misleading for an individual to base his/her goals by keeping others in mind and the individual may get a shock if those goals are shattered at a later part of life. In fact, exploration and clarification of one's aptitudes, personality traits and resources is very necessary which can be well provided through guidance.

PROBLEM SOLVING

Problem solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

DECISION MAKING

Decision-making helps to deal constructively with decisions about one's lives. This can have consequences for mental and physical health if young people make decisions by assessing the different options and consequences related to different decisions.

GUIDANCE AT ELEMENTARY SCHOOL LEVEL

Guidance in elementary school is concerned with helping the child to make appropriate choices appropriate to his age and to adjust himself to the school and expanding life out of school. In psychological terms; the elementary level is termed as the 'second weaning' stage in the life of child. If proper adjustment to the new school life is not made, then it may pose a threat for a lifetime. Research has given a number of instances that many of the behavioral problems and emotional blockages develop because of improper adjustment in the early stages. Life is regimented in school - a contrast to home life, which is relatively free. There are definite tasks to be done at a certain time, for example a child is a member of group of some age with same mental and physical development. This transaction is for many children a very difficult one to make and maladjustments are common. In contrast to high school where common interest and common needs are dominant.

The theoretical basis for the functioning of the modern elementary school rests upon a broad educational philosophy. This philosophy stresses the creation of an environment in which each pupil can develop to the fullest of his/her potential. Thus, the general goals of the elementary school are:

- # to protect and foster the physical and mental health of each child;
- # to help the child learn those basic skills, which are prime necessities for his around development; and
- # to foster creativity in the child.

These goals also reflect a steep increase of the school curriculum which also lead to the extension of the subject areas.

A number of recent trends have begun to emphasize the earlier concept of people-centered class room since there is a noted increase in the size of the school and number of students and also an increase in the subject matter. The dynamic quality of the entire educational system is a reflection of our dynamic society. The elementary guidance movement reflects the emergent quality of contemporary elementary education where the school attempts not only to consider 'the whole child' but to facilitate the total development. This emphasizes the increasingly obvious role of guidance as a part of school programme.

GUIDANCE AT THE SENIOR SECONDARY SCHOOL LEVEL

The senior secondary stage finds the adolescent in a more mature and adjusted state. The sense of responsibility towards oneself, family and society can be seen and felt. Many of them are in the process of following their preset goals and a few may still be at the floundering stage. The guidance program at this level requires to focus more on goal setting, information giving and assisting them with their goal achievement.

A lot of health issues are also faced at this age. One area of concern which is fast growing is the pandemic of HIV-AIDS. Youth at this age are engaged into a lot of experimentation which may be related to sex and at times drug abuse. Hence the young need a lot of information, guidance and support so that they can choose the right path. Youth at this age is also oriented towards his/her career and seeks support from different people. Right information and assistance in goal setting needs to be provided so that they make best use of their time and resources.

The key aspects at this stage are

- As physical changes occur during adolescence, concomitant changes are their emotional
- Understanding the interact with each other.
- A sense of responsibility in the adolescent for the decisions and actions they take.
- To help in developing good relationships based on mutual trust, give and take commitment, maturity and adjustment.

ROLE OF TEACHER IN GUIDING CHILDREN

INTRODUCTION :

The concept of education has been changing from time to time consequent upon the impact of new philosophical and sociological conceptualizations. As a result the roles of teachers are also changing. Education now, instead of being considered as teacher-centric, has become a child-centered process. It has also changed from subject-centered to activity-centered. The entire ancient Indian civilization was a reflection of the spiritual, moral and ethical orientation of the teachers of that age. For the children at home, guidance was given by elders in the family or by the family priest or Gurus. This type of guidance was informal and unorganized but in modern times education is expanding its frontiers making it well nigh impossible for an individual student to make a choice of courses and careers without teachers and guidance experts at all levels, specially at the school level guidance plays a vital role.

TEACHER'S PERSONALITY :

You must have heard, 'while books can teach, only personality can educate'. Gandhiji observed, 'Woe to the teacher who teaches one thing with the lips and carries another in the heart. No sermons from the teacher can make appreciable headway. A teacher teaches not only by "what he says" but very largely by "what he is." Let us now discuss the multifarious roles of a teacher, beginning with the most important one, that of a class / subject teaching of imparting knowledge to the students.

THE CLASS/SUBJECT TEACHER :

The class/subject teacher, you know, occupies the central position in the guidance programme. It is he/she who has the closest; the most frequent and extended contacts with the pupils in a natural situation. A guidance programme can never become an integral part of an educational programme without the teacher's co-operation. Teacher's participation in the guidance programme is inevitable. The understanding of the subject matter is much more important than its memorization while teaching.

- **ACADEMIC EXCELLENCE**
- **HUMAN EXCELLENCE**
- **ENVIRONMENTAL EXCELLENCE.**

ACADEMIC EXCELLENCE

We know that good character definitely influences academic achievements. There is of course a reciprocating relationship. If teachers are teaching well in a classroom, it is going to reinforce the school climate, which in turn will reinforce character. It is important to ensure that children are not compared with one another. The school guidance and counselling programme is no exception. Hence your role and functions as classroom teacher in the guidance and counselling programme are very crucial at different educational levels and in different educational settings. With a resourceful nature and love for the students a dramatic transformation can be brought about.

HUMAN EXCELLENCE

Spirituality could be considered as direct experience of inner strength. You can read any number of books on oneness, yet you will not be able to get the feeling of oneness. For direct experience, as well as for providing positive school climate, the teacher's role in the classroom and institution is very important. We are all capable of love and care should strive to show the warmth and consideration for children. All children are endowed with capabilities and strengths which need to be identified and nurtured. What we need are teachers who will provide the stimulus and the encouragement to bring out these potentialities of children by providing appropriate school/classroom climate.

ENVIRONMENTAL EXCELLENCE

It is an experience of many that as soon as they step in to the campus of a school, they have the feeling that this school is 'different'. There is something intangible about the school, which cannot easily be described, that has a positive impact on them. School climate refers to the school's philosophy, goals, values, norms, leadership, staff morale, and care of school properties. The teachers' attitudes, behaviour, actions can facilitate a positive school/classroom atmosphere/climate. As teachers, your greatest effort should be to direct your attention to achieve excellence in every aspect of the school's activity. You have to delve deep into various social aspects of teacher interactions in order to be effective emotional role models to achieve in order to the transformation of the children.

Teacher as a friend, guide and adviser

No other adult except the parents have such contact with the students. More than any other professional in the school setting, teacher is in the position to know students best, to communicate with them on an almost daily basis, and to establish a relationship based on mutual trust and respect. True teaching is that, nothing can be taught. Help them for example - whenever they are faced with choice making, conflicts or any problems the teacher becomes the listener or a reflector to encourage exploration and analysis of the situation for a better understanding required for problem solving as a friend, guide and adviser,

Teacher as referral and receiving agent

The class/subject teacher is the major source of student referrals to the school counsellor or a specialist outside the school. The entire guidance-counselling programme therefore depends on an alert teacher to ensure that students, with counselling needs will not go unnoticed and uncounselled. You are perhaps aware that through systematic observations or by using achievement and diagnostic tests in your own subject fields, you are in a position to know better the strengths and weaknesses of students in certain subjects. Such self appraisal helps the student to make choices, or to choose appropriate courses at various stages of his school/career which is one of the goals of school guidance.

Teacher as discoverer of student potential

As a teacher, you contribute to the guidance programme by identifying the special talents of the vast majority of the students whom you observe each day in your respective classes in various activities. This specific role of discoverer of student potential is significant in fulfilling not only a mission of the school counselling programme but also in meeting the responsibility of education to the individual and society.

As a career educator

You introduce the students to careers related to different school subjects. It is often difficult for students of high school age to know career implications of courses of study included in the curriculum. This may require the teacher to do a survey of the careers relate to various subjects. Vocational exploration also increases the student's interest in the subject. The success of the career guidance programme therefore is tied to the teacher efforts to provide proper orientation about the world of work provided to the students.

Teacher as a human relations facilitator

All parents want to see their children to grow and succeed in school. The teacher acts as a liaison between the school and the parents, encouraging communication and understanding of mutually supportive roles in the lives of students. Parents and community cannot be left in the dark in terms of what happens in the classroom. You as teachers can establish a continuous channel of communication with parents through letters, telephone calls personal meeting etc.,

Teachers as helpers

Some of the best guidance and the most effective counselling is given by skilled teachers to pupils. At one time or another you would have had pupils coming to you with problems relating to school, family or career related difficulties. It is quite natural for students to seek help from teachers for such problems.

Teachers and counsellors as team workers

Counselling is the sole prerogative of a counsellor or a teacher trained in counselling. But when you as a teacher attempt to counsel a student, you step out of your role as a subject teacher and become a counsellor. Together you as the teacher and counsellor have to interact, workout and discuss the problems of the students, so that the students can be properly, precisely and logically guided. You both have to work as a team for the benefit of the students.

Teaching how to develop study habits

As teachers you will have to orient pupils to the best possible use of their talents and time by introducing to them ideal strategies of studies i.e. to organize their work, use of the library, preparing notes with the help of reference books, use of dictionary, planning time table for study and preparing for examination. In fact teaching good study habits is one way of making a pupil an autonomous learner who need not depend on any body in the long run.

Teacher as a provider of vocational guidance

- expose the students to various career options and their requirements for entry and further advancement.
- assist students to discover their abilities and skills and relate them to various occupation.
- help them develop a positive attitude towards all kinds of work.

Teacher's role in placement

Teachers can guide the students in their placement in various courses in their school and in jobs because of their broad understanding of the subjects offered in school and connected job possibilities of these courses. The teachers may have contacts with the employment exchange offices and help students to get placement in jobs of their choice.

INTERVIEW :

This technique is a face-to-face relationship between the teacher and the student. It is a conversation with a definite purpose. This technique will help you to collect information directly from the student and help the student to understand himself and his problems better.

AUTOBIOGRAPHY :

The students could be given suggested guidelines on which they can write their autobiography, for example: (i) My family, (ii) My childhood, (iii) My years before school, (iv) My years in school, (v) The places I have lived, (vi) The trips I have taken, (vii) My teachers, and (viii) My hopes and aspirations.

OBSERVATION :

- Observe one student at a time.
- Have specific criteria for making observation
- Observation should be done continuously for a considerable period of time.
- The student should be observed in different and natural situations.
- The student should be observed in the context of total situation
- The data collected through observation should be integrated with the other data.

CUMULATIVE RECORDS :

As class teacher you can maintain the cumulative record of every student, providing an organized progressive report of information regarding the student. This cumulative record can have data on personal information, family background, medical and health conditions, date of school entry, school grades, transcripts from previous schools attended, personality and behavior traits, school activities and anecdotal records.

CASE STUDY :

Similarly a Case study could be taken up for those students who need special attention. It is an analysis and documentation of data collected in a case history. It comprises the information gathered about a student including family history, physical development, education, social and vocational history.

TEACHER'S ROLE IN PLACEMENT

Teachers can guide the students in their placement in various courses in their school and in jobs because of their broad understanding of the subjects offered in school and connected job possibilities of these courses. The teachers may have contacts with the employment exchange offices and help students to get placement in jobs of their choice. The procedure of placement and other related details can either be told to the students in a group or individually as the case may be, some of the important points could even be written and kept on the notice board for all to see.

The next important role of the teacher is to collect data concerning each student. For this the following non-testing techniques could be adopted:

1. **Interview**
2. **Autobiography**
3. **Observation**
4. **Cumulative record and**
5. **Case-study**

TECHNIQUES

INTERVIEW

This technique is a face-to-face relationship between the teacher and the student. It is a conversation with a definite purpose. This technique will help you to collect information directly from the student and help the student to understand himself and his problems better. This will develop his/her insight into the situation and help him/her to gain confidence in you and communicate freely. The process of interview should begin with a friendly and informal note by establishing a rapport with the student. Your role here should be to encourage the student to express himself/herself. This self-expression will give him/her an insight into his/her problem or difficulties. The student will be able to understand himself/herself better and will be able to set a course of action for himself/herself. Your role is that of a facilitator here.

AUTOBIOGRAPHY

Through this technique you can get first hand information from the student relating to his/her own life incidents for providing valuable information. The students could be given suggested guidelines on which they can write their autobiography, for example: (i) My family, (ii) My childhood, (iii) My years before school, (iv) My years in school, (v) The places I have lived, (vi) The trips I have taken, (vii) My teachers, and (viii) My hopes and aspirations.

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WHAT IS GUIDANCE?

Guidance may be defined as the process of helping an individual achieve the self understanding and self direction necessary to make the maximum adjustment to school, home, and community. In day to day life, all sorts of problems arise and many a times an individual fails to meet them properly. Meeting some *of* the problems may require a greater range of information, experience and analysis than what one possesses. In such a situation a qualified person who does not form a part of the situation may be able to guide and provide help. This works as a method of relieving stress. The modern educational system aims at providing a healthy approach which supports an individual to grow and realize his/her potentialities to such an extent that the overall personality develops.

Personal development and adjustment

It emphasizes to develop understanding about oneself, discovering one's potentialities, aptitude, interests, development of favourable attitudes and habits and self directions as well as adjustment to different situations. This becomes very important because without a clear understanding about oneself, choosing the right alternative becomes very difficult. Let us take an example from an educational setup. Student X took up the science stream with a view to take medical profession as a career because it was the desire of his parents. Being a meritorious student, he was able to get through the medical entrance but after putting in effort for two years, left MBBS course in between due to lack of interest which was also causing a lot of adjustment problems for him. The parents were at a loss because the boy had already missed two important years of his life and it was due to lack of self-understanding. This is a very common situation where parents play a decisive role in deciding the future vocation of a child without looking at the potentialities aptitude or interest. Guidance can help in developing a favourable attitude and acquiring the right choice, which leads to better adjustment in life.

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During the past few decades new interpretations of our way of life has resulted in a number of changes. The concept of the society as an organized group of individuals bound together by similarity of interests and activities has been enlarging not only geographically but also ideologically. In modern times, we witness a break down of the traditional mores and traditions. Newer concepts of human inter-relationships are also in a state of flux. Today every man, woman and child is expected to utilize his/her abilities for the benefit of the society and at the same time for personal advancement. Any philosophy of life that sets an individual against the group or which allows any disregard for one's fellow beings is increasingly becoming untenable. The newer concept of society is that of a group wherein no individual should have rights or privileges that have not been earned or that are denied to any worthy member of a world fellowship. The guidance movement has always kept the individual as the focal point but at the same time has emphasized the interdependence of individual and societal need on each other.

The term guidance represents a concept that is neither simple nor easily understood despite the fact that during the past few decades guidance has become popular among laymen and school people. The complexity of human nature, developmental differences, personal and social problems associated with changing environment and cultural traditions call for various guidance approaches.

An individual experiencing an actual guidance need may or may not desire to seek help in a problem but there is another type of a person who appears to be unwilling or unable to think for himself/herself, plan his/her action or discover for himself/herself the information that may be helpful to him/her. The objectives of the guidance programme are to provide services, which will help in meeting certain needs for the growth and development of people. Some of the needs are briefly discussed below.

Personal development and adjustment

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Educational development

The needs of individuals differ from person to person. The educational needs are highly dependent upon the interest and the objective of a person. A person may require to study the basics of a few subjects but furthering of studies depends upon his/her interests and objectives in life. The educational guidance process can play an important role in finding the individuals capacity and interests. The educational systems methodically and purposefully intervene in the lives of the growing individuals. The major function of the educational process is to help the system design learning experiences and aims at enhancing self-awareness, empathy, and social consciousness in individuals.

OCCUPATIONAL DEVELOPMENT

This includes information and knowledge of occupational opportunities and trends and finding suitable employment for oneself. There is a common saying that '*Choose the work you love and you will never have to work a day in your life*'. An individual's vocational choice is the most important decision in his/her life. The world of work provides a wide array of choices to every individual. Matching of the person to the right occupation can be successfully attained through vocational guidance.

Thus guidance is a process, which aims at self-direction by helping each individual to meet and solve his/her problems as they arise, on his/her own. Guidance is not the imposition from outside - of one person's point of view on another person; it is not making decisions for others. Rather guidance is assistance made available by qualified trained professional to any individual to help in managing his/her own life activities, developing one's own point of view and taking decision for himself/herself.

From the perspective of a counsellor guidance is helping to see through himself/herself in order that s/he may see himself/herself through. In accordance with the approach in guidance, four areas for guidance are observed. These are:

Understanding the self

One needs to understand oneself in relation to the situation in which one is involved. Keeping oneself out of the situation may not give a view which is justified.

Adjustment

Adjusting oneself within and according to the need of the situation becomes necessary for developing one's human potential. This also helps in meeting the demands of the situation and to face the realities.

Orientation

Orienting oneself to present and future conditions help in developing a perspective which also helps in adapting to the situational demands.

Developing oneself

This is one of the foremost areas of guidance. Helping an individual develop the personal potentialities to the maximum and achieving fulfillment in life is the sole aim of the guidance approach.

SOCIAL DEVELOPMENT

Human development is the central concern of the society. Since human beings are social organisms, human development is largely a part of the social learning. In a democratic society, no philosophy of guidance can be complete without recognizing the social need of guidance. Basically there are four main points of view that are as follows:

The culture

The culture emphasizes that there is a general need of the individuals to relate themselves to the changing opportunities for their own benefit and for that of the society. Also the behaviour needs to be related to the values and ideals prized in the society and the prevailing conditions provide a platform to face the realities, which are already persisting in the culture.

The community

The life of the community demands fulfillment of social relations. The psychological dispositions for effective social action can be achieved as a part of the education in the process of guidance.

The family

For meeting out the demands of this social unit, healthy family relationships play a major role. Proper educational guidance in this regard can help youth to achieve happy family adjustments and development of positive attitudes which are essential for redressing the conflicts in interpersonal relations among different members of the family and thus saving the family from being disintegrating. For example, the present situation of breaking down of the joint family system and emerging of the nuclear families is posing a lot of problems in our present day society. Value development which is on the decline needs to be revisited for which the parents will have to make a special effort towards it. Problems related to aging or growing up concerns like AIDS, drug abuse, child abuse, all need to be addressed for better functioning of the basic social unit i.e. the family.

The economy

To achieve social efficiency the optimum utilization of human potential needs to be done. Plato stressed the need of preserving the strength of the society and relating the diverse duties to those who are best able to perform them. The social need for the congruent matching of personal talents with required social tasks is a challenge of the modern technological society. Today with the multifarious technological advancements, work has a different meaning for a professional person in and for a semiskilled labour. Guidance on this front may address the procedures such as:

- outlining the broad areas of vocational opportunity and the major trends
- relation of vocation to values, interests, needs, aptitudes etc
- conditions of work currently prevailing in the society
- occupational demands, job hazards etc.
- educational demands, which include entry level requirements and related educational opportunities to it.

GUIDANCE IN THE EDUCATIONAL SETUP

You have read till now that guidance plays an important part in the development of the human being as an individual and education is the foundation for development of the human potential. So how can we separate guidance from education? Let's discuss how education and guidance complement each other. Guidance services form an integral part of the broad educational process. Although the teaching-learning situation constitutes the heart of the educational practice, yet guidance gives it a more meaningful purpose. The changes taking place due to the rapid technological advancements, increasingly complex society, need for a dynamic personality and outstanding leadership, unusual demands upon the young people - all contribute to the need of guidance services in the educational system. In the area of education, guidance develops as an organized set of specialized services which are established to promote the development of an individual and assist him/her towards better adjustment and maximum accomplishments commensurate with his/her potentialities. Guidance programme aims at providing independence, resolving conflicts, reducing anxiety and provide information to the students. Formerly, education was the process of only passing on the cultural heritage of the past. The student, in the whole process of transaction, was more of a recipient than a participant but with a change in the educational thinking, the student is at the center of the educational process and the total focus is related to his/her development. The underlying assumption of this thinking emphasizes the fundamental purpose of guidance, which is helping the student make wise choices. Self-understanding attains utmost importance for the student because most of the times family-centered educational and vocational decisions are taken which indicate lack of appreciation of the importance of understanding the individual. There are various situations in the educational set up calling for the need of guidance services. Let us reflect on some of them. The teaching process leaves little time for helping and assisting the students with problems related to their social adjustments and instructional activities. A careful consideration about the "individual differences" needs to be developed for the success of the instructional procedure. The student needs to be emotionally adjusted for a better teacher - student interaction otherwise cases of bullying aggressive behaviour or timidity sets into the classroom procedure. The need for providing assistance to the students related to their growth and development is also well supported. Wholesome attitude towards the process of development is needed as learning occurs and understanding about oneself increases. The need to provide an educational environment conducive to the maximum development is expected in the present scenario.

The systematic utilization of one's potentialities and time for vocational preparation is also becoming more and more important for the student today. Personal and emotional life of the individual is experiencing newer demands with the advancement of technology. Hence need for adjustment of those complexities is throwing challenges to people. The psychological aspect of pupil development is receiving more attention. A need for better understanding of the students and need for more comprehensive study of developmental issues is being realized. Students' behavioural problems like delinquency, misconduct, etc. require immediate attention on the part of the system as a whole. Guidance programmes can address these problems and a therapeutic assistance can be provided.

THE PHILOSOPHY AND OBJECTIVES OF GUIDANCE

An inadequate definition of underlying philosophical assumptions may result in inadequate guidelines for guidance practices. The primary effort has been directed towards aligning the philosophy of guidance with a systematic school of philosophy, presenting the tenets of the authorities of the field. A model by Mathewson (1955) helps in establishing a paradigm for the guidance practice.

A philosophy of guidance helps to determine

Policy, which provides a basis for

Planning which leads to the establishment of

Programme structure or organized framework for

Programme activities using various professional

Procedures requiring trained

Personnel and adequate

Facilities all bearing upon the Process of

Guidance

An adequate philosophical frame of reference would appear to include a formal approach as well as an informal approach to the philosophy towards life. It can be well deduced from the above given paradigm that the primary function of a philosophy is to clearly state and delimit the goals and objectives of guidance. The ultimate aims of guidance have been variously stated in different categories for example - full and balanced, spiritually developed individual. It also emphasizes self-guidance and maturity which help to learn to live better lives.

A recent goal for the guidance worker is that he/she should prove to be a catalytic agent for change. The sociological view of the school as a system implies that the guidance worker should be an expert in the broad view of education and that he/she should be an agent for change in a system of interrelationships which are largely static. The process of guidance can be derived from a unified theory that is both from philosophical basis and from knowledge in the behavioral sciences. The behavioral sciences contribute ideas which in turn relate to practices and suggest certain ends for human development. Mathewson's basic model can prove helpful to derive guidance process from a unified theory.

GUIDANCE: HISTORICAL ANTECEDENTS

Cultural anthropology has given insights into mankind's continuing search for guidance in the ways of living. Every known tribe, past and present has attempted for the betterment of its way of life. Various studies have confirmed that these societies have always tried to eliminate the pressures of living for its future. Decision-making was the state of mankind thinking about life choices. All advice giving and actions taken were focused on the basic ends of living and living with less stress. Guidance in the non-formal sense was the advice given by one person to another or by a group to its members, in seeking what was the best course of action in terms of survival of the individual or the group. Though the term Guidance was not used in the primitive ages, yet it was very much in use.

Spiritual and moral guidance was the responsibility of the church and the family. But as education became more available, it became quite apparent that the same problems regarding the students surfaced which the teacher was not able to handle due to lack of training or lack of time. Among the main developments which led to the establishment of formal guidance in America were co-education, advancements in the life-style, civil war, mental health movements, technological advancements, industrialization etc. The publication of a formal book and the movement started by Frank Parsons (1907) is a milestone in the area of guidance. His emphasis was on the vocational part of guidance. He proposed a three-step method for vocational counselling (1) know the student (2) know the world of work and (3) match the man with the job. The suggestions of Parsons made necessary the development of tests and other instruments to facilitate in finding out the personality traits of the students.

This movement launched a new era for psychology. The other issues, which did much to further the guidance movement were the following:

- The serious study of individual differences.
- The problem of the rate of industrial turnover and the causal factors behind quitting and misemployment. The need for remediation of this social problem was well established.
- Freud's speech at Clark University which triggered serious study of psychology in America, to begin with.

To summarize the historical antecedents of guidance movement, three distinct stages of its growth can be visualized. The stages are i) The amorphous stage, ii) The prescriptive stage, and iii) The non-directive stage.

The amorphous stage

Since ancient time people found it important to work towards common protection and felt it was beneficial to ask for and give guidance as the need arose. However the term guidance was more of an attempt to provide unsystematic information or advice given out of friendly relations or by religious leaders and law providers of the society. The trend in the human societies has more or less been towards referring to those in difficulty to 'religious figures' who presumably are 'closest to these ,aestions'.

The prescriptive stage

The real beginnings can be traced to Sigmund Freud. Freud's concept of catharsis, his naturalistic explanation of the cause and effect "laws" led to a deterministic worldview. At the same time, the vocational guidance movement was also gathering momentum in the country. The socio-cultural setting at that time was responsible for the moving forward of the counselling movement. Progressive education was winning acceptance and some writers came to the conclusion that the underlying philosophy of education was instrumental for the changing philosophy underlying guidance. The final years of this stage served the purpose of taking guidance from its shell of subjectivity and stated the importance of research, which could prove important in resolving human problems and alleviating them.

The non-directive stage

The client-centered non-directive school of thought brought about significant changes in the thinking about guidance. Carl Rogers has been the leading spokesman for the nondirective stage. He followed the tradition of the belief in the potentiality of the human being to solve his/ her own problems. His basic goal has been the freedom of the individual for he often stated that given the freedom to work through his/her own problems in the presence of an unthreatening, sympathetic counsellor, man can grow in the ability to live more fully and to learn to-cope with his/her problems as they arise in future.

The nondirective stage in the development of guidance and therapy merged gradually with the movement called phenomenology. Both schools were dedicated to helping people in their problems of day today life and were interested in finding a consistent set of principles to work upon. The suppositions of the phenomenology and the previous stages of the historical development - all led the aims to be divided into two categories - *the ultimate* and the *immediate aims*.

The ultimate aim

The immediate aims are to develop:

- to develop student initiative and responsibility;
- self understanding and self guidance;
- ability to choose one's own goal wisely;
- ability to anticipate, avoid, prevent the crises from arising one's life;
- capacity to adjust to day today life demands; and
- characteristics of good citizenship.

Mathewson (1955) defines guidance as "the systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his/ her own characteristics and potentialities and to relate him/herself more satisfactorily to social requirements and opportunities in accord with social and moral values."

CHARACTERISTICS OF A GOOD TEST

The diagnostic value of a test depends on the degree to which the score on it can predict the behaviour in a particular area. The predictive potential of the test depends on four characteristics viz.,

1. **OBJECTIVITY,**
2. **STANDARDIZATION,**
3. **RELIABILITY**
4. **VALIDITY.**

OBJECTIVITY

The objectivity of a test refers to the stability of the test scores over repeated measurement indifferent situations by different individuals. The objectivity of a test depends on many factors, type of items included in the test, clarity of items, different domains of the behaviour included and skill and efficiency of test administration. In order to enhance objectivity of the tests the process of standardization is taken up.

STANDARDIZATION

In order to enhance the predictability and stability of scores tests are standardized. The tests are standardized in terms of the administration procedure, scoring norms, reliability and validity. The scores obtained by individuals on the test could be compared only when the testing is done under similar conditions. The test developers specify the procedure and instructions for administration of the test. Standardization of a test involves administration under uniform procedure and establishing the norms, reliability and validity from the data obtained.

RELIABILITY

Reliability of a test refers to the consistency of the scores when tested on different occasions. The score obtained by an individual on a test is likely to fluctuate on different occasions. The variability of the score may be the result of normal variation due to personal reasons viz. motivation, distraction, fatigue etc. or error creeping into assessment due to other reasons such as lack of clarity of instructions, ambiguity of test items etc. Whatever be the cause of fluctuation in scores, it makes relative ranking of the individuals difficult. The test developers are interested in accurately assessing the extent to which the variation in the scores is due to chance factors or error of measurement. Reliability index gives the extent of error in assessment so that attempts may be made to reduce such error.

The major sources of error in assessment are:

1. Time interval between different administrations of the test.
2. Type of items included in the test.

Test-retest reliability is usually calculated for those tests those measure traits not expected to change over time. The test is administered on the same sample of individuals again after an interval and correlation between the two sets of scores yields the index of test-retest reliability.

split-half reliability. This type of reliability is calculated when there are different conceptual domains of the behaviour being included in the test. In order to ascertain, that the different items are measuring the same behaviour the test is split into two parts and reliability of the two halves is calculated. The splitting is done by odd-even items or by splitting the test into two and the scores in the two halves of the test are correlated.

VALIDITY

Apart from reliability, validity is an important characteristic of a test. Validity conveys the extent to which a test measures the characteristic it is supposed to measure. A test may be highly reliable but if the score does not help the counsellor to measure the quality/trait s/he wants to assess, it is not of any use.

Validity is very important for a test. If a test is reliable but not valid, it is of no use. However, a test could be valid only when it is reliable. Predictability is essential for validity. Different types of validity of a test are face validity, predictive validity and concurrent validity. These are described below:

The face validity is important and it clarifies whether the items are appropriate or not if their content is outdated or age inappropriate but it is different from content validity.

The other type of validity is predictive validity. This type of validity informs the counsellors whether the test is able to predict performance on the future task.

Concurrent validity is yet another type of validity which is obtained by establishing correlation between the scores obtained on the test by the reference group with their scores on a different test measuring similar behaviour or quality.

PSYCHOLOGICAL TESTS

The psychological tests according to the behaviour being assessed are classified into different domains such as cognitive and affective. Cognitive domain subsumes tests of general mental ability or intelligence, aptitude, creativity, achievement, diagnostic tests for assessing deficit in specific domains of learning viz. mathematics, languages etc. Intelligence and achievement tests are either power or speed tests. The tests which assess affective domain include tests of personality, self-esteem, self concept, emotional development, abnormality of temperament, anxiety, stress, interests, values, vocational maturity, career decision making, motivation etc. These tests could be individual or group tests.

MENTAL ABILITY TESTS

STANFORD-BINET TEST

This is a verbal test of mental ability. The test is old and was revised fourth time in 1986. The old test (1973 version) was adapted in India but standardization data are out dated. The new test contains 15 separate tests, instead of sub-tests for different age groups. However, during administration age differentiation has been retained. Testing for an individual begins from basal age i.e. lowest point and goes right up to the highest level when at least three out of four items are missed or are wrong. This stage is called terminal age of the individual on the test.

WECHSLER INTELLIGENCE SCALE

The scale has been revised since it was first constructed in 1939. The 1981 version called Wechsler Adult Intelligence Scale Revised (WAIS - R) contains 11 subtests, six verbal subtests, namely, information, comprehension, arithmetic, similarities, digit span, and vocabulary. The performance subtests are digit symbol, picture completion, picture arrangement, block design, and object assembly. The test has high reliability and internal consistency, although the reliability of subtests except for verbal test is quiet variable.

KAUFMANN ASSESSMENT BATTERY FOR CHILDREN (K-ABC)

The test is useful for children between 2H to 12¹/₂ years of age. The test is based on the assumption that intelligence is information processing capacity and has three scales viz. sequential processing, simultaneous processing and mental processing composite, which is a combination of the two former scales, an achievement and a non-verbal scale, independent of mental processing.

ILLINOIS TEST OF PSYCHO-LINGUISTIC ABILITIES (ITPA)

The test meant for 2 to 10 years olds is based on information processing approach to intelligence. The test consists of six sub-tests, out of which three measure individual's ability to receive visual, auditory or tactile input and three sub-tests provide independent measures of processing in each of these areas.

Bender visual motor gestalt test

This test is used for assessing brain damage. The test consists of nine geometric figures which the subject is asked to copy. The specific errors made by the subjects have been identified. The subjects' score is based on the number and types of errors and accordingly scoring systems have been evolved to identify emotional and brain damage. Although very popular and used for a variety of purposes, the test has low reliability.

PERSONALITY TESTS

MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI) - 2

It is a true-false self-report type questionnaire used to identify clinical and abnormal personality disorders. The test can be used with persons 14 year old and above. The latest version provides score on 15 content areas like: Hypochondriasis, depression, hysteria, psychopathic deviates, masculinity-femininity, paranoia, psychasthenia, schizophrenia, hypomania, social introversion, health concerns.

CATTELL'S 16 PERSONALITY FACTOR QUESTIONNAIRE

The 16 PF is a questionnaire, which yields scores on 16 basic dimensions of personality, which Cattell called source traits. Test-retest correlations range from .65 to .93. The test is valid and the 16 scores are also grouped into second order factors.

RAVEN'S PROGRESSIVE MATRICES (RPM)

It is a very widely used non-verbal test. It is used both individually and in groups. There are 60 items which consist of matrices with geometric patterns with a missing part. The subject has to identify the missing part out of those given below the matrix. The test yields a score, which reflects general intelligence. The reliability of the test is .70 to .90. The validity **co-efficient** of the test with Binet is 60.

1. Bhatia's Battery of Performance Tests
2. Mechanical Aptitude Test Battery by A. N. Sharma
3. Interest Record by R. P. Singh
4. Differential Aptitude Test Battery (adapted) by Ojha.
5. Allport-Vernon Study of Values (adapted)

INQUIRY BY OBSERVATION

WHAT IS OBSERVATION

Observation is a natural phenomenon. In our everyday lives we observe many happenings, things, events, people, gestures, speech and so on. In fact observation is the most direct way to learn and become familiar with the learning and development of children. In the case of young children who are not able to read or write or are not able to express themselves observation is important. Observing and recording their actions provide evidence of how they behave, why they behave as they do. Is observation then merely looking around and just being present? The following example demonstrates that seeing is not observing.

WHY TO OBSERVE

Observation helps to:

- learn more about the student's development in particular areas,
- conduct an ongoing check on the progress of the student,
- make an initial assessment of the student's abilities,
- determine student's area of strength and weakness,
- resolve a particular problem, involving the student, and
- develop individual plans based on observed needs,
- gather information for the cumulative record for use in ongoing guidance and placement of students.

WHAT TO OBSERVE

Counsellors can learn about children through observation to understand and assess their students/clients in various domains of development: cognitive, affective or physical. Counsellors in schools can use observation as part of their daily instruction.

- ★ **PHYSICAL DEVELOPMENT:** The focus should be on fine and gross motor skills keeping in view the age level of the individual. For example, how the student/client walks, runs, climbs, jumps and balances. Does he/she have eye-hand co-ordination in using pen, pencil, objects etc.
- ★ **SOCIAL DEVELOPMENT:** The observation should relate to interpersonal relations i.e. how the student/client interacts and gets along with others. Is he/she alone or part of the group? Is he/she a leader or a follower? Popular with others or often excluded? How does she/he respond to sharing or taking turns? Is he/she co-operative and helpful?
- ★ **EMOTIONAL DEVELOPMENT:** This aspect is particularly important as it relates to handling of one's own feelings and managing other's feelings. Non-verbal cues, facial expressions, gestures made with the hands, arms, and feet etc. provide insights in to the client's emotional state.
- ★ **COGNITIVE DEVELOPMENT:** Information can be obtained from records of classroom, performance, examination reports and his/her creative ability in approaching situations in the counselling setting, etc.

HOW TO OBSERVE

Since different people are likely to record different things while observing, how can we then trust the observations made by counsellors/observers? Why do inaccuracies in observation occur? . Two main reasons of this are (i) people are not trained as observers and (ii) they are not prepared to observe at that particular time. Therefore, there is a need for training for accurate observation. Training includes how to write descriptively, recording field notes, using different methods for validating observations. Preparing for observation requires mental, physical, intellectual and psychological readiness. Like athletes, boxers, etc. need mental preparation to enter an event so do observers, if they are required to give their best. The quality of information gathered from observation depends on the skills of the observers/counsellors. The observers must know what to look for, how to record the desired information, and how to explain the behaviour. The accuracy, validity and reliability of observations can be improved through training and rigorous preparation.

VARIATIONS IN OBSERVATION

Observations are not confined to a specific place or time. These can occur in a number of settings such as homes, schools, classrooms, communities, organisations, etc.

OBSERVER INVOLVEMENT: observing a person in a given setting will be influenced by the nature of participation by the counsellor as observer. The extent of participation is a continuum that varies from a full participant to complete separation from the setting, i.e. as a spectator.

DURATION OF OBSERVATION: How long should the duration of observation be? The duration will depend on the time and resources available in relation to the purpose of study. It should last long enough to get the answers or to fulfil the purpose of observation. It could be one year or one hour.

FOCUS OF OBSERVATION: The focus of observation could be a holistic view of the child or one single element. Accordingly, the aspects to be studied would be decided.

SOURCES OF DATA: Data from different sources such as documents (personal diaries, registers, memos, etc.) interviews, informal talk, physical settings (how space is used, lighting, etc), social settings (communication pattern, how decisions are taken, etc.), non-verbal cues, unobtrusive indicators (equipment in the laboratory, books used in the library, condition of carpets etc) are used during observation.

METHODS FOR RECORDING OBSERVATIONS

After having learnt about what to observe and how to observe, you will now learn about the methods of recording observations.

Field notes

Field notes contain the description of what has been observed. Those are descriptive, should be dated, contain basic information about as and where the observation took place, who was present, what was the physical setting like, what activities took place, social interactions occurred etc. The description should be "thick" to permit the reader at the time of analysis, to experience the activity observed, as you can see in the following example

ANECDOTAL RECORDS

main characteristics of the anecdotal record are:

- It is the result of direct observation.
- It is accurate and gives specific account of an event.
- It includes the context of the behaviour.
- It focuses on behaviour that is either typical or unusual for the child being observed.
- Interpretations are recorded separately from the incident.

CRITICAL EVENT RECORDS

These are records of specific happenings, which deserve special mention or attention. The observer looks for specific instances, episodes that are considered to be illustrative of some aspect of behaviour. For example, a rule broken, an aggressive act, an indicative event, a special gesture or event which does not occur in routine.

MAKING OBSERVATIONS: SOME GUIDELINES

It is important to remember that the purpose of employing qualitative methods in guidance and counselling is to describe the behaviour of the child in the setting that was observed, the activities that took place, the people who participated in the activities and the meaning given to the happenings by the people who participated. The descriptions must be factual, accurate, and thorough without including irrelevant and trivial information.

- Be descriptive in taking field notes (anecdotal records, critical incidents).
- Present the views of the people, their experiences in their own words.
- Gather information from different perspectives.
- Use data from different sources: observation, interview, documents, etc., and seek investigator's help to cross check the observations made.
- Separate description from interpretation and judgement.

QUALITATIVE INTERVIEWING

The purpose of interviewing is to know what is going on in the person's mind. Interview is used with people to find out those things from them, which we cannot directly observe such as feelings, intentions, thoughts, things which have happened in the past, or the meanings attached to things going on around us. We have to ask questions to obtain information about these which help us to know other persons perspective. Qualitative interviewing is based on the assumption that others' perspective is meaningful. It is important to remember that skilful interviewing involves much more than asking questions.

Types of interviews

1. The informal conversational interview
2. The general interview
3. The standardized open-ended interview

The informal conversational interview

This type of interview takes place as part of the participant observation and relies on spontaneous questioning. The persons being interviewed may not even realize that they are being interviewed as the interview takes place as part of an informal talk. Since it requires a great deal of **time** and may require several conversations to collect information, it would be useful if the interviewer is in the setting to be studied for some time before carrying out the interview. In such interviews the data gathered would be different for each person.

The general interview

The issues which are to be explored with the respondents, are decided before the interview to ensure that all relevant topics are covered. This type of interview presumes that some common information has to be obtained from each person. This kind of interview is focused and data collected are more systematic and comprehensive.

The standardized open-ended interview

This type of interview consists of a set of questions arranged in a sequence, which are asked to each respondent. Data obtained from such an interview are systematic and thorough for each respondent but it reduces flexibility and spontaneity.

In all the three qualitative approaches to interviewing the persons being interviewed respond in their own words and provide their own personal perspectives.

Content of interviews

Depending on the type of interview to be conducted i.e. spontaneous, standardized or open-ended, the interviewer must decide the questions to be asked, sequence, time of interviewing and the wording of actual questions. These factors affect the quality of questions.

Kinds of questions to ask

Knowledge questions: Provide factual information which the respondent has to provide.

Behaviour questions: Aim at eliciting description of experiences; behaviours, actions and activities

Opinion questions: provide information of people's opinion on specific issues.

Feeling questions: tap the affective domain and are aimed at understanding the emotional responses of people to their experiences.

Sensory questions: are about what is seen, heard, touched, tasted and smelled and attempts to make the respondents describe the stimuli to which they are subjected

Demographic questions: are concerned with the identifying characteristics of the person to be interviewed

How to question

- Interviews should begin with non-controversial and easy to answer questions. This includes questions concerning behaviours, activities and experiences.
- Followed by questions, concerning interpretations, opinions, and feelings. This provides a context for expressing feelings and opinions.
- This could be followed by knowledge and skill questions. Before this rapport and trust need to be built.
- Questions about the present should be asked followed by questions about past and future. Some background information may be necessary at the beginning, but related questions need to be linked to the descriptive information and kept to the minimum.
- To obtain a complete and detailed picture of activity or experience probing questions could be asked. "Who", "where", "what", "when" and "how" questions are often used.

SOCIOMETRY: A PEER APPRAISAL TECHNIQUE

Various aspects of personal-social development can be more effectively evaluated by including peer appraisal methods such as *sociometry*. You too might have observed that in certain areas like leadership ability, concern for others, effectiveness in doing work, etc students often know one another's strengths and weaknesses better than the teacher. You shall now learn about sociometry, a widely used technique of peer appraisal.

Sociometric test

Sociometric technique helps in evaluating the social acceptance of individual students and provides information on the social structure of a group. It is based on choices of students for some group situation or activity. A typical sociometric test is given in figure 3.0. In the given example children's acceptance was assessed for choice of seating companions, work companions and play companions. It is important to remember that:

- The choices should be real choices that are natural part of classroom activities,
- All students should be equally free to participate in the activity,
- Choices made by the students should be kept confidential, and
- The choices made should actually be used to organize or rearrange groups.

Tabulating sociometric results

It is important for you to know that the student's sociometric choices must be organised in some manner if we have to interpret and use them properly. A simple tally of the number of choices each student receives will indicate the degree of social acceptance.

Constructing a sociogram

A sociogram helps to depict the social structure of a group. Sociometric results are presented in a sociogram which is a graphic picture of the social relations in a group and can be plotted directly from the data recorded in the matrix table. The sociogram is merely a starting point to understand social positions of individual students. It is necessary to supplement sociometric data with information obtained from observation, interview and other methods. The main purposes for which the sociometric results can be used are as follows:

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

STEPS OF GROUP GUIDANCE

Group guidance services to be systematic and successful should be carried out according to the following steps:

- Scheduling (Time and Place)
- Introduction of members to the group.
- Clarifying the aim and objectives
- Introducing the topic r^c discussion by counsellor
- Individual members to put their views
- Discussion
- Conclusion and inferences from trn intervention
- Decision regarding the next meeting

Scheduling (time and place)

The prerogative of arranging the first meeting of the group is with the counsellor. (S)he decide; on the time and place for the first interaction and informs all the participants about this scheduling.

Introduction of members

On the day of the meeting, the counsellor will welcome the members and arrange a session of introduction for the participants. The details of the problems faced by the individual members may or may not be discussed in the first sitting.

Clarifying aims and objectives

The broad outline of the programme, its aims and objectives, the need and relevance, the outcomes expected and anticipated, the probable fallout, shortcomings and adverse effects etc. everything is discussed. This session is of vital importance as this lays the foundation for the' whole programme.

Introducing the topic of discussion by counsellor

The counsellor introduces the topic of the group guidance and the possible paths to be taken in **this** collective endeavour is drawn out.

Group participation

The group members' participation is the essence of the exercise and hence the views and ideas of all the participants are sought. **This**, however, becomes difficult and at **times** impossible if the group is too large.

Discussion

The subject is discussed thread bare with all participants getting opportunity to clarify their doubts or even contributing with their respective knowledge as well as experiences.

Conclusion and inferences from the intervention

At the end, the counsellor summarises the discussion and possible inferences are brought out. This becomes the basis for the next level of discussion if the need is felt. At times, this also works as the starting point

Decision regarding next meeting

The group decides about the next meet and finalises the time and place. This eases up the proceedings for the counsellor,

As explained earlier, the above is possible only in small group guidance programmes. In large groups, the counsellor controls the discussions. This is required to maintain a proper discipline

TECHNIQUES OF GROUP GUIDANCE

Guidance in groups can be imparted using a variety of techniques depending upon the task at hand, composition of the group, facilities and resources available etc. The teacher/counsellor may choose any one technique at a time or a combination of techniques depending upon the need or the nature of the problem. Some of these techniques are the following:

- Sociometric technique
- Group discussion
- Workshop
- Problem solving
- Case study technique

Sociometric technique

It is a study or a measure of relationship in a group. This technique essentially uses the interpersonal relationship between the participants in a group and uses the affinity between the members to form smaller groups and thereby increase effectiveness of the group. There are various ways of studying the interpersonal relationship, namely:

- Choice of companionship (Who will you like to work with? Give 3 names in order of preference).
- Rating scale (Rate your companion in order of your preferences).
- Rejection list (Name the members you will not like to work with).
- Guess who list (Name members suitable for role-play-positive or negative).
- Ohio social acceptance scale (similar to rating scale in 5 points - most acceptable to least acceptable).

Group discussion

As the name implies this method is a 'co-operative and co-ordinated analysis of the problem, based on all information, data, material and explanation available to the group. There is a threadbare interaction between the members to reach the depth of the problem and search for solutions. The participants are encouraged to contribute their thoughts as well as to listen to others points of view in a democratic manner. The psychologist can identify various types of participants in the group namely initiator, orienter, facilitator, encourager, harmoniser, summarizer, fact-seeker, fact-provider, compromiser, expediter, spokesperson, evaluator, analyzer etc

Workshop

A workshop brings together the people in a facilitated group session, to accomplish certain objectives. A workshop is also a gathering or training session which may last for several days. It emphasizes problem-solving, hands-on training and requires the involvement of all the participants.

Equipment frequently needed in the room in which workshop are conducted, includes

- White board with erasable coloured markers.
- Flip charts with sufficient wall space to hang
- Stickers, staplers, scissors, paper chips etc.
- PC, access to copier, slide projector, OHP, recorders etc.
- equal participation
- proper physical environment

Problem solving

It is a technique used in groups as well as in individual guidance where the members are exposed to the problems and the dynamics of social or environmental parameters in which the problem has evolved. The members are oriented to the problem, helped to understand the nature of the problem, gather facts related to the problem, analyse the information, suggest tentative solutions, evaluate each solution depending upon the pros and cons associated with it and lastly, select the most plausible and efficient solution. This technique is a thinking and creative process which has to be carried out by the group in unison. This method not only helps in finding the solution to the problem at hand but also assists in developing the problem solving ability in the individual members.

Role-playing

This method encourages 'acting out a part' by the members in a given 'dramatic' situation in relation to the problem faced by the group. As there is no ready script available in role-playing, it cannot be rehearsed. The script evolves as a series of response and reaction between the 'actors' confronted with a 'situation or a problem'. The script develops as members interact as the 'drama' auto-unfolds. Even the spectators get an insight into the spontaneous outpouring of the actors who have to respond quickly to the situation and usually the natural and psychological reactions are reflected. Thus, role-playing works as diagnostic, therapeutic and educational tool for the psychologist in dealing with a group.

Case study technique

This method has been used since ancient times through parables and stories in religious scriptures, like The Bible, Jataka-tales or Vikram-Betal etc. The case study method contributes in fostering social skills to appreciate the conduct and behaviour of self as well as others, to achieve relevant mastery into the functioning of the self, to develop self direction and thus enhance appropriate action during social interaction.

GUIDANCE AT ELEMENTARY EDUCATION STAGE

It is important for you to know that though guidance is needed from the earliest stage of school education, its objectives differ from state to state. Therefore it is necessary for you to know its objectives at different stages of school education. For you it is necessary to understand that both the focus and objectives of guidance at elementary, secondary and senior secondary levels will be different.

At the elementary level the focus is on developmental and preventive aspects, only preventive at secondary level and remedial at senior secondary level. Thus the objectives at elementary level are creating self awareness and career awareness while at the secondary level it may be self understanding and career exploration and at senior secondary level crystallization of self identity and career identity. The outcomes at each level are also different i. e. developing competencies, skills, attitudes and values at elementary level, identifying personal/career concerns and goals at the secondary level and addressing self and career related coherence and issues at the senior secondary level. The following section will not only reflect objectives of guidance at various levels but also give you the idea about guidance activities which could be taken up by you.

Most of the objectives of guidance at elementary level i.e. grade I to VIII pertain to curricular requirements of children below 14 years. This is the age when children learn basic educational skills and are exposed to world of work. The basic concern of education is to enable the child make sense of life and develop his potential to define and pursue a purpose and recognize the right of others to do the same. In order to do this we have to reconfirm our commitment to equality within the landscape of cultural, linguistic and socio-economic diversities of our society. One of the objectives of curriculum at the lower primary level is to include and retain all children in the school and therefore one of the aims of guidance at this level is to help children in smooth transition from home to school and develop a positive self concept in their mind. In this process exceptional children might experience specific problems eg. gifted children do not find much scope to explore and feel disheartened while children from socially disadvantaged groups and children with disabilities face problems of acceptance, coping up with the pressure of curriculum load and lack of resources both human and physical. Some of the children may experience difficulties in mastery of basic educational skills and require specific guidance inputs to do so.

Most of the primary schools in India are practically single teacher schools though there is a provision for two teachers in all such schools. These schools are located in the neighborhood. This situation has one positive aspect and it is that there is a close teacher-pupil contact and the teachers come to know their children fairly well and this familiarity makes the adjustment to school very easy for children. Besides, involvement of parents and their interest are also greater due to their proximity to the school. Therefore programmes aimed at personal-social development of the children would have to be conducted utilizing these modes of interaction. Guidance programmes at this level will have to respond to basic human needs that demand satisfaction on a continuous basis and developmental needs that must be met at specific life stages. The objectives of guidance at VI-VIII grade include assisting for adjustment in school/ family/community, nurturing abilities, attitudes and interests, creating awareness about vocational opportunities, sensitization about the individualism in students, creation of effective self learning habits and assisting in future educational/vocational plans.

GUIDANCE PHILOSOPHY IN SCHOOL

Guidance as a concept to be integrated in the school work-ethos is relatively new in our country. For it to become a success, it cannot be kept isolated in classrooms only. There is a need for re-orientation of the whole school, starting from the top management down to the lowest functionary,

Guidance and the school administration

It is their responsibility, to put, in place, a working atmosphere where the concept of guidance is practiced. A democratic approach to administration, practicing the art of listening in communication, to be open to suggestions and criticism and thus making every member of the school staff feel responsible and accountable, is the keystone. This will contribute to 'social growth' of the institution. Once this has been established the ethos of guidance will percolate and the teachers will be encouraged to use it in the classrooms.

Guidance and the school teachers (fellow faculty)

Acceptance of the principles of guidance by the teaching faculty of the school is necessary. Orientation and attitudinal conversion has to be brought about in the senior teachers while newer faculty has to be initiated from the very beginning. Pre-service and in-service training can be organized accordingly.

Guidance and the parents

Parents are equal partners in the process of education of the children. Many of them may have misgivings or a faulty understanding about the process of Counselling and Guidance, as they associate any psychological intervention as a deviation from the norm and attach social stigma to it. In addition, for any guidance programme to be successful, the teachers should work in tandem with the parents. Many useful inputs are received about the behaviour and actions of the student outside the school which may determine the need and type of intervention.

Guidance and teachers' attitude

The initial negative attitudes towards guidance that the teacher may have affect the school guidance programme adversely. These may be:

- Over zealousness
- Antipathy
- Indifference
- Tolerance
- Eagerness

Over zealousness

Extreme enthusiasm may be counter-productive. Here the personal emotions will interfere in judgment making. Snap decision and over simplifications of problems are usually seen and the results are not pleasant. In long run, this dampens the momentum of the movement.

Antipathy

Suspicion and distrust is the other extreme where every failure or setback is attributed towards the change to the new guidance oriented system. These teachers are unable to appreciate the efforts /success of others. Nor can they themselves see the positive features and effects of this change.

Indifference

This is the most common and probably the most damaging of the attitude. They simply ignore the existence of the change. These people are satisfied with 'status quo' and do not bother to make an effort to understand, let alone change to the new system. However, some positive attitudes like tolerance, eagerness to help may be of positive importance.

Tolerance

They have the patronizing attitude towards the guidance. They see it as a new tool for newer teachers. They can see the effects yielding positive results but are reluctant to adapt it themselves in their classroom. I

DIFFERENT ASPECTS OF GUIDANCE

The child requires guidance from the first day*of his/her schooling. This is true not only in pre-primary or primary classes but at all stages of education including college. The guidance services can be classified as:

- Orientation service
- Pupil inventory service
- Information service
- Counselling service
- Placement service
- Follow up service
- Research and evaluation

Orientation service

The physical and functional layout of the institution has to be understood and then mastered. It is only then that the student can maximally utilize the resources. The task of the teacher-counsellor is to orient the students regarding the anatomy and physiology of the campus, i.e. the layout of the educational institution and the services of the various departments. This may be through a lecture, audio-visual show etc. but the best result is seen by recruiting volunteers from higher grades to familiarize the newcomers in groups.

Pupil inventory service

One of the important functions of a quality teacher is to keep a record of the various information related to the students under his/her charge. Periodic interaction with the student, classmate, parents and other teachers will give an insight into the process of growth, development and progress of the students. The Cumulative Record Cards are maintained, which carefully records all the relevant data regarding scholastic, sports, cultural, health, psychological information etc.

Information service

In this rapidly changing and expanding world, the information has become an enabling tool. This is also true in a classroom setting. The teacher-counsellor is expected to give information to the student on various aspects be it source of knowledge, type of learning experience, availability of resources, so on and so forth.

Counselling service (personal-social guidance)

Some students under certain circumstances will need individualized assistance and sustained intervention. This may be related to academic, personal, parental, social or any other problem that the child is facing which is interfering with the scholastic achievements and general. In such adjustments situation, counselling is resorted to and if need, be a professional counsellor's assistance is sought.

Placement service

One of the aims of education is to equip the individual to grow into an earning and contributory member of the society. The type of profession or career that is appropriate will depend upon the psychosocial make up of the student. The teacher-counsellor is uniquely positioned to evaluate and guide the student in choosing the right line for the future career. However, this requires expertise and experience and a professional counsellor's help may be sought, whenever felt.

Follow up service

Like any other profession, the experience of the teacher-counsellor will grow with time. It is a must, to follow the progress of the student during his growing up all through his school stay and even afterwards. The knowledge so obtained will add to more successful guidance programme for the future generations of students.

Research and evaluations

Any professional service needs additional research to gain further scientific information and to augment the knowledge base. Experiments under careful scientifically observable parameters and its evaluation will further improve the science of guidance.

TYPES OF RESEARCH BASIC RESEARCH

APPLIED RESEARCH

Applied research provides data to support theory through applying or testing the theory and evaluating its usefulness in problem solving.

ACTION RESEARCH

Action research is designed to solve problems through the application of scientific method. For example, action research provides a systematic framework in which the practicing counsellor, therapist or other professional in the helping field can solve problems and determine the effectiveness of his or her work. Action research provides a model for the evaluation of the effectiveness of an individual, a single program or a totality of guidance services.

HISTORICAL RESEARCH

Historical research involves studying, understanding and explaining past events. The purpose of historical research is to arrive at conclusions concerning causes, effects or trends of past occurrences which may help to explain present events and anticipate future events.

DESCRIPTIVE RESEARCH

Descriptive research seeks to test hypotheses or answers questions concerning the present. Three common types of descriptive studies are surveys, case studies and comparative studies.

EXPERIMENTAL RESEARCH

Experimental research experiments with different variables in order to predict what will occur in the future under a given set of conditions.

THE STEPS IN THE PROCESS OF EVALUATION

IDENTIFICATION OF GOALS TO BE ACCESSED

The first step establishes the parameters or limits for the evaluation. Evaluation can focus on the total guidance program or on only one or several particular objectives. Objectives should be stated in clear, concise, specific, and measurable terms. Broadly stated goals (for example, "to facilitate the adjustment of the student body" are much more difficult to measure than, for example, a specifically stated goal, such as, "to provide each student in school an opportunity to discuss his/her career planning with a school counsellor.")

DEVELOPMENT OF AN EVALUATION PLAN

Once the objectives for evaluation have been established, the identification and validation of criteria appropriate for measuring the program's progress toward these objectives follow. In the previous example, a simple yet valid criterion would be an indication of the percentage of the school students who actually had a scheduled career-planning interview with a school counsellor. This example is illustrative of the principle that measuring criteria should also be stated in specific and objective terms. The overall evaluation plan, in addition to specifying the kinds of data to be collected, should also specify how it will be collected, when and by whom. This plan must also give attention to how the data will be organized and reported and to whom. Finally, such a plan should conclude with provisions for utilizing the findings for future program development.

APPLICATION OF THE EVALUATION PLAN

After an acceptable evaluation plan has been designed, its validity is then dependent on the manner in which it is carried out. Once again we stress the importance of adequate planning and a positive approach, utilizing evaluators who possess the necessary understanding and competency. Timing is also important because some aspects of a program can only be appropriately evaluated in a "longitudinal" sense whereas other specific activities need an "immediately after" assessment.

UTILIZATION OF THE FINDINGS

Evaluation as an activity is in itself of little value. It is in the application of the findings that the real worth of evaluation lies. Through the process of evaluation, programs can ascertain their strengths and weaknesses. The utilization of these findings, however, cannot be left to mere chance. There must be planning, with specific responsibilities for the utilization of the findings and subsequent follow-up to establish the degree to which the evaluation recommendations have been fulfilled.

PRINCIPLES AND ASSUMPTIONS OF COUNSELLING

- Counselling must take into cognizance the totality of the personality development and integration. All the five areas of development viz., physical, cognitive, social, emotional and spiritual should have a synergy and balance.
- Counselling may be given to persons who are motivated or willing to receive such a help.
- Individual differences or uniqueness of every human being must be kept in mind while dealing with the clients,
- Counsellor must have faith in clients' ability to change in the positive direction and try to help the client formulate worthwhile goals which are reasonable and attainable.
- The current socio-cultural milieu must be kept in mind. The social norms and current value system is of great importance.
- It should be regarded as a continuous process of life like some of the salient life stages which have been elaborated earlier (Mohan, 2000, 2004.).
- Counselling services should not be limited only to the people who actively seek help, these should be used as a preventative and developmental support such as developing self-confidence, sex education or pre-marital counselling workshops.
- It should be extended to all persons of castes, creeds, sex, age etc.
- School education should be oriented to guidance-oriented needs of the children.
- People who have to perform a guardian's role like teachers and parents, must be oriented to their guidance oriented roles and responsibilities.
- The counsellor should be well equipped with assessment skills, their availability and dependability as well as their interpretation.
- The counselling programme should be flexible and need-based. Since individual needs and personality differ, the counselling too should be tailor made and hence no fixed ideas can hold true.
- Time to time evaluation and appraisal should be done of the programmes. Long term research can be done to study the effects of counselling.
- Counselling should be based on scientific realities rather than sentimental supports.

SKILLS OF COUNSELLING

So far we have concentrated on what personality traits an effective counsellor should have. These traits have utility when we can utilize them for the purpose of counselling. For counselling we are required to have certain skills apart from personality traits. There are three primary areas where counselling skills are required and used. These are presented below:

- Cognitive helping skills implies understanding skills. These skills pertain to understanding the problems and issues by both the counsellor and the client.
- Comforting skills deal with emotions. These skills bring solace and peace to the client. These reduce the tension and stress experienced by the client.
- Conative skills i.e. action orientation. These relate to bringing the client to a point where he/she is willing to modify his/her behaviour and to make adjustments and lead a happy life.

A gist of the skills is stated below for better comprehension:

- Building of trust to be able to build a rapport with the client.
- Attending skill i.e. giving full attention to what the client is saying without any disturbance or distraction.

Active listening which is very different from passive listening.

- Empathetic understanding of the problems as perceived by the client.
- Objective observation.
- Confronting skills or making the client face his own reality.
- Learning detached attachment i.e., being affectionate yet not being carried away.
- Dissolving positive transference which takes place between the client and the counsellor. This is the final point of a good counselling session.

EXPERIMENTAL APPROACH

Experimental method is borrowed by social sciences from physical or life sciences. Experimentation is considered not only essential but also most authentic method of scientific enquiry. In an experiment, the investigator attempts to find out what is related to what and by control of variables, he tries to find out what cause is associated with what effect. The evaluation of effectiveness of counselling must be made on the basis of individuals essentially interested in seeking counselling. The effectiveness of counselling can be demonstrated by providing counselling to some persons who seek counselling assistance (experimental group) and denying it to others who are equally keen to receive it, then keeping the latter (control group) waiting for a period of time (pre-wait) and finally comparing the two groups for measuring change using relevant criteria.

When control groups are employed, care must be taken to ensure that the control group and the experimental group are originally comparable. But in counselling situation control is very difficult, for the causes of behaviour are complex and difficult to identify and it is often impossible to determine whether a change in behaviour is due to counselling or due to some outside factor. The counsellor can not set up scientific, experimental control of many interwoven strands of ambivalent feelings, compulsions, and subconscious conflicts at work within a client. He/she can not experiment exclusively with one variable; all he/she can do is to take whatever steps seem appropriate towards solving client's problems.

The experimental approach can be applied in a limited sense to evaluate guidance outcomes. The main steps involved in this approach are:

- (a) Determining the objectives.
- (b) Choosing appropriate methods.
- (c) Selecting two or more groups of subjects who are comparable with one another.
- (d) Applying the counselling techniques which can be measured and scaled.
- (e) Measuring or assessing the final outcome.

SOME MISCONCEPTIONS OF COUNSELLING

Counselling is an area where many misconceptions have crept in because of certain factors:

- ★ Counselling is often understood as advice giving which it is not. It is not 'persuading', 'admonishing', 'directing/dictating' which would lead to dependence on the outside source, which is different from acquiring self dependence through counselling.
- ★ Due to recency of the guidance movement in the area of Psychology, many people confuse it with Clinical Psychology, which surely it is not.
- ★ There is also a lot of confusion because Counselling leans heavily on disciplines like education, mental hygiene, personnel work, group dynamics etc.; As such many persons equate counselling to education or mental hygiene.
- ★ The term 'Counselling' has been used so loosely in the recent past that in advertisements for the job of a receptionist, the word Counselling is used. Even at the time of admission to professional courses the word Counselling is used very inaptly for only seeing marks and allocating seats.
- ★ Lack of formal accreditation for counsellor is also there. People from all walks of life like to call themselves as 'counsellor' Advocates, medical practitioners, managers, trainers, receptionists, etc like to use the word Counselling for the jobs they are doing without having any knowledge of Counselling.
- ★ Lack of formal and professional training is also not mandatory. Therefore in our situation any person can claim himself/herself to be a counsellor.

PERSONALITY OF AN EFFECTIVE COUNSELLOR

"Counselling is the process of giving help to an individual faced by a problem, by making her/him understand and accept her/his assets and liabilities and then arrive at a solution to the problem and then implement the decision." (Mohan, 2000). It is a process of rendering help to a person needing it and hence the portrait of the helper is to be properly etched out. A counsellor has to be a giver. As such he/she must have some personality traits which incline him/her to go into the giving mode.

Counselling is needed where ever there are people needing help to make better adjustments in life. It is needed universally by people of all castes and creeds, of all ages, and at various points of life stages right from birth to early childhood, from home to school, adolescence, entering the world of work and family life, Child bearing and rearing, Middle age crisis, Retirement the 'Vanprastha' Ashram, and then death (this has already been elaborated in the chapter on "Meaning of Counselling"). The range of people and variety of problems to be dealt with, makes the job of the counsellor very delicate, sensitive, perceptive, insightful and tedious. The counsellor has to perform many tasks which need a lot of flexibility as well as scientific temper. The personality has to be in tune with these constraints.

Roles of a counsellor

Let us first see what are the roles he/she has to perform (Sandarshan, 1987).

- *Evaluation:* The counsellor has to make a judgment of the appropriateness, effectiveness and Tightness of the decisions of the counselee. These decisions must be wholehearted and in the right direction to make the client happy and adjusted in life.
- *Interpretation:* He/she has to see to it that the client has clarity and insight into his/her problem. In order to achieve this, the counsellor has to do a lot of paraphrasing and impart meaning to what has transpired.
- *Support:* The client is to be pacified if he/she is agitated, nervous or anxious; his/her anxiety is to be reduced; he/she has to be reassured and made to be relaxed.
- *Probing:* The counsellor has to help the client in exploring the problem, seeing it from all sides, discussing about it with the counsellor and reaching a solution.
- *Understanding:* The counsellor has to empathetically understand the feelings of the client. To reach a level of primary empathy and then secondary empathy takes a lot of work and concentration on the part of the counsellor. (Details about empathy will be discussed in the chapter- skills of counselling.)

GUIDANCE AT SECONDARY SCHOOL LEVEL

The guidance practices at all levels need to be based upon the developmental status and the needs of the child. Throughout the course of growth and development in a continuum, development can be conveniently divided into periods called developmental stages. During the secondary stage the child passes through a period of 'upheavals' which is also termed as the 'adolescence'. Adolescence is a period of rapid change at all levels - physical, emotional and intellectual. Hence the guidance program at the secondary level needs to focus on all these aspects. These aspects have been discussed in details in the units on 'Understanding Children: Needs and Problems', 'Essential Guidance Services' and 'Integrating Guidance with Curriculum' of this Course.

As discussed earlier, adolescence is a period of rapid change. This time the adolescent, if not guided properly, undergoes a lot of problems related to identity. The rapid physiological changes like development of the reproductive structures and sexual characteristics, voice break, appearance of hair, all calls for attention and guidance. The adolescent, when at a loss of a right opinion and help, often resorts to friends and incorrect sources of information. This further leads to many other problems. Another important area is early or late maturation which can affect an individual's psychological adjustment.

Besides the physical aspect, a lot of changes at the emotional level also take place due to peer pressure, anxiety, future plans and relationships. The adolescent also takes a lot of pressure in proving his/her identity and independence.

Looking at all these factors, it can be well summarized that adolescent period, which also is the secondary school stage, definitely stresses the importance of guidance. Looking at the wide percentage of the adolescents in the 2001 census, guidance and education needs to go hand in hand to provide support and help to this group to develop as a healthy human resource. Educating adolescents and providing guidance encompasses the vision of the healthy adolescent which says - adolescents should be empowered to make informed choices in their personal and public life promoting creative and responsible behaviour through Information, Education and Services.

According to an ongoing study on adolescents, some pertinent concerns and issues which have surfaced are:

- Issues related to physical development
- Gender issues
- Lack of self awareness and self esteem
- Authentic information on sexual issues/masturbation/acne etc,
- Myths and misconceptions related to growing up
- Sibling rivalry
- Developing a sense of identity
- Career choice and planning
- Emerging areas in academics and related information
- Relationship with parents
- Relationships with friends
- Study skills
- Interpersonal skills
- Adjustment problems

The key points to be kept in mind while developing the guidance programme:

- The quest for information starts as early as class 3 or age 8. Questions across generations are similar. Therefore it is not as if children are not sourcing the information, however, they may be sourcing it from inadequate and inaccurate sources.
- In the current times, inadequacy and inaccuracy of information would make young people more vulnerable to high risk behaviours such as HIV/AIDS and substance abuse.
- It is essential for all young people/adults to have a sense of appreciation and respect for self.
- A comprehensive perspective about the world of work including details about educational opportunities

COMMON MISCONCEPTIONS ABOUT GUIDANCE

By now we have discussed about the concept, significance and the bases of guidance. But simultaneously, it is also important to know what guidance is. Many a times various terms are used interchangeably with the term guidance resulting in a lot of confusion. Let us consider some of the misconceptions about guidance

Guidance is required only for the secondary school students

Guidance is a continuous process, hence it cannot limit itself at a particular stage. Students develop various behavioural patterns and acquire knowledge about themselves and their peers at different ages, which call for adjustment and learning throughout this period. There is a common misconception that pupil problems begin only after they enter the secondary stage. But the fact remains that guidance at the junior and elementary classes have much more impact because the attitudes and values developed at this point of time have an everlasting effect. Some aspects of guidance may need more attention at the elementary level but it is time that guidance neither begins nor ends at the secondary school stage. **In** fact, guidance is a universal need and it is required from 'womb to tomb' by all individuals.

Guidance is for maladjusted students

For providing a consistent environment for growth and development of individuals, guidance programme should address all students. All young people need help and it is not limited to the maladjusted students, though more and immediate attention may be given to cases which require immediate attention but it is for sure that equal opportunity of availing guidance services should be open to one and all at all levels.

Guidance means vocational guidance

As discussed earlier guidance aims at helping a person to understand oneself, discover one's hidden potentialities, areas in which one is good and areas in which one is weak, and also find one's interests. It also helps in the development of favourable attitudes and habits and self-directions. Vocational guidance is one of the areas, of the whole guidance programme which plays an important role in one's life. Getting the right vocation suited to one's aptitude and interest is an essential part of the entire guidance programme but it does not end up only with vocational guidance. There are many more areas, which constitute the guidance programme viz education, health adjustment, mental health etc. In brief we can say guidance provides for the all round development including vocational development.

Guidance means pushing, prodding and manipulating students

Guidance is altogether different from advice giving. The giving of advice is a universal human weakness. Guidance refers to providing a platform to the individuals so that they can decide for themselves whatever is good for them.

Guidance is the province of specialists

Almost all teachers spend three to four hours with students in the classroom and help the students academically as well as on the personal and vocational fronts. Serious issues definitely require attention by experts and specialists but teachers role is no less important in guiding students; and if this process is planned and consciously carried out it can bring very good results. The teacher, when he/she creates opportunity for the discovery and nurturance of the talents of the students serves an important function of guidance.

SOCIOLOGICAL BASES OF GUIDANCE

When we discuss guidance it is basically keeping in mind the fact that individual is a social entity. Divorcing the person from the social context and discussing guidance in isolation is simply meaningless, for sociological considerations in guidance are perhaps the most significant. Nevertheless the concept of guidance may be traced to be related with other fields as well like involve religion, psychology, and philosophy. There are different points of view about the individual and the interlink ages of interpersonal relationships. Guidance emphasizes assistance given to an individual in adjusting himself/herself to his/her needs and to the situation in which one finds oneself. Guidance services help a person in self-development and self-realization and in achieving maximum effectiveness in relationships with others. The basic sociological concepts which can prove helpful to the guidance workers are being discussed here.

The fundamental worth of the individual

The fundamental worth of the individual is the belief which works towards respect for the individual. History has proved that civilizations that gave a good chance to the individual to improve upon as a person tended to flourish and persist. This basic respect for the worth of the individual was of central importance and each of these civilizations as a whole benefited.

Conserving human energy

The second basic concept of guidance work is the desire of society to conserve human beings and human energy; this concept of course implies the wise use of human resources. The concept of the conservation of human beings also implies that the society has the obligation to help the person to live the kind of life that is both individually satisfying and socially effective and useful.

Demands of the society

The third sociological context is the fact that society and its demands on the individual are changing with time and that this change is becoming more and more complex each day. Holding the society together requires gradual development of social consciousness.

Increasing complexities of life

The increasing complexities of modern life are putting more and more pressure on the individuals and creating problems that are difficult to solve without positive attitudes towards life in general. This necessitates the need for effective guidance services.

A forward-looking society calls for individuals who are emotionally mature and well adjusted.

Increasing demands at the professional front

With the growth of society into a complex social institution more and more services call for specialization. Today almost all the professions have become so proliferated that each branch requires specialization and super specialization. Recognizing the capability of the human nature to adapt himself/herself to various situations, an effective guidance programme helps an individual to meet the demands of the profession he/she happens to opt for. The stability and progress of society also demands that each individual finds an appropriate place for himself/herself. This ensures that his/her contribution is fruitful to the group as a whole, because the worker who is engaged in the profession of his/her choice tends to remain in that occupation. A lot of time and energy is saved which is otherwise spent on floundering.

Employment of women

Another sociological trend is the employment of women. A drastic change in the attitude of the society is observable towards women and their employment. As against the orthodox view of the society that women have their place within the four walls of home, women to-day are becoming equal partners with men in almost all spheres of personal-social life of a society. Some of the factors contributing to the growing acceptance of women as members of the work force are: longer periods of education; demonstration of better abilities; desire of becoming self-sufficient and socially independent and availability of more opportunities for them.

Increasing enrolment of children in schools

The increasing number of children and young people in schools and colleges also forms the basis of guidance services because the growing numbers will demand more guidance services. More and more opportunities and dimensions are coming up. All individuals including the youth and children should know about them so that they can make use of these avenues for their betterment.

ROLE OF SCHOOL FUNCTIONARIES IN GUIDANCE

Designing an adequate guidance programme requires the cooperation of all the members of the school. They should understand their roles and responsibilities to support the guidance programme and participate actively and effectively. Guidance programme emerges out of the needs of the society and school philosophy, the latter is representative of or a composite of the staff's thinking. What should be the nature of experiences in a school? Should it be subject related guidance or inclusive of other aspects be also. How would the programme be organized? How will different responsibilities be taken up? Let us discuss the role of some of the important functionaries in a school guidance programme.

The administrator

Mathewson (1962 p.215) has emphasized on cooperation and sincerity of purpose among all participants in their guidance dealings. Guidance cannot be rendered exclusively in one spot; it must be pervasive. Therefore, a systematic team process is essential, compromising the efforts of teachers, parents, counsellors, specialists, and the pupil himself.

Planning

Planning of the programme and looking into possibilities of the programme success should be realistic. It involves all the preparations necessary to start the programme. Such as surveying the needs of students and school resources for guidance.

Decision making

Administrators are supposed to make consistent and realistic decisions based on goals of the programme in order to plan about what should be taken up. This involves purposes, demands, possibilities, implications, and possible outcomes.

Resource utilization

Proper utilization of available human and material resources in the school as well as tapping the resources in the community helps in organizing an effective guidance programme.

Orientation to all involved persons

All persons involved in the guidance programme should be properly oriented about the goals of the programme, nature of activities to be taken up, resources available for the purpose, needs and problems of the student population and role of other functionaries in the programmes. This orientation is important for achieving efficacy and efficiency in the guidance process. The act of orientation must be included not only for planning but also for the proper utilization of human and material resources.

Developing

The programme is developed further on the basis of previous experience, achievements, resources already utilized and the staff feedback etc. It is also necessary to look at the continuity of the programme in action. This involves careful examination of the purposes of the programme and the initial accomplishments.

MESE-058 :

EDUCATIONAL AND VOCATIONAL AND GUIDANCE AND COUNSELLING

1. ANSWER THE FOLLOWING QUESTIONS IN ABOUT 600 WORDS :

Explain the need for guidance at school level. Discuss the common misconceptions about guidance.

OR

Explain the career dimension of guidance. Discuss the nature and role of guidance at secondary school level.

2. ANSWER THE FOLLOWING QUESTION IN ABOUT 600 WORDS.

Describe the various uses of assessment in counselling. Discuss the issues associated with the use of quantitative techniques in guidance.

OR

Describe the characteristics of qualitative inquiry. Discuss the various steps and procedures involved in a case study method.

3. ANSWER ANY FOUR OF THE FOLLOWING QUESTIONS IN ABOUT 150 WORDS EACH :

- (a) Discuss briefly the stages of counselling.
- (b) Explain different skills of counselling.
- (c) Discuss in brief the tips for stress reduction and prevention.
- (d) Explain the salient features of observation technique.
- (e) Describe the sociological bases of guidance.
- (f) Discuss the role of parental behaviours for building a positive family climate.

4. ANSWER THE FOLLOWING IN ABOUT 600 WORDS :

You have been asked to design a guidance programme in the school list and discuss the suitable guidance activities you would like to organise for +2 students.