Paper: 202
GUIDANCE AND COUNSELING

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UNIT IST:- GUIDANCE

CONCEPT OF GUIDANCE:-

Guidance is as old as human society. It is becoming more &more important these days. It is wrong to think that guidance service is provided only by and for man. It is our common experience that observe many of the lower animals giving their young's the guidance necessary to enable them to survive & to grow towards adulthood. To guide means to indicate, to point out or to show the way. It is a sort of help, assistance or suggestions for progress. The city of Boston in America is called “the cradle of vocational guidance” and Frank Parson of Boston as the father of vocational guidance.

Guidance is a general term which means helping people to make wise choices and solve their educational, vocational and personal problems. It is a process by which individuals are assisted in making adequate adjustments in life situations.

DEFINITIONS:-

1. Ruthstrange, “Guidance is a process of helping every individual through his own efforts, to discover & develop his potentialities for his personal happiness & social usefulness.”
2. Jones, “Guidance involves personal help given by someone, it is designed to assist a person in deciding to assist a person in deciding where he wants to go, what he wants to do or how he can best accomplish his purpose, it assists him in solving problems that arise in his life”
3. Good, “Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behavior of a person”

CHARACTERISTICS OR NATURE OF GUIDANCE

1. Guidance is promotion of growth of the individual in self direction.
2. Guidance is a process that never ceases. It remains dynamic. In this process, an individual understands himself, learns use maximum his own capacities, interests and other abilities.
3. Guidance is accepted as individualized help. Through guidance an individual’s personal development is provided a direction and not to a group. Hence, it is a process of individualized assistance.
4. Guidance helps the person in his adjustment in different situations. This process allows to learn to adjust with different types of problems.
5. The process of guidance is helpful in preparing a person for his future.
6. It is one of the main characteristics of guidance not to impose one’s view point on others. It depends upon the wish of an individual how he acquire benefit by accepting the decision of the guidance worker.
7. Guidance is assisting an individual to find his place.
8. Guidance is helping an individual to establish harmonies relationships.

TYPES OF GUIDANCE

1) EDUCATIONAL GUIDANCE:- It is an admitted fact that all is not well with our educational ladder – elementary, secondary and university requires reformation & reorganization. There is a lot of wastage & stagnation. The number failures is increasing in various examinations. Education is not according to the abilities, aptitudes & interests of the individual. He has to face many difficulties in making adjustments at school & in life. Educational guidance would enable him to make adjustment with his educational environment by assisting him in developing good study habits, choosing a particular group of subject, making progress in it by removing the subject difficulties.

- Traxler's review: “Educational guidance is vitally related to every aspect of school, the curriculum, the methods of instruction, the supervision of instruction, disciplinary procedures, attendance, problems of scheduling the extracurricular, the health and physical fitness program & home and community relations”

- Arthur Jones View: “Educational guidance is concerned with assistance given to pupils in their choices and adjustments with relation to school, courses and school life.

NEED OF EDUCATIONAL GUIDANCE

It is an admitted fact that all is not well with our educational system. It has many defects. Some of the reasons for the justification of educational guidance.

1. Wastage and Stagnation: There is a lot of wastage and stagnation in Education. Talents of the individuals are not being properly harnessed because education is not child centered. They fail to adjust in the society. Thus there is a lot of need of educational guidance.

2. Diversified curriculum: Since the curriculum has been diversified in the higher secondary and multipurpose schools, the need for the guidance in the selection of subjects of studies has become an utmost necessary.

3. Decision for further education: As it has been pointed out that students make haphazard and unguided decisions in the choice of further educational training, industrial school or college.

4. Preparation for further vocation: Lack of educational guidance has created what is called as the problem of educated unemployment. So there is need for preparing and helping the pupil for future vocation with keeping in view their potentialities, interests and aptitudes and the demand of the society.
2) VOCATIONAL GUIDANCE: Twentieth century is said to be the age of science and technology. In this scientific and technological age one of the most important aspect of man’s life is vocation, as bread earning occupies an important place in one’s life. So one has to choose vocation for himself. Its foundation should be laid when one is receiving education. If vocational aim of education is not fulfilled then education is worthless. So there should be organized program for vocational guidance in the school.

- National Vocational Guidance Association (USA in 1987)

“Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon the process in it”

- Super

“Vocational guidance is a process of helping the person to develop and accept an integrated and adequate picture of himself and his role in world of work, to test this concept against reality and to convert into reality with satisfaction to himself and benefit to society.”

- Frank Parson :Wrote nearly 70 Years ago about the definition of vocational guidance,

“The vocational bureau is attended to aid young people in choosing an occupation, preparing themselves for its finding an opening in it and building up a career of efficiency and success”.

CHARACTERISTICS OF VOCATIONAL GUIDANCE

1) It is a process of helping the children to develop his potentialities to an optimum level.

2) It is a process of helping the person to impart occupational information, broadening his occupation horizon and stimulating his interest in vocational self-help.

3) It is a process of helping individual to choose an occupation for life, to prepare for it and to place him against a suitable job.

4) It is a process of helping the individual to evaluate his role in term of reality and practicability.

5) It is a process of helping the individual to achieve the vocational goal.

6) It is a process of helping the individual to attain satisfaction or happiness in achieving the goal.

3) PERSONAL GUIDANCE: it is a sort of help which is given to the individual in solving the personal, emotional or psychological problems. It safeguards the psychological abnormalities, mental conflicts, maladjustments & frustrations of various types. It
helps in making adjustments to circumstances in his life. It makes the child emotionally balanced & helps all round development of personality.

**PSYCHOLOGICAL OR PERSONAL GUIDANCE AT DIFFERENT LEVELS:**

1. **AT ELEMENTARY (GROWING) STAGE:**
   - To make a right start in the school.
   - To build a good physique.
   - To help in making emotional adjustment.

2. **AT SECONDARY STAGE (STAGE OF STRESS & STORM)**
   - To help the pupils to solve the problems concerning physical health.
   - To help the pupils to solve problems concerning sex, emotionally and mental health.
   - To help the pupil in making family adjustments.
   - To help the pupil in making social adjustment with the school.

3. **AT COLLEGE LEVEL**
   - To help the pupil in solving all the types of emotional problems, sex problems and other personal problems
   - To help the pupil in making adjustment with new environment i,e with the changing environment, college environment & environment of the society at large.
   - To help the pupil in developing healthy ideas and building a new philosophy of life.
   - To help them in participating in social activities.

**AIMS OF GUIDANCE**

Robert Henry Mathewson has given the four main objectives of guidance:

1. **To appraise and interpret personal characteristics:** Self understanding the discovery of aptitudes and capabilities, attributes of the self, weak points and strong points abilities to evaluate the self in relation of personal and several experiences and to use the self more effectively in everyday living in sought by guidance

2. **To adjust to school, to teachers & pupils:** guidance aims at satisfactory adjustment to academic work, getting the most out of studies & school activities.

3. **To provide orientation to educational, vocational & avocational opportunities & requirements:** guidance seeks selection of appropriate courses in line with individuals needs, interests, abilities &circumstances by making choice of various types of experiences in the whole school curriculum including co-curricular activities.
4. To develop personal potentialities: Guidance aims at growth in intellectual & academic capacities, skills & understandings commensurate with personal potentialities.

A) Objectives related to curriculum guidance:
   - Recognition, prevention & remedying to learning difficulties of pupils.
   - Orientation & articulation of the students.
   - Orientation & articulation of the teachers.
   - Orientation & articulation of the parents.
   - Orientation & comprehensive testing programme.
   - Participating in curriculum development programme.
   - Helping researchers in curriculum development.

B) Objectives related to Personal Development:
   - Identification of learning difficulties of the learners.
   - Prevention of learning difficulties of the learners.
   - Remediying the learning difficulties of the learners.
   - Referring the learners to appropriate experts if found necessary.
   - Follow up work.

C) Objectives relating to educational & vocational Guidance:
   - Counseling with learners for helping them to understand their educational & vocational aspirations in relationship to their aptitudes, abilities & achievements.
   - Assisting teachers to understand the use of proper methods of assisting students in making educational & vocational decisions.
   - Making parents aware of the need for guidance programs.

PRINCIPLES OF GUIDANCE:-

1. PRINCIPLE OF UNIVERSALITY:-
   According to this principle all students irrespective of their psychology or physical limitation need guidance & counseling services so it should be provided to all of them.

2. PRINCIPLE OF CONTINUITY:-
   Guidance are needed by all individuals from birth to death. Hence it should run as a continuous process from school scenario to society.

3. PRINCIPLE OF INDIVIDUALISM:-
   Guidance programs have to develop each & every individual of society & these programs are evaluated in terms of individual performance of students.

4. PRINCIPLE OF FLEXIBILITY IN METHOD & PROCEDURES:-
Every one cannot be punished with the same stick or reward with same type of food. The success of these programs lies in the uniqueness in the procedure just according to the need & variety of the individuals. It is because different people react to different situations. Therefore novelty & flexibility in procedure & methods are needed every time.

5. PRINCIPLE OF COOPERATION FROM THE CONCERNED PEOPLE:-
A Guide or counselor should keep this fact in mind that he cannot solve the problem of any person of his own. He will have to motivate the counselor to take help from the concerned people like parents, family members, teachers, principals, & religious persons etc.
HISTORY OF GUIDANCE MOVEMENT IN INDIA

• GUIDANCE IN ANCIENT INDIA:

Guidance is as old as social practice as the society itself. In all ages & in all societies parents have provided guidance to their children. Similarly more experienced members of the society have been the people from whom others sought guidance in various situation.

The techniques of guidance can be traced as far as ancient times. The Panchtantra & jataka tales are known for their moral stories, parables & question answer technique in learning. Even before the time of Socrates, these were used in India.

The teacher taught relationship was that of Guru Shishya. The Word “Guru” in Hindustani means the one who guides when the education of pupil was completed he was given upadesha. Education in ancient India was intimately related with guidance.

a) VEDIC PERIOD:-

Reference to technical & vocational education is found in Rigveda & Atharveda. Ayurveda (science of medicine) is a branch of Atharvaveda. The guru-kul system of education & many other practices & institutions owed their origin to guidance. They were taught sculpture, drawing, painting & other material objects.

b) POST VEDIC PERIOD:-

During the post vedic period, the vocational & technical education continued as prevalent in the vedic age. The remains of Mohenjodaro & Harappa remind us technical & vocational skills of that period. Vocational & technical education was imparted in the field of military science, medicine, surgery, agriculture, painting etc.

• GUIDANCE IN BUDDHIST PERIOD

During Buddhist Period, Vedic literature was also studied along with Buddhist literature. Although Buddhist education was basically religious but vocational education was also given importance. The vocations of study of Ayurveda (science of medicine), Dhanurveda (science of war) and Gandhararveda (art of music) developed during this period. Pupils were guided in the choice of vocations in accordance with their dispositions, interests, abilities, understanding and skills.

• GUIDANCE IN MEDIEVAL PERIOD (MUSLIM PERIOD)

In medieval period there was ample provision for guidance in vocational and technical education in various fields like arts & crafts, architecture, painting, dancing, music, military education and medicine education. Handicrafts made much progress during Muslim rule.
GUIDANCE IN BRITISH PERIOD

As Britishers felt the need of technicians in various areas they decided to start technical and vocational colleges. In 1847, an engineering college was started in Rookre. Afterwards engineering colleges were started at Calcutta, Madras and Poona. By 1902, about 85 technical and vocational schools were established in the country. Sargent Report (1944) made provision for teaching woodcraft, metalcraft, engineering, drawing, shorthand, typing etc in technical high school.

GUIDANCE IN MODERN INDIA

The post independence period witnessed the tremendous progress in the field of technical and vocational education along with the rapid growth of industrialization in the country.

Contribution of Calcutta university : Calcutta university has the privilege of introducing the guidance movement in India. It setup the first psychological laboratory in India the year 1915.

Mumbai University: In 1941, Batliboi vocational guidance bureau was established in Mumbai with the efforts of a retired accountant practicing in Calcutta and Mukherjee, a psychologist from Calcutta university.

Patna university: Department of psychological services and research in 1945 offering personal and vocational guidanceto students and constituting the no of psychological tests.

Kothari commission and also NPE (1986) and revised 1992 have recommended that guidance and counseling should be regarded as an integral part of education at all stages of development.

At present two major establishments are developing guidance programs for schools going children in our country- Govt organizations and private organization

HISTORY OF GUIDANCE MOVEMENT IN U.K:

The beauty of the education programme of United kingdom is that it has grown out of her own needs, culture, trade lines & compulsions. UK has so well organized her educational system that no nation in the world can compete with her. No text they take a lot of time to change &change only when they are fully convinced of the merits of the change. Yet they have made guidance program as one of the most important constituent of the education process.

In ancient Greece, Plato emphasized that a person should be engaged in a profession
which he liked. In other words, he pleaded for recognition of aptitude so that proper selection for a person could be made. Educators who followed Plato, also referred to guidance in the same form or other.

- **Hartiv’s contribution:**
  In England, origin of guidance is attributed to Samuel Hartiv. He guided students in the light of their interest & aptitudes. He wanted that English Govt. should establish an office from which educational & vocational data may be obtained. He was well known educational guidance worker.

- **Milton’s contribution:**
  John Milton in his book entitled “ON EDUCATION” defined education, “I call, therefore, a complete & generous education that which fits man to perform justly, skillfully magnanimously all the offices, both private & public, of peace & war”. In this definition Milton emphasized to do work skillfully in all fields of life. Although Milton said nothing directly about guidance yet he provided frame work by emphasizing skill & efficiency in private & public life for guidance movement in England during 17th century.

- **William Petty’s contribution:**
  William petty name is specially important among the co workers of Samuel Hartiv. He gave many suggestions for the improvement of education from the point of view of guidance. He advocates that guidance and education should be provided to all without discrimination of caste, creed, color & sex.

- **John Dury’s contribution:**
  John Dury was motivated by Hartiv to take interest in education. He held that education should aim at physical, intellectual, spiritual, social & academic development of the pupils. He suggested that education should be imparted according to the interests & abilities of the pupils. Thus, he pointed out need of educational guidance.

- **John Locke’s contribution:**
  Locke also influenced the guidance movement in England. In his treatise “some thoughts concerning education” he expressed the view that education should acquaint the children of England with traditional culture & make them progressive in outlook. Indirectly Locke supported guidance movement in England.

- **Second world war & guidance:**
  Guidance service became topsy turvy because of second world war. Therefore, need was felt for bringing drastic changes & redesigning & expanding guidance services.

- **Modern Guidance service in UK:**
  At present in UK, there are well organized guidance programs at the local, district & national level. Both private & govt agencies are rendering auseful service in providing educational, vocational & personal guidance. At present, the following important services are available in UK:

  I. **School welfare officers:**
     Every year, the officers undertake house to house censes which ensure that no child of compulsory school age is overlooked.
II. Child care committees:
   A special system of child care has been developed in England. Voluntary workers are attached to primary & secondary schools. They act as guidance workers.

III. Child Guidance clinics (CGC)
   CGC for the treatment of children with emotional and behavioural problems are provided by many local education authorities as well as by homes, hospitals & voluntary organizations.

IV. Career Guidance:
   The part time teachers are appointed in schools. Local Education Authorities (LEA) and ministry of labour share responsibility of providing career guidance.
UNIT 2ND FOUNDATIONS OF GUIDANCE

PHILOSOPHICAL BASES OF GUIDANCE:

Modern education aims at the best development of personality (Physical, Intellectual, Emotional, Social, Morally, Spiritually, Educationally &vocational) of the pupils. Guidance plays an important role in achieving this aim of education. Philosophy is the mother of all sciences & education or guidance is no exception to it. Philosophically, the aim of guidance is self realization & self direction. Respect & Dignity for each individual has been enshrined in our constitution under “Fundamental Rights”. Therefore it is mandatory for the state to provide each individual the freedom of choice & equal opportunity. This is possible Through guidance since all the guidance programs are based on the assumption of freedom of choice. Some of the important bases are described as:

- Inherent Inadequacy: Need for guidance & counseling is inherent in the very nature of human life. Every individual is born incomplete & inadequate in himself. No person is self sufficient at any stage of life. Right from the beginning of his life till the end of life he depends on others for having a happy & peaceful life. Organized guidance & counseling programme fulfill this need.

- Potentialities: Every individual is gifted with certain potentialities, capacities & talents. These potentialities are innate in nature. Different individuals are endowed with different potentialities & these potentialities can be developed with the help of guidance.

- Excellency: Excellency is required in the development of talents. Guidance helps the individual in knowing his talents, making the maximum development of the talents & attaining excellency, satisfaction & happiness.

- Problems & adjustment: Life is full of problems. A person faces many problems in life. Problems of the person can be solved with the help of guidance. Solution of problems helps in making adequate adjustments - educational, vocational, social & psychological.

- Dignity of the individual: Every individual has a source of self respect. Philosophy believes in the dignity of all human beings. Every individual occupies the dignified position in the cosmic universe. Dignity of the individual is to be respected.

- Freedom: The individual wants freedom. We must provides each individual the freedom to choose an equal opportunity. Freedom includes awareness of the alternative to choose from, which education must provide for, which students learn by operating in a truly democratic atmosphere. All Guidance is postulated upon the freedom of choice. Guidance is based on freedom i.e. freedom of thought, expression, belief, faith, choice & vocation of the movement.
SOCIO- CULTURAL FOUNDATIONS OF GUIDANCE:

The society is fast changing. Traditional mores, modes of living, conventions, costumes, values, norms & ideology are breaking down. Human interrelations are in a state of flux. Although need of help has always been there but social and economic changes for the past one century and especially past six decades have intensified the need of systematic guidance. The following are the important socio-cultural foundation of guidance:

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

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

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

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

- Changed family patterns:-
  The socio economic problems of the home, the philosophy of parents, the attitudes and fears of parents about children, parental desires and ambition, parental treatments given to children, parental emotional and social maturity all have a strong bearing on the development of young high school pupils. Their problems grow from these components of home. On the other hand philosophy of parental life is also changing. The changes in the parental attitudes & philosophy are seen in the form of lack of supervision & control of their wards. the home influences the emotional developments of students in many ways.

- Changes in social conditions:-
  Government policies increasing the cost of living, increasing un employment etc. Guidance is required to help them to face these problems and challenges squarely without expressioning stress & strain.
PSYCHOLOGICAL FOUNDATIONS OF GUIDANCE

The following are the important psychological foundations of guidance:

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

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

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

- **Psychological Problems:**
  Psychology has revealed that failures, disappointments, blocks, barriers, and problems in life generate frustrations, conflict, tensions, stresses, strains which result into maladjustments & several kinds of behavioral problems. It is essential to provide guidance to youth & save them from stresses & strains of a developing society.

- **Psychological needs:**
  A person is not a merely biological organism with physical needs of food, clothing & shelter but he is also a social & psychological being, having social and psychological needs. If these needs are not satisfied, he becomes the victim of conflicts, frustrations & maladjustments. Important psychological needs are:
  - Need independence & self-esteem.
  - Need of belongingness & love.
  - Need for information.
  - Need for association with opposite sex.
  - Need for self-support.
  - Need for success.
  - Need for self-actualization.
UNIT 3RD :- ORGANIZATION OF GUIDANCE SERVICE

PURPOSE OF ORGANIZATION

The effectiveness of guidance process depends on well organized guidance service & programs. The task is not limited to a specific field & specific human & natural resources, but organization of guidance service is related to all fields, problems & difficulties. It is a continuous process. The organization & implementation of guidance in schools includes the role of principal, counselor, class teacher, subject teacher continuously.

According to Jones, “Guidance cannot be separated from the normal functioning of schools. It cannot be limited to the functioning of principal & counselor. It is the responsibility of each & every school teacher to take an active role in guidance programs.” In this way, integrated cooperation & assistance of every school worker is required to solve each organization of guidance services & activities.

According to Crow & Crow, “The guidance programme should be flexible so that it can be changed according to the need & requirement.”

Organization of guidance programme means organization of the whole work of & wise distribution of its various activities so that maximum benefit is derived out of it.

❖ Applications of Organizing of Guidance services:-

  The Organization of guidance services has the following implication:-
  • Laying down objectives in clear terms.
  • Mastering of resources & utilizing them in best possible manner.
  • Systematic planning of guidance work.
  • Coordination & conduct of certain activities within an administrative framework.
  • Allocation of duties & responsibilities.
  • Provision of minimum essentials.
  • An able leadership to coordinate, supervise & direct activities.
  • Working of various guidance personal as a team.

❖ Characteristics of organizing guidance service:-

  • It facilitates the use of skill, training & interest of staff members.
  • It coordinates the work of all persons engaged in guidance programme.
  • A well organized programme economizes time, money & effort.
  • It helps in developing good relationships.
  • It helps to understand the physical, social, emotional & intellectual characteristics & the needs of all human beings.
- It helps teachers to understand the individual differences of children in various spheres.
- It promotes efficiency in providing adequate, reliable & scientific data.
- It utilizes community resources.
- A well organized guidance programme helps in self realization.
- It emphasizes on democratic principles.

**PRINCIPLES RELATED TO THE ORGANIZATION OF GUIDANCE**

In the organization of guidance services, the following principles should be taken into consideration:

a. The objective of guidance organization should be well formulated in view of the needs & requirements of the subjects.
b. An outline of the function of guidance program should be prepared in view to the formulated objectives.
c. The responsibilities of guidance workers should be decided beforehand. They should be advised to work in an integrated fashion.
d. The layout of the organization of guidance should be well designed, properly implemented & executed.
e. The most important principle is to evaluate the functioning & execution of guidance program in the light of the objectives.
f. Feedback should be used in the evaluation process.
g. It should be cooperate with all the agencies of education & provide for leadership.
h. It should be as simple as possible.
i. It should be directed towards improved pupils self knowledge & self direction.
j. Adequate provision should be made for testing tools.
k. There should be a well organized plan for following in individuals after they leave the school.

**GUIDANCE SERVICE AT ELEMENTARY LEVEL**

Mental development of primary stage Pupils is not sufficient. Their mental powers are immature. Hence, the pupils are to face such situation at this stage which seem to be very simple problems but their progress for the primary stage are of very serious nature. Therefore, there is a greater need of educational guidance at this stage. The following can be the context of educational guidance at this stage:

a) Take care of every behavior & every curiosity of the child.
b) There is no special and separate program of educational guidance at this stage. It is the duty of every teacher.
c) The activities going on the playground can be guided and these can be helpful in the adjustment of the children.
d) The teacher can provide help in the formation of good habits in the children at the primary stage.
e) The teacher should provide help to the children in identifying their competencies.
f) Proper attitude can be developed by developing the ability of discriminating right and wrong in the children at this stage.
g) The teacher must help the children in their adjustment in the environment.

GUIDANCE SERVICE AT SECONDARY LEVEL:

At this stage, educational guidance can be provided through the following ways:-

- Helping Pupils to orient themselves to the new purposes of education.
- Helping Pupils to orient themselves to the needs for good planning.
- Assisting Pupils to adjust themselves to their education by making wise choices of the subjects of study. Every pupil should be helped in choosing the subjects. It is often done in terms of curriculum guidance.
- Helping Pupils to make progress in their education by removal of subject difficulties & development of good study habits.
- Assisting Pupils to build proper motivation for study.

ACTIVITIES AND PROGRAMS OF GUIDANCE SERVICES AT SECONDARY LEVEL:

According to the NCERT report 1975, following activities and programs should be carried out in secondary school for the benefit of the pupils.

- Students have to be helped in the selection of courses and in making a vocational choice at the period of general education.
- Students are to be provided with information about the various vocational possibilities through career conferences and occupational concerns in school.
- Students have to be helped in developing a realistic self – concept through individual and group counseling.
- Students with special talents have to be identified and provided opportunities to develop them to maximum possible extent. Enriched programmes to be organized for gifted students.
- The educational needs of the children coming from the weaker section of the society have to be seen and provision for their satisfaction to be located. Diagnostic testing and remedial instruction has to be provided for slow learners.
In addition to problems related to achievement in various subjects, personal adjustments have to be identified and suitable remedial measures have to be taken to overcome them. The need for guidance has been envisaged by a Draft “Higher Secondary Education and its Vocationalisation”. (April, 1976) published by NCERT as, “Institution would have to provide some kind of guidance and counseling for careers and courses to take the best advantages of such a situation. This means that higher secondary institutions will have to get at least some of their teachers trained in career advancement so that they may help the parents and students to make the best choice of courses in the first instance and later on to advice them about any proposed changes in the options”.
UNIT 4th : COUNSELING

CONCEPT AND ELEMENTS OF COUNSELING.

Counseling is the heart of guidance programme. Without it, guidance is incomplete. It helps students to resolve their educational as well as personal and vocational problems. It makes an effective use of the information collected about the individual or the group to provide insight into the problems for a better guidance programme. It may be viewed as an applied art that seeks deliberately to change the behavior of an individual. This part of chapter is an attempt to present the basic concepts in counseling to acquaint the readers with the fundamentals of it.

Some Definitions:
Counseling is a developing science whose terms and concepts have not yet been standardized. Concepts are interpreted and defined in several ways according to the mental attitude of the researchers. Here are some definitions of the concept of Counseling as viewed by several researchers.

According to Webster's Dictionary, Counseling is defined as, “Counseling; mental interchange of opinions; deliberating together.”

Strang defines Counseling as, “face to face relationship in which growth takes place in the counselor as well as the counselee.”

Traxler defines Counseling as “the application of the personal resources of the school or other institutions to the solution of the problems of individuals.”

According to Warner, “Counseling is a personal and dynamic relationship between two individuals – an older, more experienced and wiser, and a younger, less experienced and less wise. The latter has a problem for which he seeks the help of the former. The two works together so that the problem may be more clearly defined and the counselee may be helped to self-determined solution.”

Wiley and Andrew have given a comprehensive definition:
“Counseling is a mental learning process. It involves two individuals – one seeking help and the other a professionally trained person who helps the first to orient and direct himself towards a goal which leads to his maximum development and growth in his environment.”

E.L. Tolbert in his book “Introduction to Counseling” defined Counseling as “.... a personal, face-to-face relationship between two people, in which the counselor, by means
of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person, is helped to know himself and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and future can learn how to solve future problems and meet future needs.”

We may summarize that Counseling is a relationship between a professionally trained, competent counselor and an individual seeking help in gaining greater self understanding and improved decision-making and behavioral change skills for problem resolution and or development growth. The main objectives of counseling are to enhance personal development, to resolve the conflicts, the psychological growth towards maturity of its clients and to help them in the process of social adjustment by developing necessary social skills to meet the challenges of modern life.

**ELEMENTS OF COUNSELING:**

There are three distinct elements in the process of counseling which are as follows:

- First, counseling involves two persons.
- Second, the specific objective of counseling is to help and assist the counselee to solve his problems independently.
- And thirdly, counseling is a professional task and must be performed by professionally trained persons.

William Cottle, a famous worker in the field of counseling, has differentiated five elements in the process of counseling. These are:

1. **Rapport.** The first element in rapport which involves establishing relationship of mutual respect between the two individuals, the counselor and the counselee.
2. **Communication.** Communication between the counselor and the counselee should be free and frank, without inhibition. Efforts should be made to increase the effectiveness of communication by using different devices such as depth interview.
3. **Qualification.** The counselor should be professionally qualified person with some practical experience and liking for people. This will enable him to understand the problems more adequately.
4. **Confidence.** The fourth element is directly related with the counselor who starts with confusion and feelings of bewilderment and gradually progresses towards his goal of understanding his problems. In the process he undergoes a change in his attitudes and acquires insight into his problems. By and by the counselee gains confidence to tackle his problems and increases his capacity of adjustment to his environment.
5. **Counseling interview.** The last element is the counseling interview which is comprehensively planned by the counselor to lead the counselee to the desired goal. The counselor tries to understand the problems of the counselee and attempts to find out some remedy.
BASIC STEPS IN COUNSELING:

1. Purpose of counseling: The main purpose of counseling is to assist the individual to enable him to understand himself, his problem and situation in a meaningful and realistic way.

2. Tools of counseling: It includes both the testing and nontesting techniques i.e. interviews, questionnaires, check list, rating scales, group discussion, and psychological tests.

3. Rendering of relevant information: Various types of Educational, vocational and personal information, in order to widen their horizon and insight.

4. Encouragement: Rapport should be established with the counselees so that they are encouraged to express freely their ideas, views and feelings. They should open their heart without any fear and inhibition and do heart to heart discussion.

5. Planning: The counselor is to help the counselee to choose the courses of studies or vocations or work out the solutions of his problem in systematic and a planned way.

6. Involvement of the client: As the ultimate decisions is to be taken by the individual so it is essential that the client should be actively involved in the discussion without any hesitation and fear.

7. Analyzing: Self analysis is the best method to understand oneself. It is for the counselor to make him to read his limitation as well as assets.

8. Interpreting: The counselor should assist the client to interpret himself the data obtained through different techniques.

9. Clarifying: Clarification of the self concept is the main function of counseling. He should do it with directive or nondirective or elective technique as it best suited to the situation.

10. Approving: The counselor is not to make it a prestige point that what ever the client has decided first, he must proceed on it. In case he wants to change his path and there is genuine reason to do so and the alternative is the second best in the existing circumstances, he must be allowed.

DIRECTIVE COUNSELING

It is also known as prescriptive or counselor-centered counseling. It is called problem – centered and not paido-centered. It is counselor who prepared entire plans and sees through the process. E.G. Williamson is the leading exponent of this school of thought

Assumptions:
The following are the main assumptions on which directive counseling is based:

I. All of our efforts should be focused on the problem of the counselee.

II. Counselor is more competent than the counselee and hence he plays a more active role than the client. He is said to be the pivot, the centre or leader of the situation.

III. Counseling is primarily an intellectual rather than emotional process and hence intellectual aspect is given more weight age than emotional aspect.
STEPS IN DIRECT COUNSELING (ROLE COUNSELOR IN DIRECT COUNSELING)

According to Williamson the following steps are involved in directive counseling:

1. **Analysis**: Collecting a data from a variety of sources by using a variety of tools and techniques. The data is needed for an adequate understanding of the client.
2. **Synthesis**: Summarizing and organizing the data so as to reveal the client’s assets, liabilities, adjustments, maladjustments.
3. **Diagnosis**: At this stage we are to find out the root cause of the problems exhibited by the clients.
4. **Prognosis**: At this stage we predict the future development of the client’s problems.
5. **Treatment or counseling**: It may include some or all of the following procedures:
   a. Establishing rapport with the student.
   b. Interpreting the collected data to the student.
   c. Advising or planning a program of action with a student.
   d. Assisting the student in carrying out the plan of action.
   e. Referrals to other counselors for assistance in diagnosing or counseling.
   f. In short, at this stage the counselor takes steps with the student or client to bring about adjustment and readjustment for him.
6. **Follow up**: Here the counselor helps the client with new problems or with recurrences of the original problem, and determines the effectiveness of counseling provided by him.

NON-DIRECTIVE COUNSELING.

Carl Rogers is the chief exponent of non-directive counseling. He has used this method of counseling in solving educational, vocational and may other problems. Arbuckle points out that the directive people behave counseling to be a “means of helping people how to learn to solve their own problems, while non-directive people propose that counseling is a “means of following the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation.” In directive counseling, the counselor makes use of information given by the client for the following purposes:

(i) To help in clarifying a choice
(ii) To help in implementing a decision
(iii) To help in discovering the real problems

STEPS INVOLVED IN ECLECTIC COUNSELING.

According to R.C. Thorne following are the main steps involved in eclectic counseling:

1. Counseling may be preceded by an intake interview.
2. During the opening phase of counseling the counselor tries to establish rapport and may have to do structuring so that the client understands what to expect of counseling.

3. Often a tentative diagnosis is made which may include the collection of a case history and a plan for counseling is formulated.

4. To enhance the client’s self understanding about him.

5. Educational, occupational and social information if needed by the client may be supplied to him.

6. During the closing face the client makes decisions and plans and modifies behavior and solves his problems.

7. There may be follow up contacts.

**ROLE OF A GOOD COUNSELOR**

In the process of counseling a counselor plays a significant role. The effectiveness of counseling programme depends on the efficiency of a counselor. The counselor's job is relatively difficult. A counselor should have the training, awareness, skill and devotion in his job. The following are the main functions of the counselor:

- Programme of guidance and its organization.
- Orientation.
- Data collection.
- Interview and individual counseling.
- Contacting outside agencies like parents, guidance bureaus and employment exchange.

**E.G. Williamson has explained the role of a counselor as :**

1. The aim of the counselor is to help the students in changing their behavior through learning.
2. To help the students in modifying their behavior through learning.
3. The counselor, along with the client collect the information about the client and his surroundings.
4. The counselor also provide informations to the client, about social environment, about selected psychological concepts and regarding the decision making process.
5. The counselor interprets the information about the counselee or client.
6. The counselor also act as an advisor too.
7. The role of the counselor also includes providing information to the client about decision making process.
8. The cooperation of the pupils and their participation are essential for a successful counselor.
9. The counselor should respect the client. Inturn, the client should also see the counselor respectfully.
10. The counselor should be honest in recognizing his training and limitation of the skills.
11. The counselor should be able to attract the confidence of the pupils.
12. The counselor should be sensitive towards the problem. The sensitivity of the counselor is his important characteristics.